FACULTY HANDBOOK

The Women University Multan

Faculty Handbook

Vice Chancellor's Message

Dear Faculty, we are all members of an academia and are individually as well as collectively responsible for the intellectual and moral growth of our students. In our capacity as a teacher, we hold the power to influence the eager and critical minds and lead by example rather than by precept. I believe that we can serve as excellent role models for our students when it comes to work ethic, general appearance, punctuality, speech and behavior. Keeping in mind our stature, we are under obligation to ensure that we never hurt the religious, racial, or sociological sensibilities of a student. As teachers, we are in a parental role; ensuring that we are mindful of our students' needs and the strategies to prepare them for the modern world. Possessing adequate knowledge of your subject area might not be enough; the true measure of a teachers' success is her ability to deliver knowledge to the students in a way that they can apply it in all practical aspects. Every teacher is a scholar but every scholar may never be a teacher. The Women University Multan is a teaching and research university that is Unique in its trajectory to establish best practices in teaching and research. I believe that scholarly pursuit with innovative teaching and guidance is essential for academic growth of students.

The WUM teaching and research community is defined by professionals, who are committed to excellence, having world-class caliber and balanced approach. This faculty handbook is just a simple reminder of our obligations as teachers and researchers. WUM's Act and statutes will remain in the printed handbook to keep you informed about the rules and regulations of the university, the rest of statutes could be accessed on the university website. (www.wum.edu.pk)

Introduction

1. INTRODUCTION

The Women University Multan was established in 2013. The main purpose of establishing the Women University Multan was to promote women empowerment by providing access to higher education, especially to those women, disadvantaged due to traditional values and norms. The University therefore aims to offer world class education and research to cultivate and enhance students' competence, by extending a wide array of learning and self-development opportunities.

The Women University Multan creates necessary opportunities to the women of Southern Punjab. It was upgraded from a Government Post- graduate Degree College to a university by the government of Punjab by promulgation of constitutional enactment in 2012 but became a full-fledged university when its first Vice Chancellor joined on 25-02-2013.

The Women University Multan has 2 campuses:

1. Old Katchery Campus on LMQ road, Multan covering: 14 acres
2. New Campus at Mattital comprising of 27 Acres

The university has five faculties:
i)   Faculty of Arts and Social Sciences (FASS),
ii)   Faculty of Life Sciences (FLS),
iii) Faculty of Sciences (FS),
iv)   Faculty of Economics, Commerce and Management Sciences (FECMS),
v)   Faculty of Religions and Languages (FRL)

Total No of Degree Programs is 72:
i.   BS 24
ii.   Masters 16
iii. MPhil 16
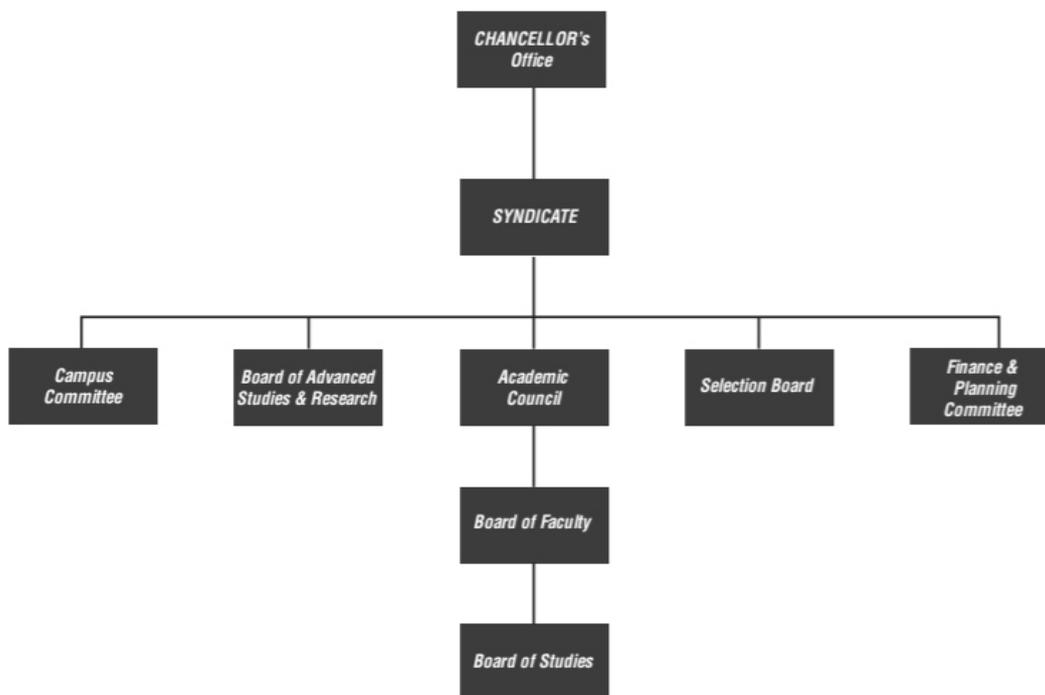iv.   PhD 10
v.   ADP19

Total No of Students: 6500

Total Faculty: 162
Total PhD faculty: 78

WUM's Katchery Campus has become Smart University/Safe Campus in 2016 with 117 Mbps. Recently in Jul 2020, Mattital Campus of WUM has also become Smart University with 201 Mbps bandwidth of internet.

GOVERNANCE STRUCTURE

https://main.wum.edu.pk/university-organogram

STATUTORY BODIES OF THE UNIVERSITY

- Syndicate
- Academic Council
- Board of Faculty
- Academic Departments and Heads of the Departments
- Board of Advanced Studies and Research
- Selection Board and Search Committee
- Finance and Planning Committee

Vision, Mission, Goals, Core Values

2. VISION, MISSION AND GOALS

VISION

The university aspires to play a leadership role in pursuit of excellence in higher education for women to promote discovery, innovation and entrepreneurship to unleash highest potential of graduates to solve great challenges of their times.

MISSION

Our prime purpose is to serve as a catalyst for the progress of women by providing excellent learning environment for quality education to produce graduates who are distinguished by their ability to create and preserve knowledge, professional competence, leadership, pragmatic and good citizenship, ethical rectitude and entrepreneurship.

CORE GOALS

The Women University Multan seeks to

1. Attract and serve students from diverse social, economic and ethnic backgrounds and be sensitive and responsive to the underprivileged to provide them access higher education.
2. Provide enabling and nurturing environment through cutting-edge teaching, research and mentorship that can empower students to achieve their fullest potential for becoming a catalyst in the development of their community and nation at large.
3. Offer broad and balanced academic programs, at the undergraduate, graduate, professional and postgraduate levels, that emphasize high quality teaching and learning to develop critical thinking , desire for discovery, innovation and creativity.
4. Build state of the art infrastructure and enabling environment professional learning.
5. Establish strategic collaborations with reputable national and international institutions for capacity building and outreach with local and global partners for technological and scientific research and development.
6. Develop entrepreneurship ecosystem and social mobilization by creating conducive environment for healthy competition and business sensibility to generate knowledge through scholarly research based creative ventures addressing immediate and long-term needs of the society.

Core Values

1. Faith
2. Integrity
3. Hard work
4. Mutual Respect
5. Justice
6. Common Good

7. Diversity
8. Collaboration

Core Values in Practice

The faculty and staff of the Women University Multan seek to live by and to teach students the Core Values of the University. In a variety of different settings WUM community is expected to learn and live by the core values:

Faith
- I will fear Almighty Allah (SWT), the Creator, in all matters of my personal, professional and collective life.
- I will live the sense of serving others is a way of life that will enrich the community in which I live.
- I will always respect and honor

Integrity
- I will speak the truth and keep my commitments.
- I will take my responsibilities seriously and fulfill them to the best of my ability.

Hard work
- I will be steadfast in my pursuit of excellence.
- I will set high standards in my intellectual life, personal behavior, and interpersonal relationships.
- I will honor the traditions of the University and preserve its integrity.

Mutual Respect & Diversity
- I will treat others with respect, kindness, generosity of heart and compassion. I will accept and tolerate differences in opinion and beliefs.
- I will handle disagreements with candor and civility.

Common good
- I will uphold the policies of the university and follow the rules, regulations and service statutes.
- I understand that behavior has consequences
- I will always follow ethical boundaries for maintaining benefit of WUM and community I live in.
- I will maintain self-discipline for peace and harmony.
- I will take the concerns of others in the WUM community whole heartedly.
- I will work for common purposes, objectives and values, the welfare of all.

Justice
- I will be fair and just in all of my decisions and work toward justice for others.

Collaboration
- I will seek advice and guidance of people I will work with.
- I will work together with colleagues, other organizations to achieve goals.
- I will seek team work to achieve personal, organizational and community goals.
- I will engage in partnerships to achieve excellence in all what I do.

Faculty Policies and Procedures
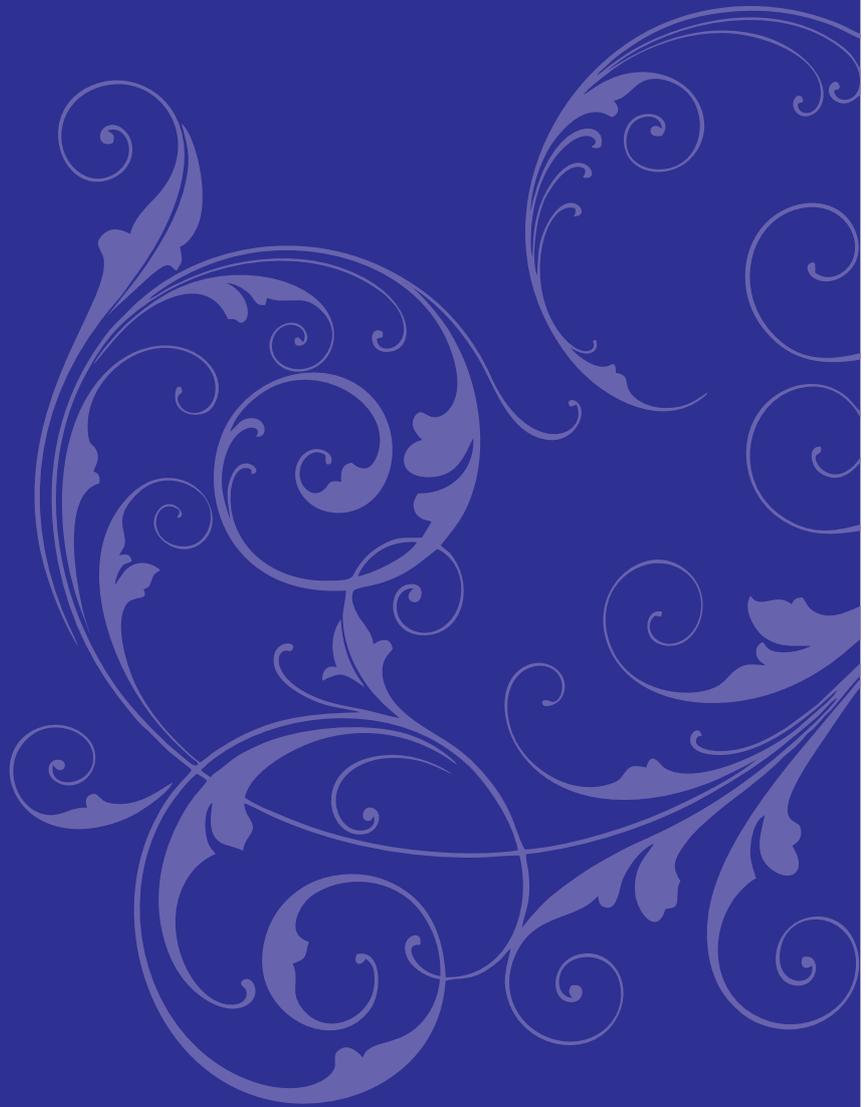
3. FACULTY POLICIES AND PROCEDURES

Professional Expectations from Faculty members

Professional Behavior and Ethical Conduct

The faculty of WUM is committed to high standards of professional behavior and ethical conduct. As a community of scholars, we are committed quality practices in course preparation and classroom conduct alongside research activity. The WUM has defined Key Performance indicators KPIs (Annex-II). Key performance indicator (KPI) is a measure of performance which usually define the success factor. It is a method to measure the degree to which key objectives are achieved.

The following are general guidelines for faculty members to maintain quality teaching and learning in their specific disciplines:

A faculty member is expected to

Teaching

i)   Maintain up-to-date knowledge in their subject area.

ii)   Prepare course syllabi that reflect up-to-date course objectives, learning outcomes, and course content.

iii)   Come to class well prepared for the lesson.

iv)   Present course material in an organized, clear manner.

v)   Begin classes on time and teach, the entire class period/time.

vi)   Provide high quality instruction over the span of an entire class period.

vii)   Avoid canceling classes unnecessarily, swap a class with a colleague and inform QEC.

viii)   Treat students with dignity and respect and avoid humiliating them.

ix)   Encourage feedback and opinions from all students and when appropriate, institute changes in response to feedback.

x)   Keep attendance records consistently and truthfully. Records are checked by QEC in academic audit conducted by QEC on regular basis.

xi)   Assign Out of class work, projects and papers

xii)   Develop meaningful out of class assignments, papers, and research projects that relate to the objectives of the course.

xiii)   Use clear, specific criteria for evaluating papers and projects.

xiv)   Grade all written assignments objectively. For example, some instructors ask students to place their name on the back of papers so that the grading is completed before the instructor knows the author of the paper.

xv)   Provide written or verbal feedback promptly.

Online teaching

i)   Learn using technology, especially LMS (Mr. Azam Mirza from IT department is the focal person for LMS. He conducts regular trainings to train faculty regarding relevant aspects of use of technology. Please stay in contact with him to guide and train as per requirement. More details can be accessed from given link https://main.wum.edu.pk/guidelines-for-teachers

ii)   https://main.wum.edu.pk/lms-video-guildelines

iii)   Learn about e resources such as Google classroom, https://main.wum.edu.pk/how-to-use-google-meet-in-lms

iv)   Obtain a copy of the handbook for online teaching, OTLS from WUM Press. Also available online at given link

v)   https://main.wum.edu.pk/rules-regulations

vi)   Never sign in for your scheduled class unprepared.

vii)   Tests and assignments must be regularly uploaded and marked/ corrected punctiliously.(An assignment which is not corrected or improperly corrected discourages the students and lowers the teacher in their esteem; it is an exercise in futility).

viii) Check/verify attendance before you start a lesson and report promptly any absentees not duly accounted for. On LMS it is easier to mark the attendance.

ix)   Never leave your class unattended even briefly, online classes demand more vigilance then onsite classes.

x)   Never leave your class before time, you can leave your recorded lecture for students to use after the class has concluded.

Examination and course grades

i)   Bloom's taxonomy is the recommended taxonomy for paper setting, however, if there is any other taxonomy more suitable for your discipline do consult QEC before using that taxonomy.

ii)   Compose examination papers that fairly and accurately measure course content and objectives.

iii)   Grade exams objectively.

iv)   Return exams to students promptly with written and/or verbal feedback.

v)   Explain specifically in the syllabus how the final grade will be calculated.

vi)   Assign final grades with care, fairness, and with absolute honesty. Final grade reflects assignments and percentages established in the course syllabus.

vii)   Set and enforce procedures to prevent cheating and plagiarism so that students who behave honestly are not disadvantaged. You may access HEC Plagiarism policy on the website.

viii) Retain for a period of three years all grade books with a record of all variables that entered into the assignment of the final grade.

Professional performance

i)   Be available, Post office hours on your office door and be available to students during those hours. At least three hours per week of office hours should be provided. Additional hours should be provided for assigned advisees.

ii)   Be present on campus during the work day, remembering that an eight hour work day is expected.

iii)   Provide remedial help to students and modify teaching methods to meet the needs of students. With diverse leaving abilities.

iv)   Continue to learn methods to promote higher order thinking skills.

v)   Seek out opportunities for professional growth and development.

vi)   Remain current in their academic discipline.

vii)   Safeguard confidential information. Post grades with minimal identifiers.

viii) Cite contributions of others in lectures and scholarly writings. Accurately report all findings in scholarly publications. Maintain high standards of research integrity.

ix)   Carry out objective evaluations of all administrators, faculty, staff, and students.

x)   Participate in other university activities (e.g., advising, sponsoring student organizations, serving on committees such as admissions or testing).
xi)   Manage time effectively in order to be productive.
xii)   Meet all university deadlines (e.g., grading, attendance reports, requests for information).

Professional behavior and integrity

i)   Treat students, faculty members, staff, and administrators with courtesy and impartiality.
ii)   Criticism should be handled privately and discretely.
iii)   Set an example for all by behaving ethically and honestly.
iv)   Dress professionally.
v)   WUM campuses are non-smoking campuses, i.e., to reduce health risks and to model healthy behavior to students.
vi)   Assist DSA in maintaining positive student behavior on campus.
vii)   Refrain from any form of harassment. Work to prevent discrimination and harassment by others. WUM has a clear anti-Harassment policy which needs to be followed in letter and spirit.
viii)   Manner their lives in accordance with the Core Values of WUM
ix)   Willingness on the part of faculty to cooperate with the management of the University in building an environment for student learning that is peaceful, safe and comfortable for the students. Submit in writing reports on any untoward incidents on campus to the DSA.
x)   Maintain confidentiality of any reported incidents.
xi)   Abstain from favoritism and being perceived as unfair
xii)   Be available for special function duties as and when requested by the DSA/HOD/ administration.
xiii)   Assist in Monitoring of discipline on campus
xiv)   Work towards Inculcation of the core values

All faculty members are expected to share the varied duty responsibilities equally. Duties performed are considered at the time of faculty performance evaluation.
All faculty members are expected to be familiar with the criteria, requirements, and procedures for admissions, Directorate of Student Affairs, Examinations and quality assurance, to answer questions by parents and students. Training in this regard are conducted from time to time to ensure faculty members keep themselves abreast with university requirements and law.

Advisors of Co-Curricular Activities
Faculties are encouraged to serve as an advisor to a student club or society on campus. More details about societies and other Co-curricular activities are available at given link https://main.wum.edu.pk/dsa
The following guidelines should be followed by advisors.
In September, a meeting should be held to select office bearers for the coming year along with
Representatives of different classes or sections. These office bearers and representatives may be elected by the members or selected by the advisor.
i)   All student clubs or societies have goals and plan for the year early in the academic year.
ii)   While the office bearers, committee and members carry out the programs of the society in consultation with the advisor, the advisor is accountable for the society.

iii)   The money generated through membership fees will be entrusted to the finance secretary (a student) who will be supervised by the advisor to make the finances transparent and honest. The advisor must sign off for all expenses on behalf of the society.

iv)   The advisor should stay in touch with the chairman/HoD of the co-curricular office to keep her informed of the activities of the society.

v)   The advisor should settle disputes and disagreements that might arise among the office bearers and members regarding the society.

Miscellaneous Duties

These fall in a number of different domains. Instructors involved with any of the following are considered to be rendering special duty to the university.

All faculty members are expected to:

i)   Inspect the classrooms before the start of the classes for cleanliness and also during university hours to see that all unnecessary lights and fans are switched off

ii)   Visit the canteens during classes when they are open, and recommend intervention if required

iii)   Pay particular attention to the discipline and turnout of the students.

Assessments

Four considerations to examine when designing and appropriate assessment method that will reflect the established learning goals and activities:

- Reliability
- Standardization
- Validity
- Practicality

4. ASSESSMENT

Instructions for Paper Setters, Examiners & Heads Of Departments

FOR PAPER SETTERS:

1. Bloom's taxonomy is recommended to be used to set examination papers
2. There should be a common paper for all sections of a class.
3. As much as possible question papers should be checked by the Head of the Department.
4. While making the question paper the syllabus should be strictly followed.
5. All care should be taken to maintain the secrecy of the question paper.
6. Apart from the paper setter/Head of the department, Controller of Examination and the Examination/departmental Clerk/no one should have access to the question paper or knowledge of its contents.
7. The paper setter should fill in the grid in the question paper proforma and initial it at the end.
8. Make sure you have the latest version of the syllabus and you are familiar with the assessment criteria.
9. Work on a Specification Grid. Before and after setting the paper, check that all the test items are based on the respective syllabus and that the items are graded in difficulty.
10. Do not use material reflecting race, ethnicity, or gender bias.
11. Develop a Marking Scheme alongside the Specification Grid.
12. Check that the duration of the examination is entered correctly on the paper and that the time allotted is sufficient to enable the students to complete the paper and revise their work.
13. Proofread the text.
14. Pass on the *finalized* draft of the paper to HOD who has to proofread the test again, ensure that no test item is out of syllabus, check that all set tasks are workable (particularly in mathematics and science subjects) and that the paper can be completed in the set time.
15. Make the necessary changes advised/recommended in the examination paper and the marking scheme as advised by the reviser. Proofs read the text once again and pass on the paper to the Reviser for the final proofreading.
16. Every paper (Including continuation of sheet) shall be properly signed by the paper setter.
17. Hand in the Marking Scheme together with the Examination Paper for printing.
18. Examine printed papers for printing defects (e.g. unclear diagrams or pictures)

Layout

1. The layout of the paper should be as clear as possible to make it as student-friendly as possible. For write-on papers, enough space for working or writing must be provided.
2. Instructions to candidates should be clear and unambiguous. They should be presented in bold type.
3. Wherever possible, use a straightforward and consistent format with regular line lengths.
4. Use typesetting features such as bold, italics, indentation, or boxes effectively to help candidates focus their attention on the task. (Note: Print in italics may present reading difficulty for candidates).
5. Long complex questions are best split up by the use of subsidiary numbering systems.
6. Structured questions should follow a graded and logical sequence.
7. The information contained on a page should be well structured through the appropriate use of headings and sub-headings. This would help candidates organize text in advance of reading.
8. Check that the diagrams, pictures, or photographs used are necessary, helpful, and of high quality.
9. Place the text close to the relevant diagrams or pictures to enable the candidates to relate the two effectively. Comprehension text and questions should be set on the same page or adjacent pages.
10. Ensure that marks assigned for each item/exercise/section or indicated on the paper.

Sentence Construction

1. Use the simplest language and structure possible to convey clearly and unambiguously the meaning of the question.
2. Split down even relatively short sentences if they contain a lot of condensed information.
3. Do not use the passive if it can be avoided because it can make a sentence impersonal and complex. Avoid also using the conditional form (sentences starting with "if") and the double negative.
4. Eliminate superfluous words and an abstract and metaphorical language which is not necessary.
5. Make sure that introductory statements in questions contain only the information which is required for answering those questions relevantly.

Specification Grids

1. The writing of test items should be guided by a carefully prepared set of test specifications.
2. The specifications describe the achievement domain being measured and provide guidelines for obtaining a representative sample of test tasks.
3. The specifications grid (a Two-Way Table) assures that the test will measure a representative sample of the learning outcomes and the subject matter topics to be measured.
4. The specification grid relates outcomes to content and indicates the relative weight to be given to each of the various areas.

5. A specification grid indicates:
   (i) The learning outcomes to be tested
   (ii) The subject matter or content area
   (iii) The assigned weightage to the learning outcomes and content areas in terms of their relative importance

6. The learning outcomes to be tested include
   (i) Recall of knowledge
   (ii) Intellectual abilities or skills (understanding, application, etc)
   (iii) General skills (e.g. practical, performance, and communication)
   (iv) Attitudes, interests, appreciations.

7. The following factors are to be considered when assigning relative weights to each learning outcome and each content area.

   (i) The importance of each area in the total learning experience
   (ii) The time devoted to each area during the learning experience
   (iii) Which outcomes have greater retention and transfer value

Constructing Relevant Test Items

The item used could be either *selection-type* or *supply-type* items. The selection-type items present the students with a set of possible responses from which they are to select the most appropriate answer. The supply-type item requires students to create and supply their answers.

Selection-type items include:

Multiple Choice, True-False, Matching, Interpretative exercises.

The preparation of good selection-type items is difficult and students can get a proportion of answers correct by guessing.

Supply-type items include:

Short answers, Essays (restricted responses, unrestricted responses)

Supply-type items are easier to construct but more difficult to score.

- Use the item types that provide the most direct measures of student performance specified by the learning outcome.
- Avoid verbal associations that give away the answer.
- Avoid grammatical inconsistencies that eliminate wrong answers.
- Avoid specific determiners that make certain answers probable (e.g., sometimes) and others impossible (e.g., always).
- Avoid stereotyped or textbook phrasing of correct answers.
- Avoid material in an item that aids in answering another item.

- Avoid trick questions that might cause a knowledgeable student to focus on the wrong aspect of the task.
- Ensure that the difficulty level matches the intent of the learning outcome and the age group to be tested.
- Ensure that there is no disagreement concerning the answer. Typically, the answer should be one that experts would agree on the correct or best answer.
- Write the test items far enough in advance that they can be later reviewed and modified as needed.
- Write more test items than called for by the test plan. This will enable you to discard weak or inappropriate items during the item review and make it easier to match the final set of items to the test specifications.
- The number of test items depends on the age of the students tested, the time available for testing, the type of test items used, and the type of interpretation to be made. Experience in testing is frequently the only dependable guide for determining proper test length.
- Give due consideration to the best arrangement of the test items. Where possible, all items of the same type should be grouped. The items should be arranged in terms of increasing difficulty.

For **True-False** items make sure that:
- Each statement is unequivocally judged true or false
- The statement is brief and stated in simple, clear language
- Negative statements are used sparingly and double negatives are avoided
- The statements are free of clues to the answer (e.g., verbal clues, length)
- There is approximately an equal number of true and false statements
- The true and false items are arranged in random order.

For **Matching** items ensure that:

- The items are based on homogeneous material
- The instructions clearly state the basis for matching and that each response can be used once, more than once, or not at all
- The items appear on the same page
- An uneven match is provided by making the list of responses longer or shorter than the list of premises.

For **Multiple-Choice** items make certain that:

- MCQ's are included to assess knowledge at all levels, i.e., simple recall, conceptual knowledge, data interpretation, and problem-solving skills
- The stem of the item presents a single, clearly formulated problem
- The stem is stated in simple, clear language

- The stem is worded so that there is no repetition of material in the alternatives
- The stem is stated in positive form wherever possible
- If negative wording is used in the stem, it is emphasized in bold or by underlining
- The intended answer is correct or best
- All alternatives are grammatically consistent with the stem and parallel in form
- The alternatives are free from verbal clues to the correct answer
- The distracters are plausible and attractive to the uninformed
- To eliminate length as a clue, the relative length of the correct answer is varied
- The alternative "all of the above" or "none of the above" are used only when appropriate

For Short-Answer items ensure that:

- The item calls for a single, brief answer
- The item has been written as a direct question or a well-stated incomplete sentence
- he desired response is related to the main point of the item
- clues to the answer have been avoided (e.g., "a" or "an", length of the blank)
- the units and degree of precision are indicated for numerical answers.

For **Essay** questions make sure that:

- questions starting questions with "who", "what", "when", "where", "name", "list" are avoided as these terms limit the response
- questions demanding higher-order skills, such as those indicated in the following table are used

Outcome	Sample Terms
Comparing	Compare, classify, describe, distinguish, between, explain, outline, summarize
Interpreting	Convert, draw, estimate, illustrate, interpret, restate, summarize, translate
Inferring	Derive, draw, estimate, extend, extrapolate, predict, propose, relate
Applying	Arrange, compute, describe, demonstrate, illustrate, rearrange, relate, summarize
Analyzing	Break, down, describe, diagram, differentiate, divide, list, outline, separate
Creating	Compose, design, devise, draw, formulate, makeup, present, propose
Synthesizing	Arrange, combine, construct, design, rearrange, regroup, relate, write
Generalizing	Construct, develop, explain, formulate, generate, make, propose, state
Evaluating	Appraise, criticize, defend, describe, evaluate, explain, judge, write

(Gronlund, 2006,p.120)

Checklist (Gronlund: 2006, p 69) for Reviser for Evaluating the Test Items in the Assembled Paper

		YES	NO
Balance	The items measure a representative sample of the learning outcomes The allocation of marks to each item reflects the item difficulty		
Relevance	The items present relevant tasks which reflect the current syllabus		
Conciseness	The items and tasks are stated in simple, clear language		
Soundness	The items are of the proper difficulty, free of defects and have answers that are defensible Questions do not contain gender, cultural or religious bias		
Independence	The items are free from overlapping so that one item does not aid in answering another		
Arrangement	The items measuring the same outcome are grouped and are in order of increasing difficulty		
Numbering	The items are numbered in order throughout the test paper		
Instructions	There are clear, concise instructions for each part in the whole test paper There are directions for how to record answers The time limit is specified		
Spacing	The spacing on the page contributes to ease of reading and responding		
Typing	The final copy is free of typographical errors. The marks for the whole paper add up to the total number of marks specified in the syllabus		

INSTRUCTIONS FOR EXAMINERS AND HEADS OF DEPARTMETNS

For Examiners/Paper Checking/Evaluators:

1. Examiners should themselves collect from the Scripts they have to mark, as soon as the paper has been taken.
2. Scripts should be marked very carefully. All mistakes should be under-lined, encircled or crossed out.
3. All Scripts must be initialed by the examiner/faculty member concerned.
4. All blank sheets or part(s) thereof should be crossed out.
5. Examiners/faculty member concerned should ensure that nothing is left unmarked.
6. Marks for whole questions should be encircled; marks for parts/sub-questions should not be encircled, but should be shown in the left hand margin of the script.
7. Marks for each whole question should be carefully transferred to the appropriate square on the front page grid of the answer script.
8. Scripts of all failures should be revised carefully to ensure that there is no mistake in marking or totaling.
9. Marginal failures should be pulled up in consultation with the Head of the Department concerned.
10. Marked answer scripts should be handed over to the Head of Department within 48 hours of the paper having been held. Completed mark list should be enclosed inside the bundle of scripts and the completed Invigilator's/ Examiner's proforma should be wrapped round it.
11. Please count the scripts carefully both when receiving them and when handing them back.

For Head of Departments:

Note: Please keep the examination calendar before you and ensure that marking in your department begins promptly and the whole process of evaluation, scrutiny, revision and tabulation continues speedily and systematically.

1. The Head of each Department should draw up a workable marking scheme for each class/question paper in consultation with the paper setter/faculty member concerned. Copies of this scheme should be provided to all the examiners in that paper and on copy should be given to the HOD.
2. Heads should carry out a detail scrutiny of the scripts of unsuccessful students.
3. In addition, they will carry out spot checking of 7 per cent of the scripts they receive.
4. If the marking is unsatisfactory, the Head of Department concerned should return the scripts, with appropriate instructions, for re-evaluation.
5. The Head of Department should countersign all scripts s/he has scrutinized.
6. Approved mark lists should be countersigned by the Head of Department concerned and handed over to the Controller of Examinations office.

7.   Answer scripts should be handed over to the clerk concerned and receipt on the official proforma obtained.

Teaching Method and Strategies

5. TEACHING METHODS AND STRATEGIES

The traditional form of teaching in a university often involves lectures being given to large groups of students, accompanied by tutorials and workshops, with some independent study. However, there are several other modes of delivery that can also be very effective, and you may have come across terms such as the flipped classroom and problem-based learning. This information below is designed to give you an overview of various modes of delivery you can consider in your teaching and learning.

Effective Teaching Strategies

i.   Teaching large groups (lectures), Consider ways to make your lectures more impactful and engaging.
ii.   Small group teaching
iii. Demonstrating in practical classes
iv.   Flipped classroom
v.   Massive Open Online Courses (MOOCs)
vi.   Active learning
vii. Problem based learning
viii. Work based learning

i. Teaching Large Groups (Lectures)

Lectures are a significant part of a university student's learning experience and are an efficient means of delivery. There is a need to rethink how lectures are delivered to promote student learning.

The outstanding Lecture

According to Morton (2003) an outstanding lecture contains the following attributes:
- It is delivered in a way that is informative, interesting and engaging.
- The content is well organized and easy to follow.
- Students can understand the development of the argument, or the logic in the ordering of the information or ideas.
- Students feel involved. This may be through some type of active participation, use of relevant examples to which they can relate and by being made to think about what is being said.
- The ability to engage students through questioning, no matter what the class size, is an important way of getting students involved.
- Students leave wondering where the time has gone.
- Students leave knowing that they have learned something(s), and are often inspired to go off and find out more.

Student Engagement
In order to encourage students to actively participate in a lecture.Consider the following:
- Pose questions for students to discuss in small groups, then take feedback from a few groups to hear what they think.

- Get the students to tackle problems individually, and then compare their answers with one or two other students sitting next to them. You do not always need to elicit feedback.
- Ask the students to vote on a multiple choice question (MCQ). Use a show of hands to check the responses, or use an electronic voting system. Wherever possible, the incorrect answers you offer should be derived from common mistakes that students make, and if they are chosen you can use the opportunity to talk the mistakes through with them.
- Show a DVD clip, but do ask the students to look for something specific that you can ask them about afterwards.
- Use demonstrations that can involve the students directly.
- Ask the students to do a mini-test, for example, to check student progress. This will need to be marked and could be based on an MCQ format.

Lecturing to a Varied Student Group

Many of you lecture to a student group that has a varied background knowledge base. How can you make the lecture a good learning experience for all students? Consider the following suggestions:

- To find out as much as possible about the student cohorts who will be attending the lecture, in particular what they may already know about the subject so as to profile the range of knowledge and subject disciplines of the students.
- Acknowledge to the students at the start that you know they are a varied group and that the content, organization and supporting materials for the lecture will reflect this.
- Use examples, or case studies, that are varied and reflect the subject disciplines of the group.
- When undertaking class tasks, suggest to the students that they work in their closest disciplinary cohorts.
- When appropriate, ask the students to work on different problems or consider different questions that are relevant to their knowledge base or subject discipline.
- Make explicit reference to specific additional resources each cohort can access for support after the lecture.

Effective Use of Lecture Presentation Software

Lecture presentation software can be an effective tool to enliven your lecture. With the rise of the technology, you can easily import visuals, audio, video, diagrams to generate interest and provide rich and varied information. However, you do not want to have a long sequence of slides with bullet points that read out during the lecture. To use presentation software effectively in your lectures, consider the following:

- Keep the number of slides to a minimum.
- Use slides to enhance and illustrate the presentation: if a slide does not really add anything, do not include it.
- Avoid using complex background images which detract attention. Ensure a good colour contrast between text and background.
- Do not use over-complex graphs.
- Use a sans serif font such as Arial or Verdana.
- Try to avoid lectures which use only slides with bullet points.
- Consider use of animations to build graphic explanations of complex ideas if they enhance understanding.
- Import and use digitized images, sound or video material within the presentation, as appropriate and compliant with copyright.

- Use the active buttons feature or use the hyperlink function to allow non-linear progression through the material. This is particularly effective for question-and-answer slides, where clicking on the different answers to a posed question will take you to different slides, and then return you to the questions slide.

This resource was developed by the University of Leister, UK from Chapter 5, Morton, A. Lecturing to Large groups (pp. 59 – 66) in Fry, H., Ketteridge, S. & Marshall, S. (2007) A Handbook for Teaching and Learning in Higher Education Enhancing Academic Practice 3rd edn. Routledge: New York and London

ii. Small Group Teaching

A large proportion of the most meaningful learning at university happens when students are working in small groups, be it in seminars, tutorials, practical and laboratories as well as with their peers outside their timetabled sessions (independent study time).

Working in small groups can allow students to embrace a range of interactive and collaborative skills which are often hard to develop in individual study situations, and impossible to develop in large-group environments such as lectures.

Many of these the small-group skills they acquire will help them with obtaining employment or pursuing further studies. Key skills such as:

- Coping with the normal difficulties of interactions between human beings
- Working in teams
- Managing time and processes effectively
- Listening to others' ideas sympathetically and critically
- Thinking creatively and originally
- Building on others' existing work
- Collaborating on projects
- Seeing projects through to a conclusion (Race, 2007, p.126)

Learning in groups allows students to develop cohesion with their peers, when classes are becoming so large as to preclude feelings of whole group identity, particularly under module schemes where large cohorts of students come together from disparate directions to study together on a module.

iii. Demonstrating in practical classes

The general aim for practical classes is to enhance students' understanding of methods of scientific enquiry. This is pursued in a variety of ways where students are given the opportunity to undertake experiments; tackle problem-solving exercises; carry out survey and project work and experience at firsthand how the theory and principles of their discipline are applied. The key learning aims in practical classes (Allison, 1995) are:

- *Consolidate subject knowledge*
- *Introduce disciplinary methods and procedures*
- *Develop technical skills*
- *Develop cognitive skills*
- *Promote teamwork skills*
- *Increase motivation*

Collectively, the pursuit of these key aims helps students appreciate both the method of scientific enquiry and professional attitudes appropriate to a given subject *(Allison, 1995 p.40)*.

Consolidate subject knowledge
In practical classes students will have the opportunity to:
- Consolidate highly and complex scientific knowledge.
- Explore principles through concrete or simplified examples.
- Revisit material taught in lectures.
- Simulate conditions in research and development laboratories.
- Develop skills in communicating technical concepts and solutions.
- Learn about theoretical material not included in lectures.

Introduce disciplinary methods and procedures
The hands on experience in practical classes will help students:
- Appreciate the methods and ethos of practitioners in a discipline and thus contribute to the shaping of professional attitudes.
- Become motivated to acquire specific knowledge.
- Learn to become independent thinkers.
- Maintain and deepen their interest in the subject.
- Learn the principles of experimental work in the subject.
- See the use of labs as a process of discovery.

Develop technical skills
During their practical classes students will:
- Learn how to use scientific equipment.
- Develop their technical, observational and motor skills.
- Keep a day-to-day laboratory diary.
- Make notes to help them write reports on experiments.

Develop cognitive skills
In practical classes students will have the opportunity to:
- Develop problem formulation and analysis skills.
- Classify data; explain results and prediction responses skills.
- Learn aspects of experimental design.
- Make deductions from measurements and to interpret experimental data.
- Develop skills in problem solving.
- Use experimental data to solve specific problems.
- Foster critical awareness by avoiding systematic errors.

Promote teamwork skills
During their practical classes students will:
- Work in groups which can lead to an appreciation of the value of working with others.
- Work collaboratively which can develop an insight into the skills needed to work effectively.
- Develop teamwork skills when designing experiments; setting up experimental equipment; checking observations; sharing possible interpretations from results; compiling group reports.

Increase motivation
In practical classes students will have the opportunity to:
- Work with other students which can lead to a greater motivation toward and interest in the subject.
- Become familiar with learning aims of the practical class.

- Receive focused and constructive support from their demonstrator.
- See the full range of ways in which a given exercise is potentially useful.

As an effective demonstrator of practical classes, you will:
- Be approachable.
- Show good knowledge of the theory, as well as techniques and skills.
- Give clear explanations of what is expected of students.
- Set a good example for students in their preparation for the session and their behaviour in the session.
- Be able to link the material presented in the class with theory presented in their lectures.
- Give clear explanations, when asked.
- Mark without bias towards individuals and are consistent with other markers
- Provide feedback to students, including constructive criticisms and suggestions for future improvement.

iv. Flipped classroom
What is the flipped classroom?
The flipped classroom is a pedagogical model where:
- lecture and homework elements of a module are reversed
- video lectures are viewed by students at home before coming to the lecture
- lecture is devoted to discussion and activities

The video lecture is seen as the key ingredient in the flipped approach. The video lectures are developed by the university teacher or an open education resource.
The lecture time is repurposed where students can inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands-on activities.
Three points to consider regarding the flipped classroom
Homework
Using the flipped classroom model students are required to do homework prior to the session. Not all students will do this. How will you deal with those who don't do the homework? What will be your strategy to get them up to speed when they come to the session unprepared?
Homework quality
No student will accept a very long and detailed video to watch online. How deep do you go with the material? How much to you ask student to watch? Is the purpose of the video, for example, to provide a scaffold for higher order thinking skills in your lecture after the students have viewed the video at home?
Production quality
Do you need to get too concerned about the production quality of your videos? There are a number of opinions on this point and it all comes down to the topic area being covered and how you are using the videos in your module. You would like to produce interesting and engaging videos that will hold your students' attention.
Remember: Not all students will find this approach engaging. Not all students will see this single strategy as meeting their learning needs. How will you engage your students that struggle with the flipped classroom approach? How will you meaningfully meet these students' needs?

v. Massive Open Online Courses (MOOCs)
Leading universities of the world have MOOCs. You may encourage students to enroll or audit these courses as a support feature of your course. WUM offers Coursera also, primarily to support academic

activity in the university and provide learning opportunities to faculty and students. IT department is responsible for these courses, you may contact them to learn the procedure to access these course in your specific discipline or area of interest.

vi. Active learning

Active learning is an umbrella term for learning and teaching methods which put the student in charge of their own learning through meaningful activities. They think about and apply what they are learning, in a deliberate contrast to passive learning.

Research has shown that audience attention in lectures begins to wane every 10-20 minutes. To counter this drop-off in concentration, Jess Gifkins, a Research Fellow at the Asia-Pacific Centre for the Responsibility to protect, suggests:

"Use a different approach to learning each 15 minutes (which means changing the way students are engaged, rather than changing topics). Active learning promotes recall and deeper understanding of material, as students are engaging with the content rather than simply listening to it."

"The education literature commonly quotes studies showing that when material is delivered using a single method (i.e., students are passively listening) their concentration limit is between 10 and 20 minutes, a small fraction of a lecture. Passively listening to a lecture can be useful at promoting learning at the lower end of a taxonomy of learning such as – to 'remember' and 'understand' – but is not as good at promoting higher-level skills like 'apply', 'analyze' and 'evaluate'."

Jess Gifkins

In addition, active learning can be a good way of preparing students for future employment. By integrating activities such as case studies and problem based learning scenarios into your teaching, it provides the opportunity for students to practice skills which are essential for the workplace.

We have listed some active learning approaches you can try – most can be adapted for both large lecture theatres and small group sessions. They are split roughly into the time involved in implementation, from those you can try in your next lecture with very little preparation, to those which may take a little more planning.

Easy to implement

Minute paper

Towards the end of a teaching session ask students to consider what is the most important thing they learnt today, and which thing is the least clear. They can submit these either on pieces of paper or electronically using different tools such as quick question & answer cards. During the next session emphasize the issues students found less clear. This provides students with the opportunity to actively think about what they have learned, as well as providing feedback about areas that may need covering differently.

Chain notes

Write one question about the topic on the outside of an envelope. Ask students to pass it around the room and each write a response and put it in the envelope. Go through the student responses to look for patterns and discuss these with the students. This can help to highlight any misunderstandings, as well as enhance learning by allowing students to discuss the responses. The anonymous nature of the task encourages more open feedback and participation. This can also be done electronically using an audience participation tool.

Directed paraphrasing

Ask students to write in layman's terms what they have just learnt. You could ask them to direct it to a specific audience, for example, to a child, or to someone who is first visiting the country. Being able to explain concepts to others helps to embed learning.

Application cards

Ask students to write down at least one real-world implementation for a theory or principle they have just learned. This will help to develop skills to transfer their learning. Pick out a broad range of examples and present them to the group.

Polling

Either electronically or by a show of hands, asks students to vote on what they perceive to be the best answer to a question, or the best result of a scenario. Then allow some time for them to discuss their thoughts with their peers, and to argue the case for their answer. This can be done in groups or as a whole class. Ask them to vote again to see if their opinions have changed.

The ideas above can all are done very simply using paper or using electronic tools developed by the IT department on your request.

Collaborative and cooperative learning

This is the most common form of active learning, involving group or team work of some kind. Collaborative learning is where the students work together for shared outcomes and are assessed as a group, whereas cooperative learning refers to group work where a common goal is produced, but students are assessed individually. It is easy to apply to any discipline; provides excellent real-world experience in transferable skills for students; and students learn together by sharing strengths.

Group work can be difficult in practice, particularly if students are not given advice beforehand (as in any team, leadership roles and workload issues tend to cause friction); and overarching group marks can cause dissatisfaction. To counter this, include an element of peer marking or student self-assessment of their own contribution. It is important to establish roles and responsibilities (or help students to do so), with clear guidance on what is expected. Don't over-use group work, but vary it with other teaching methods.

Think-pair-share

Pose a question or problem, and give students a couple of minutes to think individually about their ideas or answers. Then ask them to pair up with someone to discuss their thinking for a further few minutes. Finally ask the pairs to share their ideas with the whole group. Ask questions to allow students to elaborate on their thinking.

Fish bowl

This is a good approach for discussing dilemmas or debates. Some of the students sit in an inner circle (the fish bowl) and the others are around the edge observing the discussion. Allow the students in the inner circle a little time to prepare ideas and questions in advance. You should brief the students who are observing about what they should be listening for. The idea is that the participants in the inner circle are more likely to get involved than they would if it was a large group discussion, and the students observing learn from their peers.

Student-generated test questions

Ask students to brainstorm possible exam questions and model answers on a given topic. Evaluation the questions and use them as prompts for discussion. This will give students the opportunity to evaluation the course topics and reflect on their understanding.

Longer term
Games, simulations and playful learning
Often overlapping with problem-based learning, games and playful experiences can take many forms but have one aspect in common: the student is allowed to 'fail' without any negative effect. Failure (and repeated attempts) allow students to learn from their mistakes in a non-pressured environment. Examples include:

Choose your own path
Begin with a case study of scenario and ask the students to make a choice as to what they would do next. Depending on their choices, they will then be presented with another scenario. This can continue through several stages and could be done in class or online.

Board games
This is a game set on an alien planet and shows evolution over a short period of time.

Bingo
Create a bingo card with terms related to the subject, and then ask students questions and they have to mark the answer on their cards. You could also ask students to develop their own bingo cards and questions and ask their peers to play to test the concept.

Puzzles and quizzes
Undergraduate students on the BA Archaeology degree take The Archaeology Challenge as part of their study. They are sent two puzzles each week based on the work they are doing in their course books. The puzzles pick up key concepts and send the students off into real resources or data sets to apply their skills and find the answers. They can also compete against each other to move up the 'leader board'.

Making and modelling
Physical manipulation of an object can help students to articulate their ideas in a creative way. Using play dough or Lego, for example, to construct models based on the concepts they are learning can help students reflect and engage in different ways.

Enquiry-based learning / problem-based learning
Problem-based (or Enquiry/Inquiry-based) learning reverses the 'traditional' teaching approach: students are provided with a problem to solve, and then have to work out (usually in groups) which learning and research they need to engage with to solve the problem: this creates individual learning paths, with each group and student learning independently. The 'teacher' becomes a facilitator, creating opportunities for students to access the learning they need, and guiding them gently to the solution.

Role Playing
A typical role playing exercise would see students taking on the role of a character in a particular situation: encouraging them to solve problems using approaches and skills relevant to that situation. They might, for example, play the role of an industrial engineer investigating structural damage; a lawyer defending a client; or a design team pitching to a funding body. Role playing can range from metaphorical (participants use their imagination) to almost-real (the room/environment are set up as simulations), and often extends beyond the actual role play itself: with other students observing as it happens; and various debriefing or reflective activities afterwards to analyse what went on.

Active Learning in Physics, Astronomy and Engineering with NASA's General Mission Analysis Tool, from the Journal of Learning and Teaching in Higher Education.

References and further reading
Active Learning Strategies, Berkeley Center for Teaching and Learning
Strategies for Making Large Lectures More Interactive, Jess Gifkins
Active Learning, Cornell University Center for Teaching Innovation
Classroom Assessment Techniques, George Washington University Teaching and Learning Center

vii. Problem based learning

Whereas in traditional teaching a lecturer would give students information or the 'answers', in problem based learning you present students with a problem rather than a solution. This allows students to become more active in their learning as they work out which information they need to find out to solve a particular problem. There are many advantages to students in using this approach, as it allows them to:

- Develop transferable and employability skills that will be useful in the workplace
- Improve communication and team working
- Practice research and information processing
- Develop debating and analytical skills

viii. Work based learning

As the name suggests, this mode of delivery provides students with real-life work experiences to aid their learning and improve their employability. Workplace learning is integrated into the curriculum to allow students to experience theories in practice. This could be done through internships, job shadowing or field trips.

Blended learning

Blended learning (also known as hybrid learning) is when traditional classroom teaching is combined with online learning and independent study, allowing the student to have more control over the time, pace and style of their learning.
Developing blended learning approaches
Last updated: 10 July 2020

What is blended learning?

Blended learning provides a combination of face-to-face learning and dynamic digital activities and content that facilitate anytime/anyplace learning.
With so many digital technologies available on both proprietary and free-to-use platforms, developing blended learning approaches can seem like a daunting task. Finding the right approach that meets the needs of your learners is challenging at a time when practitioners are increasingly being asked to do more with less.

How does this differ from hybrid learning?

As a response to the COVID-19 pandemic the Women University Multan offers online courses alongside on site courses. A greater use of digital delivery is encouraged to ensure that students have diverse opportunities to enhance their learning. The terms hybrid learning and online learning are being used more and carry an added layer of nuance at present.

What you can do
You need to know what platforms are available and how they support teaching and learning effectively. What do you want your learners to do? How do digital tools and techniques help learners to achieve the learning outcomes?

Make your content accessible and engaging
Enriching blended learning content with appropriate images, audio and video can add variety and impact. Make sure your digital content is copyright-friendly.
Accessible practice builds-in quality and provides benefits for all.

Change your presentation style
You might want to start by taking a look at how you plan and deliver presentations.

Use collaboration tools
Many blended learning approaches are complemented by having backchannels where learners can collaborate more informally outside of contact time, whether it's sharing ideas via Twitter hashtags or peer networking in social spaces using their own devices. WUM has a comprehensive Social Media Policy to guide and facilitate teaching and learning through social media.

Student-led learning
Student- or peer-led learning is where students themselves facilitate their learning, often by students in the year above guiding students in group activities to discuss materials with their peers and solve problems. This helps them to think through what they have previously been taught and encourages collaborative learning

References
1. **Effective Teaching Strategies - University of Leicester**
2. https://www2.le.ac.uk › offices › lli › enhance › strategies

All aforementioned teaching strategies are applicable across disciplines. Faculty members are advised to keep themselves abreast with new teaching strategies and teaching methodologies. Center for Professional development offers professional development workshops, certificate courses and seminars from time to time throughout the year for faculty to assist them in improving their teaching skills and strategies.

Office of Research, Innovation and Commercialization (ORIC)
Quality Enhancement Cell (QEC)
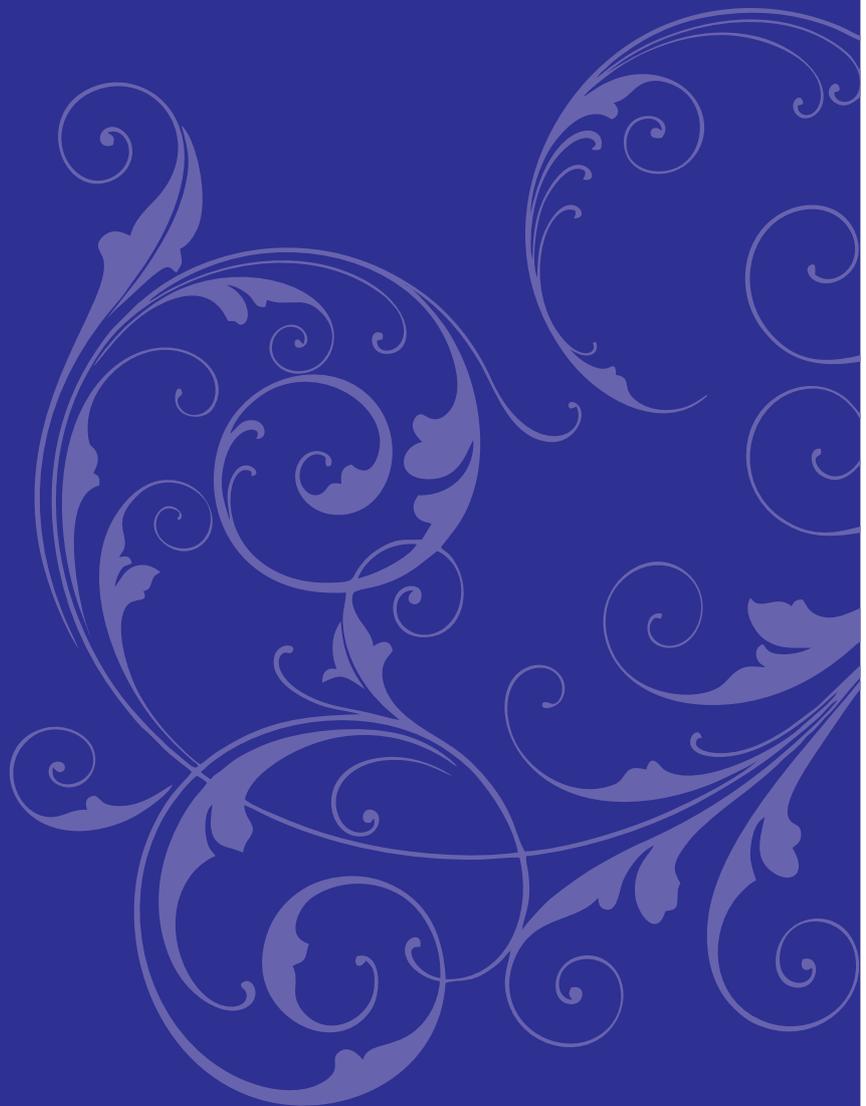
6- OFFICE OF RESEARCH , INNOVATION AND COMMERCIALIZATION (ORIC)

ORIC is also located in also located in Student Service Centre at Kacthery and Mattital campus. It has the following units/offices to provide various services to the students and faculty:

Multanian Business Incubation Centre (MBIC)

MBIC was launched in December 2019 to help students get training in establishing their own start-ups and connect them with relevant industry for better understanding of the relevant industries to acquire necessary skills and knowledge. The Centre has successfully run a number of professional training and have participated in Kamyab Jawan, startup Pakistan. The center will have similar training in future for faculty and staff in collaboration with center for professional development (CPD).

Journals and Publications Office
The WUM is currently publishing ten journals seven of which are HEC recognized journals providing opportunities to disseminate high quality research by the faculty, staff, students and other researchers in life sciences, sciences, social sciences and multi-disciplinary research. The journals provide important access to students to publish their research articles and get necessary trainings to improve their research and article writing skills. Details of research Journals published by WUM can be found at given link
https://main.wum.edu.pk/journals

Alumni Office

The Alumni Office is established to keep all our graduates in touch with the University and also with each other.

The aim of the alumni office is to identify, cultivate and strengthen relationships among former students and graduates while promoting enhancing the university's mission and commitment to academic excellence, productive scholarship, and personal growth. These connections with alumni, who value the education, have skills and knowledge in job market and enhance our partnership with organization.

The Alumni office provides educational opportunities to new students and faculty. Additionally, the Associations often support new alumni, and provide a forum to form new friendships and business relationships with people of similar background and education.

7-QUALITY ENHANCEMENT CELL

Quality Enhancement Cell (QEC) reflects WUM vision for sustaining and improving the quality of services, in order to live up to the expectations of the stakeholders including students, teachers, parents, employers and above all, the nation. Quality Enhancement Cell has been established in WUM to address quality related issues while simultaneously ensuring incremental, consistent, and sustainable expansion of the related measures.

The office of QEC is located in the Students Service Center in Katchehry Capmus. The impact of quality assurance measures in order to enhance the quality of teaching, undertaken by QEC-WUM are hereby outlined below:-

i. Online Education

WUM has taken initiative to digitalize teaching and learning system while struggling hard to assure quality in E-learning. Detailed policy on online teaching and learning has been prepared by QEC in this regard and has been published separately.

For quality assurance and monitoring of online classes, the university has launched three-tier evaluation process i.e., first evaluation at departmental level in Departmental Course Review Committee (DCRC), second stage of approval at Subcommittee of Online Accreditation Council (SOAC) lead by Quality Enhancement Cell (QEC) and Task Force constituted for the continuous monitoring of online education. Final approval is done by Online Accreditation Council (OAC). Online Academic Council has also approved all the policies and SOPs for online education developed by the University.

ii. Course Evaluation and Curriculum Review

QEC conducts evaluation of courses offered both online and in campus through an organized system in response to feedback received by students as well as class surveys conducted on regular basis. Curriculum revision is performed as per requirement.

iii. Faculty Development Program

In order to make teaching and learning system more effective, continuous professional development of faculty is ensured. Targeted training programs are organized in identified areas for capacity building of faculty. Center for professional development has also been established for more focused collaborations and projects.

iv. Grievance Adjudicate System

Grievances adjudicate system for students, has been established to handle disputes and complaints. Students will be able to lodge complaints and raise issues emerging as a result of online and on campus classes through the online system to QEC available on the official website of the university.

Internal Academic Audit
Student grievance Adjudicate Committee shall address the complaints and settle the grievances. Quality enhancement Cell is conducts yearly academic audit to assure implementation of quality parameters in academic activities.

Thesis/Synopsis/Travel Grant Plagiarism Checking

- WUM has zero-tolerance for cheating and plagiarism and fully adopted HEC Plagiarism Policy and implement the same in letter and spirit.
- QEC adopts following procedure for the purpose of Plagiarism Check of MPhil theses.

- Separate classes are created by QEC for all departments offering MPhil and PhD programs and class ID and enrollment key is shared with concerned departments.
- Students/Scholars enroll themselves in class to submit thesis.
- Reports generated by Turnitin are shared with concerned departments and controller examination.
- PhD theses are received from controller of examination (COE) for plagiarism check, plagiarism reports are generated as per HEC policy and communicated with COE.
- Research papers for travel grant are submitted to QEC routed through ORIC office.
- Following SOPs are followed for plagiarism check
  - References/bibliography and table of contents must be removed from document which is submitted.
  - Originality/Similarity reports generated by the Turnitin provide clues in
  - form of text matches. Proverbs, Universal Truths, phrases etc.
  - Scholars/Students must make sure that document they are submitting is in
  - proper documenting style (i.e., IEEE, Chicago, MLA, APA etc.) and is free of plagiarism.
  - If the report has similarity index <=19%, then benefit of doubt may be given to the author but, in case, any single source has similarity index >=5% without citation then it needs to be revised.
- If similarities of a report are from author's own (previous) work then these may be ignored only if the material has been cited by the author.
- If Scholar/Student is involved in checking of papers and of theses of any other person, then Instructor shall report to University authorities about that with valid proof.
- University has constituted plagiarism standing committee to deal with plagiarism cases, as per HEC policy.

Verification of Research Publications

As per directions of HEC circulated vide Letter No 2 (22)/R&D (S&H)/HEC/2019/337, QEC is responsible for verification of research publications for PhD, travel grant Applications. Furthermore, QEC prepares Publications Verification report for Posts advertised by WUM where publications are required to meet eligibility criteria.

Vetting of Examiners for PhD Thesis Evaluation
QEC is responsible to Verify the panel of external and Internal Examiners prior to submission to Board of Advanced Studies and Research to assurance that senior and renowned experts, in relevant area, from technologically advanced countries (where applicable) may be engaged for evaluation of PhD Thesis.

Bloom's taxonomy for teaching and learning
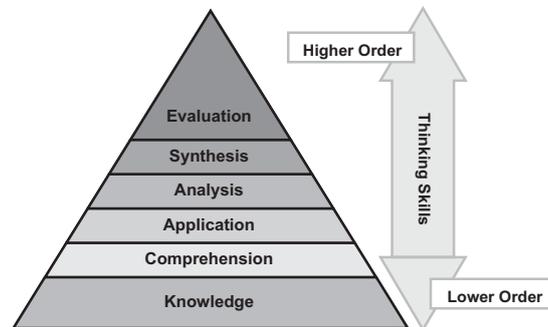
Bloom's Taxonomy
Question & Task Design Wheel
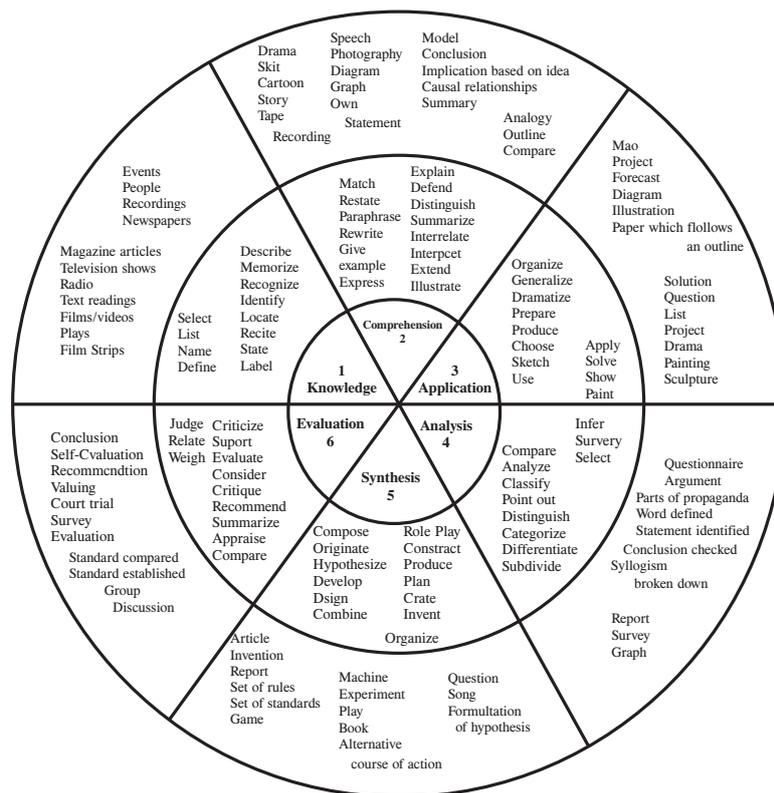
Teaching for Thinking

To promote student thinking at various levels of Bloom's Taxonomy, use the inner ring to identify the level of thinking and then select a verb from the middle ring. Link the verb selected from the middle level with a product listed in the outer ring to construct questions and assignments.

| EVALUATION |
| SYNTHESIS |
| ANALYSIS |
| APPLICATION |
| COMPREHENSION |
| KNOWLEDGE |

Pay and Allowances
Leave and Leave Encashment

PAY AND ALLOWANCES

26   Salary. – (1) A   class-A post employee shall be entitled to such salary as may be recommended by the Selection Board, under sub-section (a) of section 27 of the Women University Multan Act, 2010, and approved by the competent authority.

(2) class-B post employee shall be entitled to such salary as admissible to the scale of pay against which he is appointed.

27   Medical allowance.–An employee shall be entitled to such medical allowance as admissible to the corresponding categories of the civil servants.

28   Medical reimbursement.-An employee shall be paid actual expenditure incurred during hospitalization in case of indoor treatment in the Government hospital or any other hospital approved by the Syndicate.

29   Compensatory allowance.–The Syndicate may grant such compensatory allowance to the

Employees or category of employees, as it may deem fit.

30   House rent allowance.–The employees who are not provided accommodation by the university shall be paid house rent allowance as admissible to the corresponding categories of the civil servants.

31   Traveling and daily allowances.–(1) An employee on official duty shall be entitled to such traveling and daily allowances as admissible to the corresponding categories of the civil servants.

(2) Employees of other institutions or universities attending the meetings of the university or appointed as examiners or deputed to conduct the examinations or other assignments of the University shall be paid such traveling allowance and daily allowance as admissible to the corresponding categories of the civil servants.

32   Honoraria.–The Syndicate may, on the recommendations of the Vice Chancellor, grant honoraria in a year up to one month's basic pay to an employee or to a class of employees for rendering exceptional duty to the University.

33   Increments.–An annual increment in the pay shall ordinarily be drawn as a matter of course on first December of each year, if an employee has completed six months of service in that basic scale on thirtieth November of that year.

34   Other allowances. – (1)Deputation Allowance, Conveyance Allowance, Qualification Allowance, Additional Charge Allowance and Computer Allowance shall be paid to such

employees as are entitled to them in accordance with the corresponding categories of the civil servants.

(2)   The Syndicate may grant Senior Post Allowance, Entertainment Allowance, Special Allowance, Integrated Allowance, Dearness Allowance, Special Relief Allowance and Ad hoc Relief Allowance or any other allowances as it may deem fit.

(3)   Registrar, treasurer and controller of Examinations shall be entitled to such perks and privileges as entitled to Government servants in the corresponding scale of pay.

35   **Pension on last drawn pay**.–An employee on his retirement shall be entitled to such pension, as per policy of the Government, on the basis of last pay drawn.

LEAVE AND LEAVE ENCASHMENT

36 Leave.–(1) An employee shall not claim leave as a matter of right.

(2) The competent authority to grant leave shall be competent to refuse, revoke or modify the leave already granted..

(3) Leave shall be earned on the basis of service rendered by an employee expect for the period during which he remains on leave.

(4) Leave shall be applied for in terms of days.

37   Casual leave.–The reporting officer may grant casual leave on special grounds and to a maximum often days at a time and to a maximum of twenty five days in a year.

38   Leave on half pay.–(1) The competent authority may grant leave on half pay for more than one hundred and twenty days as long as it is available by conversion into the leave account.

(2) The Vice Chancellor may grant up to one hundred and twenty days leave on half pay as long as it is available by conversion into the leave account.

39   Extraordinary leave.–(1)The competent authority may grant extraordinary leave without pay up to a maximum period of five years at a time to an employee who is in continuous service for a period of not less than ten years. Provided that the maximum period of five years shall be reduced by the period of leave on full pay or half pay, if granted in combination with the extraordinary leave.

(2)   The competent authority may grant extraordinary leave without pay for a maximum period of two years to an employee who has not completed ten years of continuous service.

(3) The Vice Chancellor may grant up to one hundred and twenty-days extraordinary leave to anyemployee.

40   Study leave.–(1) A regular employee, with not less than three years services in the university, desiring to pursue higher education abroad or within the country may be granted leave on full pay not exceeding four years by the competent authority.

(2) The study leave shall initially be granted for one year and may be extended on the satisfactory report of the research supervisor or Registrar of the degree awarding institute concerned, about the performance, after every year.

(3) In case unsatisfactory report is received from research supervisor or Registrar of the degree awarding institute concerned, the study leave shall be cancelled by the competentauthority.

(4)   The study leave shall not be granted to more than twenty-five percent employees in the department at a time.

(5)   The study leave shall not be granted unless the employee submits surety or bank guarantee to the satisfaction of the competent authority.

41   Earned leave in case of non-vocational employee.–(1) A non- vocational employee shall earn leave on full pay which shall be calculated at the rate of four days for every calendar month of duty rendered and credited to the leave account as leave on full pay.

(2)   If an employee remained on duty for more than fifteen days in a calendar month, he shall be entitled to earn leave for full calendar month but if remained on duty for fifteen days or less, he shall not earn any earned leave for that month.

(3)   If an employee proceeds on leave during a calendar month and returns from it during another calendar month and the period of duty in either month is more than fifteen days, the leave to be credited for both the incomplete months shall be restricted to that admissible for one full calendar month only.

(4) There shall be no maximum limit on the accumulation of such leave.

42   Earned leave in case of vocational employee.-A vocational employee may earn leave on full pay if:

(a)   he avails full vocation in a calendar year at the rate of one day for every calendar month of duty rendered;

(b)   during any year, he is prevented from availing the full vocation then he shall be treated at par with non-teaching employees of the University for that year; and

(c)   he avails himself of only a part of the vocation as in sub-clause (a), then combination of earned leaves according to the proportion of vocations and on duty period for the entire year.

43   Leave on full pay.–(1) The maximum period of leave on full pay that may be granted at one time shall be as follows:——

(a) Without medical certificate		120days
(b) With medical certificate		180days
(c) On medical certificate from account, once in entire service.		365 days leave

(2) The competent authority may grant leave on full pay for more than one hundred and twentydays.

(3) Vice Chancellor may grant up to one hundred and twenty days leave on full pay.

45   **Iddat Leave.**–(1) The Vice Chancellor shall grant Iddat leave on full pay for a period not exceeding one hundred and thirty days to a female employee on the death of her husband and such leave shall not be debited to her leave account.

(2) The Iddat leave shall commence from the date of the death of husband, and the female employee shall furnish death certificate issued by the department concerned to the Vice Chancellor, subsequently.

46   **Maternity leave.**–(1) The Vice Chancellor shall, on the application of a female employee, grant her maternity leave on full pay, outside the leave account, to the extent of ninety days in all.

(2) The maternity leave shall not be granted more than three times in the entire service of a female employee.

(3) Maternity leave may be granted in continuation of or in combination with any other kind of leave including extraordinary leave as may be due and admissible to a female employee.

47   **Paternity leave.-**(1) The Vice Chancellor shall, on the application of a male employee, grant him paternity leave on full pay, outside the leave account, for a maximum period of seven days on or immediately before the birth of his child.

(2) The paternity leave shall not be granted more than two times in the entire service of a male employee.

48   **Leave ex-Pakistan.**–The competent authority may grant leave ex-Pakistan on full pay, half pay or without pay, to an employee in accordance with statutes 37, and 42 of the statutes.

49   **Leave preparatory to retirement.**–(1) The Vice Chancellor may grant leave preparatory to retirement, for a maximum period of three hundred and sixty-five days subject to availability of leave balance in employee account.

(2) An employee may, at his discretion, take leave preparatory to retirement, subject to availability, either on full pay or partly on full pay and partly on half pay or entirely on half pay.

(3) An employee may opt for encashment of leave in lieu of leave preparatory to retirement as admissible to the civil servant.

(4) An employee on leave preparatory to retirement shall not resume duty without permission of the competent authority.

50   **Encashment of leave in case of in-service death.**– In case an employee dies or is

invalidated or in capacitated while in-service, lump sum payment equal to full pay up to three hundred & sixty five days, out of the leave at his credit, shall be made besides the pension given to his family.

51   Over stay after sanctioned leave.–(1) Unless the leave of an employee is extended by the authority competent to grant such leave, an employee who remains absent after the expiry of his leave, shall not be entitled to any remuneration for the period of such absence, and without prejudice to any disciplinary action that may be taken against him, double the period of such absence shall be debited against his leave account.

(2) Leave debited under sub-statute (1), shall be adjusted against future earning of leave, if there is insufficient credit in the leave account.

52   Combination of different types of leave.–One type of leave may be combined with any other type of leave otherwise admissible to an employee.

53   Leave to lapse when an employee leaves service.–All leave at the credit of an employee shall lapse when he leaves service of the University due to any cause.

54 Quarantine leave.–An employee may be granted quarantine leave outside his leave account to the extent recommended by the authorized medical officer and the period of such leave shall be treated as duty with full pay and allowances of the post held by him at the time of proceeding on leave.

55   Duty Leave. -   An employee on duty or assignment out of the University on the directions or approval of the competent authority, shall deemed to be on duty leave.

Criteria, KPIs and Score Card for the
Evaluation of Professor on Promotion (BPS)

Criteria, KPIs and Score card for the Evaluation of Professor on Probation (BPS)

1.	Teaching	Max. Marks 25
1.1	4 marks per postgraduate course taught	max. marks. 4
1.2	3 marks per MS/MPhil course taught	max. marks. 06
	2 marks per undergraduate course taught	max. marks. 4
1.3	Student's Evaluation (QEC will provide the data)	max. marks. 05
1.4	Course Evaluations (QEC will provide the data)	max. marks. 06
2.	**Supervision of Students**	**Max. Marks 25**
2.1	5 marks per PhD produced/supervised	10
2.2	3 marks per MSc/MPhil produced/supervised	09
2.3	2 marks for each BS Students produced/supervised	06
3.	**Publications**	**Max. Marks 20**
3.1	4 marks per paper published in an HEC recognized ISI journal	
3.2	2 marks per paper published in an HEC recognized journal	
3.3	1 mark per abstract published in conferences/symposia etc.	
3.4	4 marks per book authored/edited at international level	
3.5	3 marks per book edited/ edited at national level	
3.6	4 marks per book chapter published internationally	
3.7	3 marks per book chapter published at national level	
4.	**Research Grants/Projects**	**Max. Marks 20**
4.1	8 marks per grant of more than Rs. 0.5 million earned as PI (excluding grant from the parent University and indigenous scholarship program)	
4.2	4 marks per grant of than Rs. 0.5 million earned as Co-PI (excluding grant from the parent University and indigenous scholarship program)	
	5 marks per grant of less than Rs. 0.5 million earned as PI	
	3 marks per grant of less than Rs. 0.5 million earned as Co-PI	
4.3	2 marks per project submitted as PI	
5.	**Technology Development/Outreach Actives**	**Max. Marks 05**
5.1	5 marks per patent/technology developed/solutions to industrial issues/ etc. approved/registered	
5.2	5 marks per patent/technology developed/solutions to industrial issues/ etc. approved/registered	
5.3	5 marks per paid consultancy through the University	
6.	**Service Rendered**	**Max. Marks 5**
6.1	5 marks for other assignments such as In-charge Department/Assistant Hall superintended/Hall superintendent etc (to be determined by the VC/Evaluation Committee) or any other assignment from the Vice Chancellor	
7.	**Conference/Symposia/Workshops Organized/Attended**	**Max. Marks 10**
7.1	5 marks per activity (conference/Symposia/Workshop) Organized	
7.2	4 marks per participation in foreign conference/symposia/workshop, etc. through	

	paper presentation (Certificate required)	
7.3	4 marks per training workshop as resource person	
7.4	3 marks per participation in local conference/Symposia/Workshop, etc. Through paper presentation (Certificate required)	
7.5	2 marks per workshop attended (Certificate required)	
8.	**Awards Won**	**Max. Marks 05**
8.1	Civil/Presidential/Best Teacher award/Int. award	
8.2	Research Productivity award	
8.3	Any other academic/Administrative achievement supported by evidence	

Note: Qualifying marks=60 %

In case of MS/MPhil and PhD, if program is not launched by university then related section will not be applicable.

Criteria and Score card for the Evaluation of Associate Professor on Probation (BPS)

1.	**Teaching**	**Max. Marks 25**
1.1	5 marks per postgraduate course taught	Up to max. marks. 10
1.2	4 marks per undergraduate course taught	Up to max. marks. 04
1.3	Student's Evaluation (QEC will provide the data)	Up to max. marks. 05
1.4	Course Evaluations (QEC will provide the data)	Up to max. marks. 06
2.	**Supervision of Students**	**Max. Marks 25**
2.1	5 marks per PhD produced/supervised	10
2.2	3 marks per MSc/MPhil produced/supervised	09
2.3	2 marks for each BS Students produced/supervised	06
3.	**Publications**	**Max. Marks 20**
3.1	4 marks per paper published in an HEC recognized ISI journal	
3.2	2 marks per paper published in an HEC recognized journal	
3.3	1 marks per abstract published in conferences/symposia etc.	
3.4	4 marks per book authored	
3.5	3 marks per book edited	
3.6	2 marks per book chapter published	
4.	**Research Grants/Projects**	**Max. Marks 20**
4.1	8 marks per grant of more than Rs. 0.5 million earned as PI (excluding grant from the parent University and indigenous scholarship program)	
4.2	4 marks per grant of than Rs. 0.5 million earned as Co-PI (excluding grant from the parent University and indigenous scholarship program)	
	5 marks per grant of less than Rs. 0.5 million earned as PI	
	3 marks per grant of less than Rs. 0.5 million earned as Co-PI	
4.3	2 marks per project submitted as PI	
5.	**Technology Development/Outreach Actives**	**Max. Marks 05**
5.1	5 marks per patent/technology developed/solutions to industrial issues/ etc. approved/registered	
5.2	5 marks per patent/technology developed/solutions to industrial issues/ etc. approved/registered	

5.3	5 marks per paid consultancy through the University	
6.	**Service Rendered**	**Max. Marks 5**
6.1	5 marks for other assignments such as In-charge Department/Assistant Hall superintended/Hall superintendent etc (to be determined by the VC/Evaluation Committee) or any other assignment from the Vice Chancellor	
7.	**Conference/Symposia/Workshops Organized/Attended**	**Max. Marks 10**
7.1	5 marks per activity (conference/Symposia/Workshop) Organized	
7.2	4 marks per participation in foreign conference/symposia/workshop, etc. through paper presentation (Certificate required)	
7.3	4 marks per training workshop as resource person	
7.4	3 marks per participation in local conference/Symposia/Workshop, etc. Through paper presentation (Certificate required)	
7.5	2 marks per workshop attended (Certificate required)	
8.	**Others**	**Max. Marks 05**
8.1	Civil/Presidential/Best Teacher award/Int. award	
8.2	Research Productivity award	
8.3	Any other academic/Administrative achievement supported by evidence	

Note: Qualifying marks=60 %

In case of MS/MPhil and PhD, if program is not launched by university then related section will not be applicable.

Criteria and Score card for the Evaluation of Assistant Professor on Probation (BPS)

1.	**Teaching**	**Max. Marks 30**
1.1	5 marks per postgraduate course taught	Up to max. marks. 15
1.2	4 marks per postgraduate course taught	Up to max. marks. 05
1.3	Student's Evaluation (QEC will provide the data)	Up to max. marks. 05
1.4	Course Evaluations (QEC will provide the data)	Up to max. marks. 05
2.	**Supervision of Students**	**Max. Marks 15**
2.1	5 marks per PhD produced/supervised	
2.2	3 marks per MSc/MPhil produced/supervised	
3.	**Publications**	**Max. Marks 20**
3.1	4 marks per paper published in an HEC recognized ISI journal	
3.2	2 marks per paper published in an HEC recognized journal	
3.3	1 marks per abstract published in conferences/symposia etc.	
3.4	4 marks per book authored	
3.5	3 marks per book edited	
3.6	2 marks per book chapter published	
4.	**Research Grants/Projects**	**Max. Marks 20**
4.1	8 marks per grant of more than Rs. 0.5 million earned as PI (excluding grant from the parent University and indigenous scholarship program)	

4.2	4 marks per grant of than Rs. 0.5 million earned as Co-PI (excluding grant from the parent University and indigenous scholarship program)	
4.3	5 marks per grant of less than Rs. 0.5 million earned as PI	
4.4	3 marks per grant of less than Rs. 0.5 million earned as Co-PI	
4.5	2 marks per project submitted as PI	
5.	**Technology Development/Outreach Actives**	**Max. Marks 05**
5.1	5 marks per patent/technology developed/solutions to industrial issues/ etc. approved/registered	
5.2	5 marks per patent/technology developed/solutions to industrial issues/ etc. approved/registered	
5.3	5 marks per paid consultancy through the University	
6.	**Service Rendered**	**Max. Marks 5**
6.1	5 marks for other assignments such as In-charge Department/Assistant Hall superintended/Hall superintendent etc (to be determined by the VC/Evaluation Committee) or any other assignment from the Vice Chancellor	
7.	**Conference/Symposia/Workshops Organized/Attended**	**Max. Marks 10**
7.1	5 marks per activity (conference/Symposia/Workshop) Organized	
7.2	4 marks per participation in foreign conference/symposia/workshop, etc. through paper presentation (Certificate required)	
7.3	4 marks per training workshop as resource person	
7.4	3 marks per participation in local conference/Symposia/Workshop, etc. Through paper presentation (Certificate required)	
7.5	2 marks per workshop attended (Certificate required)	
8.	**Awards Won**	**Max. Marks 05**
8.1	Civil/Presidential/Best Teacher award/Int. award	
8.2	Research Productivity award	
8.3	Any other academic/Administrative achievement supported by evidence	

Note: Qualifying marks=60 %

In case of MS/MPhil and PhD, if program is not launched by university, then related section will not be applicable.

Criteria and Score card for the evaluation of Lecturer on Probation/contract

1.	Teaching	Max. Marks 40
1.1	7 marks per postgraduate course taught	Up to max. marks. 28
1.2	Student's Evaluation (QEC will provide the data)	Up to max. marks. 05
1.3	Course evaluation (QEC will provide the data)	Up to max. marks. 07
2.	**Supervision of Students**	**Max. Marks 10**
2.1	5 marks per postgraduate student produced/supervised	
3.	**Publications**	**Max. Marks 15**
3.1	5 marks per paper published in an HEC recognized ISI journal	

3.2	3 marks per paper published in an HEC recognized journal	
3.3	1 mark per abstract published in conferences/symposia etc.	
3.4	4 marks per book authored	
3.5	3 marks per book edited	
3.6	2 marks per book chapter published	
4.	**Research Grants/Projects**	**Max. Marks 10**
4.1	8 marks per grant of more than Rs. 0.5 million earned as PI (excluding grant from the parent University and indigenous scholarship program)	
4.2	4 marks per grant of than Rs. 0.5 million earned as Co-PI (excluding grant from the parent University and indigenous scholarship program)	
4.3	5 marks per grant of more than Rs. 0.5 million earned as PI	
4.4	3 marks per grant of less than Rs. 0.5 million earned as Co-PI	
4.5	2 marks per project submitted as PI	
4.6	1 mark per project submitted as Co.PI	
5.	**Technology Development/Outreach Actives**	**Max. Marks 05**
5.1	5 marks per patent/technology developed/solutions to industrial issues/ etc. approved/registered	
5.2	5 marks per patent/technology developed/solutions to industrial issues/ etc. approved/registered	
5.3	5 marks per paid consultancy through the University	
6.	**Service Rendered**	**Max. Marks 10**
6.1	6 marks for other assignments such as In-charge Farm/Hall supt./Tutor/ Co-Tutor, etc. (to be determined by the VC/Evaluation Committee) or any other assignment from the Vice Chancellor	
6.2	5 marks for Member, Event Management Committee	
7.	**Conference/Symposia/Workshops Organized/Attended**	**Max. Marks 10**
7.1	10 marks per activity (conference/Symposia/Workshop) Organized	
7.2	5 marks per participation in foreign conference/symposia/workshop, etc. through paper presentation (Certificate required)	
7.3	4 marks per training workshop as resource person	
7.4	3 marks per participation in local conference/Symposia/Workshop, etc. Through paper presentation (Certificate required)	
7.5	2 marks per workshop attended (Certificate required)	
8.	**Awards Won**	**Max. Marks 05**
8.1	Civil/Presidential/Best Teacher award/Int. award	
8.2	Research Productivity award	
8.3	Any other academic/Administrative achievement supported by evidence	

Note: Qualifying marks=60

In case of MS/MPhil and PhD, if program is not launched by university, then related section will not be applicable.

1.	Teaching	Max. Marks 25
1.1	4 marks per postgraduate course taught	max. marks. 4
1.2	3 marks per MS/MPhil course taught	max. marks. 06
	2 marks per undergraduate course taught	max. marks. 4
1.3	Student's Evaluation (QEC will provide the data)	max. marks. 05
1.4	Course Evaluations (QEC will provide the data)	max. marks. 06

2.	Supervision of Students	Max. Marks 25
2.1	5 marks per PhD produced/supervised	10
2.2	3 marks per MSc/MPhil produced/supervised	09
2.3	2 marks for each BS Students produced/supervised	06

3.	Publications	Max. Marks 20
3.1	4 marks per paper published in an HEC recognized ISI journal	
3.2	2 marks per paper published in an HEC recognized journal	Up to max. marks. 06
3.3	1 mark per abstract published in conferences/symposia etc.	Up to max. marks. 3
3.4	4 marks per book authored/edited at international level	
3.5	3 marks per book edited/ edited at national level	
3.6	4 marks per book chapter published internationally	
3.7	3 marks per book chapter published at national level	

4.	Research Grants/Projects	Max. Marks 20
4.1	8 marks per grant of more than Rs. 0.5 million earned as PI (excluding grant from the parent University and indigenous scholarship program)	
4.2	4 marks per grant of than Rs. 0.5 million earned as Co-PI (excluding grant from the parent University and indigenous scholarship program)	
	5 marks per grant of less than Rs. 0.5 million earned as PI	
	3 marks per grant of less than Rs. 0.5 million earned as Co-PI	
4.3	2 marks per project submitted as PI	

5.	Technology Development/Outreach Actives	Max. Marks 05
5.1	5 marks per patent/technology developed/solutions to industrial issues/ etc. approved/registered	
5.2	5 marks per patent/technology developed/solutions to industrial issues/ etc. approved/registered	
5.3	5 marks per paid consultancy through the University	

6.	Service Rendered	Max. Marks 5
6.1	5 marks for other assignments such as In-charge Department/Assistant Hall superintended/Hall superintendent etc (to be determined by the VC/Evaluation Committee) or any other assignment from the Vice Chancellor	

7.	Conference/Symposia/Workshops Organized/Attended	Max. Marks 10
7.1	5 marks per activity (conference/Symposia/Workshop) Organized	
7.2	4 marks per participation in foreign conference/symposia/workshop, etc. through paper presentation (Certificate required)	
7.3	4 marks per training workshop as resource person	

Habits of Highly Effective Teachers

- They enjoy what they do....

- They aspire to make a difference.....

- They are punctual and regular.....

- They have a strong commitment to their profession...

- They know their students (and parents)...

- They are well organized and always prepare for teaching and learning ...

- They except the best from themselves

- They are reflective practitioners

- They are honest, hardworking and diligent

- They promote creativity and innovation

- They nurture critical thinking

- They are polite and upright