Self Assessment Report

Beaconhouse National University

School of Education
(MPhil in Educational Leadership & Management)

Prepared by: Program Team of SE

Presented by: Quality Assurance Department

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Executive Summary

This report is being almost at the end of the assessment of School of Education (SE) of Beaconhouse National University (BNU), as per requirement of Higher Education Commission (HEC). Quality Assurance Department (QA) was formed in BNU in September 2005. Program Team Members notified by University worked with General Manager Quality Assurance to pursue the application of Self Assessment Manual in their respective department.

In School of Education (SE), MPhil Educational Leadership & Management program was selected for the self assessment, evaluation and improvements. A commitment of respected Vice Chancellor to support Quality Assurance Department made the difference and resultantly, a cycle of assessment is about to complete.

Objectives

Following are the two main objectives of the self assessment report:

1. To implement Self Assessment Manual in selected program with a view to improve quality in higher education.
2. To identify the areas requiring improvements in order to achieve objectives through desired outcomes.

Execution

A soft and hard copy of self assessment manual was given to Dean and faculty. Quality Awareness presentation of Self Assessment Report (SAR) was arranged for the Dean and Program Team Members (PT) of the selected program. Hard copies of HEC issued 10 proformas with manual with 8 criterion and 31 standards were provided to PT members to evaluate their program against defined standards. The PT members with an intimate support and follow up of QA, completed the SAR and forwarded to QA.

After reviewing SAR, QA arranged visit of Assessment Team to the selected program on June 2, 2014. GM (QA) accompanied the AT and participated in discussions with Dean and PT members and available faculty members. Date for exit meeting was fixed as June 12, 2014.

The implementation plan basing in the discussions in exit meeting have been made by In-charge Programs. They prepared it under following headings:

a. Assessment Team finding
b. Corrective Actions required
c. Resources Needed

The implementation plan indicates the resources to improve the infrastructure, environment in the classes and Laboratory manuals. The recommended target dates to complete the tasks observed by Assessment Team, presented in exit meeting on June 12, 2014 and proved by Vice Chancellor have been indicated in the implementation plan.

At the completion of Self Assessment cycle, QA submitted the hard and soft copy of SAR to HEC on July 10, 2014.

General Manger (QA)

Introduction

The School of Education (SE) founded in 2005 was established at Beaconhouse National University, in response to the deeply felt need in Pakistan and the region for improvement in quality of teacher education. The School of Education has become one of the leading institutes for teacher education in Pakistan. Realizing the potential of education for transforming lives, the School of Education is committed to making a positive contribution to the development of individuals, institutions and society.

SE caters to pre-service, as well as in-service professionals from both public and private sector institutions. Through the courses and programs, the School reaches a diverse population of trainees from different education sectors and levels.

All the programs offered at SE are research-intensive and are based on the philosophy that teacher educators must be engaged in a continual process of inquiry. They are designed keeping in view the challenges of change that individuals, institutions and societies are facing and aim at preparing its students as effective agents of change. The teaching and assessment techniques used by the School encourage experiential learning and problem-solving skills. The research-led courses offered at SE encourage students to gain insights from research in pedagogy to develop skills and values needed for imparting quality education

MISSION, OBJECTIVES, AND OUTCOMES

- **INSTITUTION MISSION STATEMENT**

"A truly national higher-education institution, emerging as a world-class Liberal Arts university with a merit-driven, need-based recruitment and admission policy at all levels; offering modern curricula in a range of conventional and new disciplines; while preserving the history and culture of Pakistani society; enriching the overall intellectual growth of a student through interaction and professional excellence."

- **PROGRAM MISSION STATEMENT**

M.Phil ELM has been specifically designed for educators, educational administrators, policy makers and researchers who would like to contribute to the field of education through their exploratory and analytical skills. The core courses of the programme have been designed to further strengthen the conceptual knowledge and provide ample opportunity for review and analysis through readings, discussions and seminars.

- **PROGRAM OBJECTIVES**

The Objectives of the program are:

1. *To provide the students an opportunity to consider their professional capabilities and empowers them with the most up to date and contemporary knowledge of policies and practices to become effective practitioners and leaders in education.*
2. *To acquaint students with the essential skills and knowledge to lead and manage educational organizations with a strong emphasis on quality*
3. *To acquaint students with the current debates in education policy, planning and innovation, Use of Technology in educational settings and managing Finance and Human resources*
4. *To inculcate professional and ethical values in the students as teacher leaders and educational managers.*
5. *To provide students with opportunities for research and critical reflection in the educational management field*

The courses offered under the MPhil Educational Leadership and Management program have been designed in light of the above mentioned objectives. The program is updated on a regular basis in light of modern trends in available scholarship of Educational Leadership and Management. Objectives of the program are revisited at the start and end of every year to ensure that the students enrolled on the program are progressing in light of the objectives.

- **STRATEGIC PLAN**:

    - **Department Vision statement**
      Realizing the need of development in this changing world SE aims to expand and improve the quality of programs already being offered in an effort to

address the challenges in the internationally changing education scenario. SE's Vision 2020 is:

To be a leading School of quality education in Pakistan and the region by creating a rich academic and research environment that draws on sound theoretical knowledge, best practices and latest research techniques. The School will contribute to enhance quality teacher education by providing advanced research, personal and professional development opportunities of the highest academic standards, to ensure that its graduates meet the demands of the 21st Century.

- **Department Mission Statement**

  To develop skills and knowledge bases that facilitates research reflection and responses in the context of teaching and learning practices in the 21st Century

  - **Key Performance indicators**
    The key performance indicators include:
    - Increased student enrolment
    - Students' evaluations
    - Faculty development
    - Research and publication by faculty & students
    - Collaboration at National & International Level
    - National and international accreditation of the programs

  - **BNU-SE Contribution**
    Through its numerous programmes and units, SE intends to expand its contribution from a national to an international level. The diagram below highlights the contribution the School of Education will make through its Vision 2020.
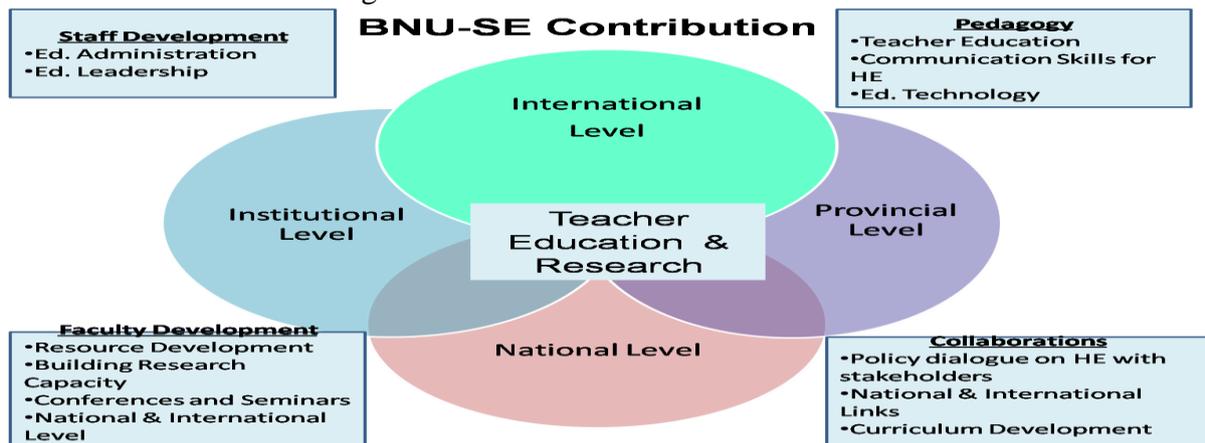
- **PROGRAM OBJECTIVES ASSESSMENT**

  The following table shows how each of the above mentioned program objectives are measured and what actions are taken as a result of these measurements.

The three bench marks for program objectives assessments are:

1.   Employer Survey
2.   Alumni Survey
3.   Graduating Students Survey

Objectives	How Measured	When Measured	Improvement Identified	Improvement Made
I,II,V	Alumni Survey	Within two year of graduation	Nil	Nil
II, V	Employer Survey	Continuous ongoing with stake holders	Philosophies of education, Organizational Behaviour, Quality Assurance, Strategic Management, Human Resource Management	More theoretical as well as practical/management courses introduced
I,III	Graduating Students feedback	Conclusion of two year program	Increased Research Methodology courses. More focus on Organization development and management courses. Also splitimg Human Resource Manaagement and Finance Management	Redesigned and increased Research Methodology courses Introduced the following courses: Role of Technology in Educational Management, Educational Governance: Policy and Practice. Courses on human resource Management and Finance Management course were split into two courses.

Table 4.1: Program Objective Assessment

Standard 1-2: The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

- **PROGRAM OUTCOMES**

Objectives	Outcomes
6. *To provide the students an opportunity to consider their professional capabilities and empowers them with the most up to date and contemporary knowledge of policies and practices to become effective practitioners and leaders in education.*	**1.** *The students develop a deep understanding of theoretical and philosophical principles underlying Educational Management. The students reflect on theories and modern practices.*
7. *To acquaint students with the essential skills and knowledge to lead and manage educational organizations with a strong emphasis on quality*	**2.** *The students develop essential analytical skills to effectively managing finance and resources, involve ICT and policy in a way to sustain improvement in order to create quaility organizations.*
8. *To acquaint students with the current debates in education policy, planning and innovation, Use of Technology in educational settings and managing Finance and Human resources*	**3.** *The students exhibit their knowledge of education policy, planning and innovation by analyzing and critiquing national and international education policies and recommend possible innovation based on their knowledge of the field. Further the students apply information technology applications in their teaching and management practices.*
9. *To inculcate professional and ethical values in the students as teacher leaders and educational managers.*	**4.** *The students develop an understanding of the professional and ethical standards that must be maintained that are a benchmark of a quality educational institution.*
10. *To provide students with opportunities for research and critical reflection in the educational management field*	**5.** *Students are exposed to a culture of research, reflective practice and critical thinking to improve self, students and educational management*

Program Objectives	Program Outcomes				
	1	2	3	4	5
1	x	x	X	x	x
2	x	x	x		
3		x	x		x
4		x	x	x	x
5	x	x	x	x	x

Table 4.2: Outcomes versus objectives

Standard 1-3: The results of program's assessment and the extent to which they are used to improve the program must be documented.

Sr.No.	Name of Faculty	Course Code	Course Title	Evaluation
1	Mr. Muttaqi Arman Malik	SE 7102	Educational Leadership for Change	
2	Mr. Muttaqi Arman Malik	SE 7101	Philosophies of Education	
3	Mr Steve Ryan	SE 7103	Human Resource Management in Educational Settings	
4	Mr. Muttaqi Arman Malik	SE 7201	Educational Governance: Policy and Practice	
5	Mr Ali Kamal	EDU 7213	Educational Management	
6	Ms Bushra Ehsan	ELM 7224	Use of Technology in Educational Leadership and Management	
7	Dr QaiseraSheikh	SE 7301	Research Seminar	
8	Dr Nasir Mehmood	SE 7302	Research Methodology II	
9	Mr Asim Amin	SE 7303	Management of Educational Accounting and Finance: International Perspective	

Quantitative Analysis

Ms. Mahvesh Jadoon	
S. Amina Gardezi	
S. Amina Gardezi	
Dr. Tariq Rahman	

0.00 1.00 2.00 3.00 4.00 5.00

Series1

Course wise

Applied Linguistics | Educational Psychology | Psychology of Language Classroom Practices | Educational Governance

Series1
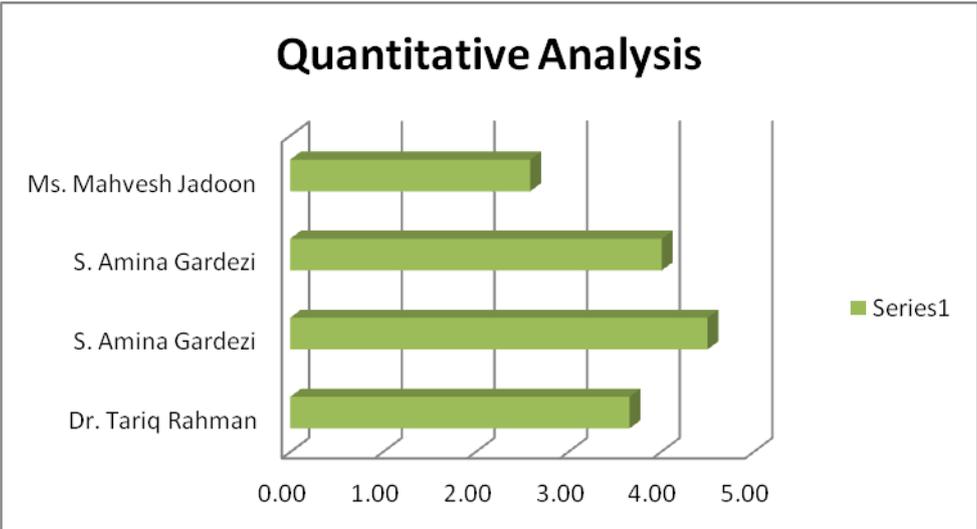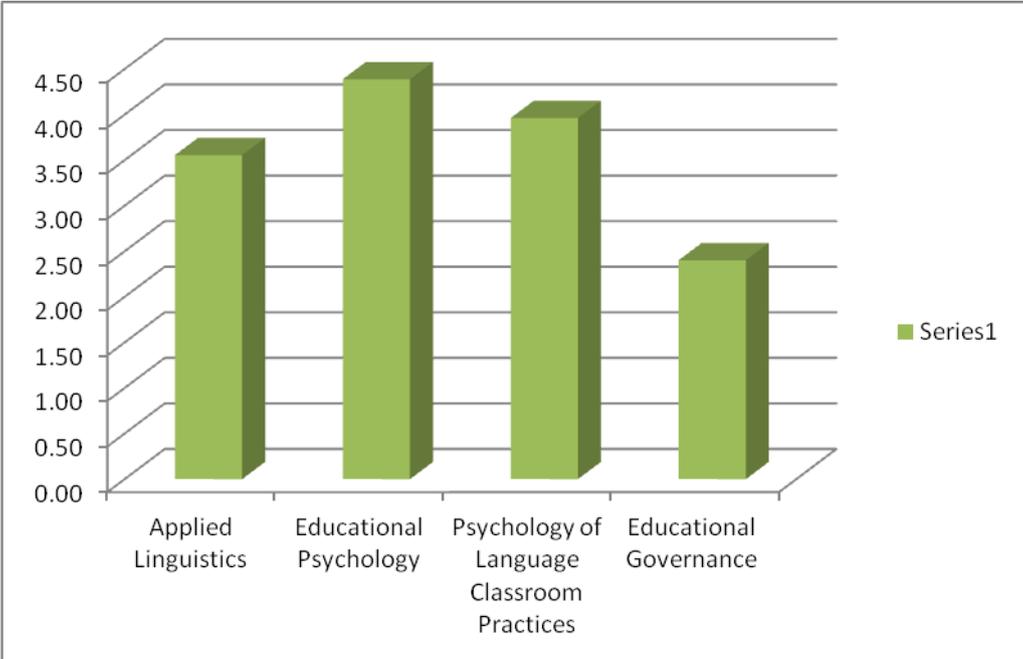
Standard 1-4: The department must assess its overall performance periodically using quantifiable measures.

Year	No. of Students
2007	62
2008	111
2009	121
2010	137
2011	173
2012	152
2013	148

Year	Dean's Honor
2010	33
2011	38
2012	44
2013	43

Year	Faculty Student Ratio
2007	1:21
2008	1:22
2009	1:18
2010	1:20
2011	1:22
2012	1:22
2013	1:30

Year	Graduate
2007	24
2008	53
2009	63
2010	67
2011	17
2012	70
2013	52

- Average student evaluation for all courses

- Present performance measures for research activities. These include journal publications, funded projects, conference publications/ faculty/ year and indicate the percentage of faculty awarded excellence in research award. **(Current faculty or a year wise break down as Annex A)**

Memberships of Professional Bodies and Organizations

Faculty	Organization/Body	Position
Ms. Amina Gardezi	Asia TEFL	Member
Ms. Shabana Ahmed	Asia TEFL	Member

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

A.   Title of Degree Program

MPhil Educational Leadership & Management

B.   Definition of Credit Hour

The MPhil ELM is a 36 Credit hour program earned over four semesters spread across two years.
As per HEC policy, one credit hour stands for one contact hour of teaching per week.

C.   Degree Plan

(A flow chart)

Semester 1	Semester 2	Semester 3	Semester 4
Educational Leadership for Change	Educational Governance: Policy and Practice	Research Methodology	Dissertation
Philosophies of Education	Educational Management	Research Seminar	
Human Resource Management in Educational Settings	Use of Technology in Educational Leadership and Management	Management of Educational Accounting and Finance: International Perspective	

D: - Table showing allocated Credit Hours for each course in every Semester

Semester	Course Code	Course	Credits
I	SE 7102	Educational Leadership for Change	3
I	SE 7101	Philosophies of Education	3
I	SE 7103	Human Resource Management in Educational Settings	3
II	SE 7201	Educational Governance: Policy and Practice	3
II	EDU 7213	Educational Management	3
II	ELM 7224	Use of Technology in Educational Leadership and Management	3
III	SE 7301	Research Methodology	3
III	SE 7302	Research Seminar	3
III	SE 7303	Management of Educational Accounting and Finance: International Perspective	3
IV	ELM 7409	Dissertation	9
Total Credit Hours			36

MPhil Educational Leadership & Management

Overview

The MPhil ELM programme will specifically be of interest to those who intend to pursue advanced research in areas of leadership and management in education. Successful completion of MPhil may lead the students to a PhD degree. The MPhil ELM will also be of interest to those in education related settings who carry or aspire to serve in management and middle management positions in academic institutions. The MPhil ELM programme provides students an opportunity to study an area of interest relevant to their work as educators. The MPhil ELM programme enables students to research a topic of interest to considerable depth and is designed to combine research methods training and individual supervised research leading to an 18,000-20,000-word dissertation. The dissertation is expected to be a substantial original contribution to knowledge and to qualify for a peer-reviewed publication.

PROGRAMME STRUCTURE
YEAR 1

Course Code	Courses	Status	Credit hours
Fall			
SE 7102	Educational Leadership for Change	Mandatory	**3**
SE 7101	Philosophies of Education	Mandatory	**3**
SE 7103	Human Resource Management in Educational Settings	Mandatory	**3**
Total Credit Hours			**9**
Spring			
SE 7201	Educational Governance: Policy and Practice	Mandatory	**3**
EDU 7213	Educational Management	Mandatory	**3**
ELM 7224	Use of Technology in Educational Leadership and Management	Mandatory	**3**
Total Credit Hours			**9**

YEAR 2

Course Code	Courses	Status	Credit hours
Fall			
SE 7301	Research Methodology I	Mandatory	**3**
SE 7302	Research Methodology II	Mandatory	**3**
SE 7303	Management of Educational Accounting and Finance: International Perspective	Mandatory	**3**
Total Credit Hours			**9**

Course Code	Courses	Status	Credit hours
Spring			
ELM 7409	Dissertation	Mandatory	**9**
Total Credit Hours			**9**

TOTAL CREDIT HOURS	**36**

Academic Courses (as Annex B)

Criteria for Marking Reflective Journal

Criteria	Outstanding	Advanced	Competent	Adequate	Inadequate
Critical Analysis* Critique of issues. Level of analyses. Original critical component. Application (showed the relevance & significance of the information & explained why).					
Research Coverage of literature. Established relevance of literature					
Content Identified by issues. Range of issues explored.					
Structure Organization of entries. Logically developed.					
Style Grammatical sentences. Correct spelling. Use of sub-headings. Fluent writing style. APA (6th ed.) format.					

* Highest Weighting

The following abbreviations will be used to point out mechanical errors and conceptual weaknesses in your work:

gr = grammar, sp = spelling, p = punctuation, str = sentence structure, expr = expression, wc = word choice, awk = awkward, E = ideas need expanding, ? = unclear meaning, L = faulty logic, np = new paragraph, fr = sentence fragment, Ref = missing/incorrect reference

Grading Criteria

GRADE	GPA	PERCENTAGE	PERCENTAGE RANGE
A	4.00	85.00	85.00 – 100.00
A-	3.67	81.50	81.50 – 84.99
B+	3.33	78.00	78.00 – 81.49
B	3.00	74.50	74.50 – 77.99
B-	2.67	71.00	71.00 – 74.49
C+	2.33	67.50	67.50 – 70.99
C	2.00	64.00	64.00 – 67.49
C-	1.67	60.50	60.50 – 63.99
D+	1.33	57.00	57.00 – 60.49
D	1.00	50.00	50.00 – 56.99
F	0	Below 50.00	00.00 – 49.99
I	0	Incomplete	
W	0	Dropped Subject after the deadline	

Academic Policies

Attendance

Eighty percent (80%) attendance will be mandatory for the participants. Those failing to maintain the required will be expected to provide valid reasons to the concerned faculty for approval from the SE office. It should also be noted that the course participant will be him/herself responsible for managing the missed course contents.

Leave Policy

During the course of studies marriage, medical, maternity and Haj leave could be availed after being sanctioned by the office.

Assignment Submission

- Assignment submission deadlines can only be changed after consultation with the Head of the Department. Failure in the submission of required assignments will lead to one (1) mark deduction for 10 days. After 10 days the submitted assignment will **not** be able to secure more than 'C' grade.

- Under exceptional circumstances such as illness, accident, close relative's death, an application to the Dean, SE will be required to be submitted. After approvals the assignments will be submitted on the new date given by the office.

Evaluation Criteria

Evaluation criteria is part of the course outline provided for each course

GRADING SYSTEM

According to BNU policy a minimum of Grade B (CGPA 2.5) is required for the award of an MPhil degree.

Faculty Directory

Sr #	Name	Email Address	Ext
1.	*Dr. Tariq Rahman* Dean SE	tariq.rahman@bnu.edu.pk	849
2.	*S. Amina Z. Gardezi* Head, Deartment of Educational Leadership and Management Head, English Language Unit	aminagardezi@bnu.edu.pk	881
3.	*Qaisera Sheikh* Head Department of Linguistics	qaiserasheikh@yahoo.com	829
4.	*Shabana Ahmad* Head, Department of Teacher Education	shabana.ahmed@bnu.edu.pk	873
5.	*Muttaqi Armaan Malik* Assistant Professor	muttaqi.malik@bnu.edu.pk	
6.	*Ms. Ammar Hussain* Academic School Coordinator	ammar.husnain@bnu.edu.pk	853

Standard 2-1: The curriculum must be consistent and supports the program's documented objectives.

Courses/ Group of courses	Objectives				
	1	**2**	**3**	**4**	**5**
Philosophies of Education Educational Management Educational Governance: Policy and Practice	✓				
Educational Leadership for Change Human Resource Management in Educational Settings Educational Governance: Policy and Practice Management of Educational Accounting and Finance: International Perspective		✓			
Educational Governance: Policy and Practice Use of Technology in Educational Leadership and Management Educational Leadership for Change			✓		
Philosophies of Education Educational Management Research Methodology Research Seminar Dissertation				✓	
Research Methodology Research Seminar Dissertation					✓

Standard 2-2: Theoretical background, problems analysis and solution design must be stressed within the program's core material.

- Indicate which courses contain a significant portion (more than 30%) of the elements in standard 2-2.

Elements	Courses
Theoretical background	Philosophies of Education, Educational Management
Problem analysis	Educational Management, Use of Technology in Educational Leadership and Management, Educational Governance: Policy and Practice, Human Resource Management in Educational Settings, Management of Educational Accounting and Finance: International

	Perspective, Dissertation
Solution design	Educational Governance: Policy and Practice, Management of Educational Accounting and Finance: International Perspective, Educational Leadership for Change, Research Methodology I & II Dissertation

Table 4.5: Standard 2-2 requirement

Standard 2-3:   The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body.

- **HEC requirements**
  The program meets the following HEC requirements:

  - **Admission**
    The admission procedure followed by the School of Education meets the guidelines prescribed by the HEC.

  - **Credit hour breakdown**
    All courses in the MPhil Educational Leadership & Management program are of minimum three credits and maximum four credits (one credit equals 1 contact hours per week in a semester under the HEC guidelines.

  - **Assessment procedure**
    The assessment procedure followed by the University is in line with the HEC guidelines.

  - **Quality Control**
    The University adheres to strict quality control measures. The programs are evaluated on a regular basis

  - **Evaluation procedure**
    The evaluation procedure being followed by the School of Education is designed in light of the HEC guidelines. An evaluation of the course and faculty is conducted at the end of every course. The results of the evaluation are shared with the concerned faculty member, the programme coordinator, head of department and the Dean. At the end of the semester an action plan is prepared in light of the evaluation to maintain quality and improve the programs.

  - **Program requirement**
    The program is updated annually in light of modern trends in Education. Approvals for any changes required are taken from the Board of Studies, Board of Advanced Studies and Research, Academic Council and final approval is sought from the Board of Governors of the University.

Standard 2-5: The curriculum must satisfy general education, arts, and professional and other discipline requirements for the program, as specified by the respective accreditation body / council.

Program	Theoretical Basis	Trends in Education	General Education	Research and Reflection	Specialization
MPhil ELM	6 Credit Hours	9 Credit Hours	3 Credit Hours	9 Credit Hours	9 Credit Hours

- Address standards 2-3, 2-4 and 2-5 using information provided in Table of **Courses versus program outcomes** in Standard 2-1.

Standard 2-6: Information technology component of the curriculum must be integrated throughout the program.

- The MPhil ELM program includes a three credit hour course on the Use of Technology in Educational Leadership and Management. The course introduces students to software's and programs that can be used in the education context. It also, gives an opportunity to students to reflect on ways of encouraging the Use of ICT in their educational contexts.

- In addition, the use of Informational technology is integrated throughout the program. Classes are equipped with Multimedia facilities and students are encouraged to use computing facilities. PowerPoint presentations, computer based projects are a couple of the main means of assessment. Students are also encouraged to use online journals during research and for assignments.

Standard 2-7: Oral and written communication skills of the student must be developed and applied in the program.

- At the start of the year students are aquainted with the the norms of Academic English. Students facing difficulty are given tutorials. The research methodology course also involved a component of research writing. During to the program students take part in seminars, give presentations, make projects, and write assignment, research papers and reflective journals.

CRITERION 3: LABORATORY AND COMUTING FACILITIES

Information Technology Lab

This lab contains twenty five workstations and one laser printer. All required software for the MPhil Educational Management program are available on each workstation.

Standard 3-1: Laboratory manuals/ documentation/ instructions for experiments must be available and readily accessible to faculty and students.

The above mentioned lab facilitate the students in performing lab exercises and projects relating to the course offered in MPhil of Educational Leadership & Management

Standard 3-2: There must be adequate support personnel for instruction and maintaining the laboratories.

The above lab is maintained by a Lab Administrator who is responsible for keeping the computer's hardware and software in working condition. He is also required to ensure that networking of the computers is working properly and Internet is available at each workstation.

The Lab Administrator seeks guidance from the concerned Course Instructor regarding conduct of experiments pertaining to different courses. Further, the Lab Administrator is supported in his job function by the Information Technology Resource Center Staff located in the Server Room.

Standard 3-3: The University computing infrastructure and facilities must be adequate to
support program's objectives.

The facilities mentioned in the above labs are adequate to support the objectives of the MPhil ELM program. Students of this program who are residing in the University Hostel have been provided computers which are equipped with necessary software along with Internet access.

CRITERION 4: SUPPORT AND ADVISING

Student must have adequate support to complete the program in a timely manner and must have ample opportunity to interact with their instructors and receive timely advice about program requirements and career alternatives**.** To meet this criterion the standards in this section must be satisfied.

Standard 4-1: Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner.

The MPhil ELM program is a two year program comprising 36 credits. All courses (core and elective) are offered once every year. Giving students adequate opportunity to complete the courses in a timely manner.

Standard 4-2: Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.

EFFECTIVE FACULTY / STUDENT INTERACTION

Majority of the courses in the program are taught of teaching in a semester by individual faculty. Each course is of minimum 3 credits which equals to 45 contact hours. Any course shared by two faculty members is split into two components of 1.5 credits each. In addition to

the contact teaching by the faculty students can book tutorials with the course instructor or department head anytime during the course. This gives an opportunity to the student to discuss any individual concerns and queries with the concerned tutor on an individual basis.

> **Standard 4-3: Guidance on how to complete the program must be available to all the students and access to   academic advising must be available to make course decisions and career choices.**

- **INTRODUCTION**

    All program related information is readily available to the students. At the start of every academic year the School conducts an Open Day for prospective students. This gives an opportunity to the students to visit the campus, get all required information and meet with the faculty. The School also prints individual flyers for all the programs offered at the School of Education. These flyers contain the important information regarding the program. In addition the University annually publishes a detailed prospectus describing the different programs being offered by the University.

    Once the students join the program every semester they are provided with a handbook. This handbook contains the course outlines, course objectives, class schedules, reading lists, assessment procedures and assessment guideline.

- **STUDENT ADVISING SYSTEM**

    There is an effective student advising system in practice at the School of Education. The Program Coordinator and the Head of Department are in constant contact with the students advising them on all academic issues. Students are at liberty to book an appointment and meet with either member as and when they feel the need to get advice. In addition, the students can also book tutorials with the concerned faculty to discuss all matters relating to a particular course.

    In the second year once students embark on their dissertations they are assigned supervisors with expertise in the relevant field. Students have the opportunity to get guidance and support from their supervisors while completing their dissertation.

- **STUDENT COUNSELING SYSTEM**

    The Department Head keeps in direct contact with the students enrolled on the program. The students meet with the program coordinator to discuss all personal and professional issues. In cases where further counseling is required for the students the Program Coordinator refers the case to the Dean so that arrangements can be made for the students.

- **ACCESS TO PROFESSIONAL COUNSELING**

    The Institute of Psychology at Beaconhouse National University provides support to students at the University by providing opportunities for professional counseling.

- **OPPORTUNITIES PROVIDED FOR THE STUDENTS**

Throughout the year the School invites experts in different areas of Education to give guest lectures. The students during these lectures get an opportunity to interact with experts in the area. Students are also encouraged to give presentation, present papers, and publish their research work in journals of National and International repute. The students at the School of Education are members of ASIA TEFL and the SPELT.

CRITERION 5: PROCESS CONTROL

The processes by which major functions are delivered must be in place, controlled, periodically reviewed, evaluated and continuously improved. To meet this criterion a set of standards must be satisfied.

Standard 5-1: The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

- **PROGRAM ADMISSION CRITERIA**

  - Graduates with 16 years of Education in a relevant subject with a minimum 2.5 CGPA from recognized universities will be eligible to apply for the MPhil programmes
  - Minimum 60% score on GAT-General test conducted by National Testing Service
  - Applicants must clear the SE admission test and interview to join any of the offered MPhil programmes

- **PROGRAM/CREDIT TRANSFER**

  The School refers all transfer cases to the University Equivalence Committee. The Equivalence Committee after thorough scrutiny in light of the HEC guidelines gives approval for all transfers.

- **EVALUATION OF ADMISSION CRITERIA**

  The admission criterion is reviewed annually in light of the HEC guidelines. The Board of Studies meets twice a year and reviews all matters regarding the program. In addition, the Academic Council of the University also reviews the Admission procedure and subsequent approval is taken from the Board of Governors of the University.

> **Standard 5-2: The process by which students are registered in the program and monitoring of students progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.**

- **PROCESS OF REGISTRATION**

    The process of registration being followed at the School of Education is a three-pronged process. The department Academic Coordinator under the supervision of the Program Coordinator, Head of Department and the Dean of the School keeps a record of the student registration. This includes the registration on the program and the courses. This record is then passed on to the Registrar of the University and the Examination and Quality Assurance departments.

- **MONITORING STUDENTS PROGRESS**

    The student progress is carefully monitored throughout their academic stay at the School. The program follows continuous assessment procedures. The results of the students are carefully recorded and monitored by the School and passed on to the Examination and Quality Assurance department. The faculty, Program Coordinator, Head of Department and the Dean meet on a regular basis to discuss all student related issues. Attendance records, class performance records of all students are also maintained by the School. Transcripts are prepared by the examination department at the end of every semester. These transcripts are mailed to the students at the end of the semester.

- **EVALUATION AND IMPROVEMENT**

    The process is evaluated by conducting periodical peer reviews.

> **Standard 5-3: The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.**

- **FACULTY RECRUITEMENT PROCESS**

    The School of Education follows a thorough process for the recruitment of faculty in line with the BNU and HEC guidelines. The process begins with identification of faculty (preferably foreign qualified), they are then invited to give guest lectures, conduct workshops or teach as part of the visiting faculty team at SE. Feedback is taken from the students and faculty members on their performance. Based on the feedback the School of Education then proposes their name to University authorities so that the formal recruitment process may begin. These cases are then put before the Selection Committee that interviews and scrutinizes the candidates. On the recommendation of the Selection Committee the Board of Governors then interviews the candidates to give final approval.

- **EVALUATION OF THE ABOVE PROCESS**

- **FACULTY RETENTION**

    Incentives for professional development are given as part of faculty retention. The University grants its faculty members upto 3 months paid leave in a year higher studies leading to PhD. Additionally, the University grants concession in tuition fee upto 75%, in addition to full waiver in admission fee, to faculty members studying in BNU in various academic programs. Additionally, off-campus academic and training programs are sponsored by the University.

- **EVALUATION OF THE ABOVE PROCESS?**

- **FACULTY EVALUATION PROCESS**

- **EVALUATION OF THE ABOVE PROCESS**

- **FACULTY PROMOTION PROCESS**

    If a faculty member in service achieves qualification and experience required for promotion at the next academic level, the respective Dean sends a recommendation to Departmental Promotion Committee which reviews the candidates' credentials in accordance with HEC guidelines for faculty appointment. In event of promotion as Assistant Professor and Associate Professor, the Committee further forwards the case to BNU Selection Board which interviews the candidate and sends recommendation to Vice Chancellor for approval. In case of promotion as Professor, the case is forwarded to Selection Board which interviews the candidate and sends its recommendation to Board of Governors for approval.

- **EVALUATION OF THE ABOVE PROCESS**

- *Indicate how evaluation and promotion processes are in line with institution mission statement*

> **Standard 5-4: The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.**

The courses are designed in light of modern trends and developments in Education. The educational needs of our students are also taken into consideration at the time of design. The department meets on a regular basis to discuss the progress of the courses. Evaluations done by students at the end of course as well as, soft feedback by the students is given weightage when courses are designed.

In addition, the recommendations given by the Board of Studies which constitutes of experts from the field is given great importance.

Standard 5-5: The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

- The Administrative Coordinator maintains thorough records of the students. These records are reviewed at the start and end of every semester to ensure the student is progressing and meeting all requirements of the program. The Registrar office and Quality Assurance department maintain files on each student. These files contain past and ongoing academic record of the students. At the end of each semester these records are reviewed as a means to check student performance.

- At the time of graduation the record of each student is thoroughly scrutinized to ensure that the student has fulfilled all requirements of the program. After ensuring that all requirements have been met the student is allowed to graduate.

CRITERION 6: FACULTY

Faculty members must be current and active in their discipline and have the necessary technical depth and breadth to support the program. There must be enough faculty members to provide continuity and stability, to cover the curriculum adequately and effectively, and to allow for scholarly activities. To meet this criterion the standards in this section must be satisfied.

Standard 6-1: There must be enough full time faculty who are committed to the program to provide adequate coverage of the program areas/ courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all coursed, plan, modify and update coursed and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph. D. in the discipline.

- Complete the following table indicating program areas and number of faculty in each area.

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with Foreign Masters	Number of faculty with Ph.D /EdD. Degree
English Language Teaching		4	4	-
Applied Linguistics	-	3	2	2
Education/ Educational Management		2	1	-

Faculty Distribution by Program Area

FACULTY RESUMES (as Annex C)

Standard 6-2: All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place.

- Faculty is encouraged to take regular courses in their relevant fields.

- Full time faculty members are assigned a maximum load of four courses which amounts to 12 semester credit hour of student contact. Keeping in view this load the fulltime faculty pursues professional development when possible.

- Faculty is encouraged to participate in seminars, workshops and conferences in the area of their interest.

Standard 6-3: All faculty members should be motivated and have job satisfaction to excel in their profession.

- Describe the programs and processes in place for faculty motivation.

- **FACULTY SURVEY RESULT**

  Obtain faculty input using faculty survey on programs for faculty motivation and job satisfaction.

- Indicate how effective these programs are.

CRITERION 7: INSTITUTIONAL FACILITIES

Institutional facilities, including library, classrooms and offices must be adequate to support the objective of the program. To satisfy this criterion a number of standards must be met.

Standard 7-1: The institution must have the infrastructure to support new trends in learning such as e-learning.

The Infrastructure and facilities that support new trends engines such are:

J Stor: is a digital library founded in 1995 encompassing past and current digitized academic journals, books and primary sources of information.

Art Stor: is an organization that builds and distributes online resourses of digital library with 1.4 million images related to the arts, architecture, humanities, sciences, shared shelf, and a web-based cataloging and image management software services that allows institutions to catslog, edit, store and share local collections.

Library: Best resourses available through books, journals and collections of articles.

Standard 7-2: The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.

Professional Development

The librarian have been trained in MARC records development and cataloging in a new integrated Library System (ILS) further training in the use of the software has been given. Any Archives and Records Management Course for all librarians and representatives of each university department have been trained. The need for this has arisen as a new Archives and a Records Management program has been initiated at the University.

Collection Development

A collection policy has been formulated to guide the library in its development of the collections (see Appendix A)

Library Committee

The BNU Library is guided by the Library Committee for effective management. Dean, Heads of schools are members and library liaisons are nominated from all departments.

Annual Report

The chief library prepares an annual report to present to the Vice Chancellor of the University, highlighting the accomplishment, problems and needs of the library. Utilization of resources and statistical data is presented in this report.

Library Budget

- Annual Budget of BNU Library is Rs. 5.9 million

List of All Materials in BNU Library

Sr.#	Name of Item	Quantity 2014
1	Books	12486
2	Photocopies of Books	66
3	Downloaded E-Books	2000
4	DVD's (movies for TFT)	1036
5	Downloaded Movies (for TFT)	500
6	VHS's	626

7	Art Catalogues	1075
8	Theses	459
9	Reports	1881

Journals / Magazine , Newspapers

Sr.No	Name of Item	Quantity
1	Journals / Magazines (Subscribed)	35
2	Journals / Magazines (Complementary)	60
3	Daily Newspapers	13

Online Resources

Sr.No	Name of Source	Availability
1	EVERGREEN OPAC	Online
2	HEC Digital Library	Online
3	ARTSTOR	Online
4	JSOTR	Online

Library Staff

Sr.No	Campuses / Library	No. of Staff Members
1	City Campus	1
2	Tarogil Campus (SLASS Library)	4
3	Tarogil Campus (SVAD Library)	2
Total Staff Members		**7**

BNU Library URL

http://WWW.bnu.edu.pk/index.php?otion=com_content&view=article&id=165&ltemid=484

Library Membership

Membership: 1437
Faculty: 0198
Students: 1179
Staff: 0060

Standard 7-3: Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.

- **CLASSROOMS:**
  Describe the adequacy of the classrooms

- **FACULTY OFFICES:**
  Describe the adequacy of the faculty offices

CRITERION 8: INSTITUTIONAL FACILITIES

Facility	Description
Land	The total land area of Beaconhouse National University's New Campus is 33 acres.
Buildings	The built-up area of the Beaconhouse National University New Campus is 322,000 sqft. In Phase – I, the New Campus has three academic blocks, one central block and one administration block. The first academic block comprising 107,000 sqft areas is operational at the New Campus. The second academic block comprising 56,000 sqft areas has been operational since September, 2011. The Administration Block comprising 32,498 sft was made operational in December 2013. The remaining buildings are at different stages of construction.
Roads network & Parking	BNU has an internal road network of 1.5 Km. This black top road ring links different academic and administrative buildings. Walkways on the sides of the roads have been constructed for easy movement of students and staff. Fire hydrants at different points along the road have also been provided. The New Campus in phase – I has a parking space for 400 cars. The adjoining areas of the campus can accommodate more than 600 vehicles.
Lawns & Open Spaces	BNU is an environment friendly organization. In the campus design phase special attention was paid to maintaining bio-diversity of the area. More than 50 % of the campus spaces have been left open and green. Each of the academic and other blocks has a lawn attached to it and is equally used by students, faculty and staff for academic and recreational purposes. The total cost of the planned landscape is Rs.10 m.
ICT	BNU's focus on information and communication technologies is evident from the 1800 nodes system planned for the campus. Already 600 nodes are active providing the users internet connection and IP telephony facility. This back bone is also meant for IP surveillance and access control systems for the buildings.
Sports facilities	Students are given ample opportunity to participate in sports and extra-curricular events at BNU are not too infrequent. The University already has set up different indoor and outdoor sports facilities for students. A football field with dimensions of 180 ft x 330 ft is available. This facility also has a cricket turf for hard ball matches. The university has also set up badminton courts and table tennis play areas for students.
Canteen	With current full-time canteen operations catering to the needs of the university community, BNU is making significant investment in setting up a four floor purpose built cafeteria for its students, faculty and staff. Work

	on the structure is underway. Once completed this facility will provide dine in and take away options to the users. The lower ground floor will comprise an executive dining hall for faculty and senior staff of the university. The ground floor would comprise of a restaurant area offering variety of foods and drinks. The first floor of the cafeteria would be reserved for female students and contain a common room and a prayer area. The top floor of the cafeteria would include separate gyms and work out areas for male and female students. The new canteen would provide campus community the opportunity to relax in their free time. Like other campus areas, the cafeteria would have Wi-Fi facilities on all floors.
Furniture	Ergonomically designed furniture has been planned across the campus. Services of design firms have been hired to meet the bespoke requirements for studios and classrooms.

Standard 8-1: There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.

All permanent faculty members are internationally qualified. The pay structures offered to faculty are competitive with market. At the end of each year the faculty is given an increment in their salary. In light of extra services rendered the faculty is compensated with an additional merit increment in their salary. This is evident in the budget of the School.

Although there is no formal Plan for Continuous Professional Development (CPD) of faculty, however, the School facilitates self initiated professional development efforts and activities.

Record of faculty participation in CPD activities:

Faculty Name	Event	Nature of Participation	
		Attending	**Organizing**
Dr Tariq Rahman	FC College Conference	✓	
	BNU Conference (2013 & 2014)		✓
Dr Qaisera Sheikh	FC College Conference	✓	
	BNU Conference (2013)		
	LSE Conference (2013 & 2014)	✓	
S. Amina Gardezi	LUMS Conference	✓	
	BNU Conference (2013 & 2014)		✓
	LSE Conference (2013 & 2014)	✓	
Shabana Ahmad	LUMS Conference	✓	
	BNU Conference(2013 & 2014)		✓
	LSE Conference (2013 & 2014)	✓	
Muttaqi Malik	BNU Conference (2014)		✓

Standard 8-2: There must be an adequate number of high quality graduate students, research assistants and Ph. D. students.

M. Phil Educational Leadership & Managment Program was started in 2010 and following are the number of graduate students:

Sr. No.	Year of Convocation	No. of Student Graduates M. Phil Educational Leadership & Managment
1	2012	18
2	2013	6

Standard 8-3: Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.

- **LIBRARY**
  As on Standard 7-2.

- **LABORATORY**
  As on Section 6

- **COMPUTING FACILITIES**
  Describe the resources available for computing facilities.

Self Assessment Report
(Rubric Form)

Beaconhouse National University

School of Education
MPhil. Educational Leadership & Management

Prepared by: Program Team of SE

Presented by: Quality Assurance Department

Criterion 1 - Program Mission, Objectives and Outcomes	Weight = 0.05				
	Score				
	5	4	3	2	1
Does the program have documented outcomes for graduating students?	5				
Do these outcomes support the program objectives?	5				
Are the graduating students capable of performing these outcomes?		4			
Does the department assess its overall performance periodically using quantifiable measures?	5				
Is the result of the program assessment documented?	5				
Total Encircled Value (TV)	24				
Score 1 (S1) = {TV / (No. of Questions * 5)} * 100 * Weight	**4.80**				

Criterion 2 - Curriculum Design and Organization	Weight = 0.20				
	Score				
	5	4	3	2	1
Is the curriculum consistent?	5				
Does the curriculum support the program's documented objectives?	5				
Are theoretical background, problem analysis and solution design stressed within the program's core material	5				
Does the curriculum satisfy the core requirements laid down by respective accreditation bodies? (Refer to appendix A of the Self Assessment Report Manual)	5				
Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies? (Refer to appendix A of Self Assessment Manual)	5				
Does the curriculum satisfy the general education, arts and professional and other discipline requirements as laid down by the respective body / councils? (Refer to appendix A of Self Assessment Manual)	5				
Is the information technology component integrated throughout the program?	5				
Are oral and written skills of the students developed and applied in the program?	5				
Total Encircled Value (TV)	40				
Score 2 (S2) = {TV / (No. of Questions * 5)} * 100 * Weight	**20.00**				

Criterion 3 - Laboratories and Computing Facilities	Weight = 0.10				
	Score				
	5	4	3	2	1
Are laboratory manuals / documentation / instructions etc. for experiments available and ready accessible of faculty and students?		4			
Are there adequate number of support personnel for instruction and maintaining the laboratories?	5				
Are the University's infrastructure and facilities adequate to support the program's objectives?		4			
Total Encircled Value (TV)	**13**				
Score 3 (S3) = {TV / (No. of Questions * 5)} * 100 * Weight	**8.67**				

Criterion 4 - Student Support and Advising	Weight = 0.10				
	Score				
	5	4	3	2	1
Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	5				
Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5				
Does the University provide academic advising on course decisions and career choices to all students?	5				
Total Encircled Value (TV)	**15**				
Score 4 (S4) = {TV / (No. of Questions * 5)} * 100 * Weight	**10.00**				

Criterion 5 - Process Control	Weight = 0.15				
	Score				
	5	4	3	2	1
Is the process to enroll students to a program based on quantitative and qualitative criteria?	5				
Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5				
Is the process to register students in the program and monitoring their progress documented?	5				
Is the process above periodically evaluated to ensure that it is meeting its objectives?	5				
Is the process to recruit and retain faculty in place and documented?	5				
Are the processes for faculty evolution & promotion consistent with the institution mission?	5				
Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5				
Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5				
Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	5				
Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	5				
Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	5				
Total Encircled Value (TV)	55				
Score 5 (S5) = {TV / (No. of Questions * 5)} * 100 * Weight	15.00				

Criterion 6 – Faculty	Weight = 0.20				
	Score				
	5	**4**	**3**	**2**	**1**
Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?		4			
Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	5				
Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	5				
Do the majority of faculty members hold Ph.D. degree in their discipline?				2	
Do faculty members dedicate sufficient time to research to remain current in their disciplines?		4			
Are there mechanisms in place for faculty development?					1
Are faculty members motivated and satisfied so as to excel in their professions?		4			
Total Encircled Value (TV)	**25**				
Score 6 (S6) = {TV / (No. of Questions * 5)} * 100 * Weight	**14.29**				

Criterion 7 -Institutional Facilities	Weight = 0.10				
	Score				
	5	**4**	**3**	**2**	**1**
Does the institution have the infrastructure to support new trends such as e-learning?	5				
Does the library contain technical collection relevant to the program and is it adequately staffed?	5				
Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?		4			
Total Encircled Value (TV)	**14**				
Score 7 (S7) = {TV / (No. of Questions * 5)} * 100 * Weight	**9.33**				

Criterion 8 - Institutional Support	Weight = 0.10				
	Score				
	5	4	3	2	1
Is there sufficient support and finances to attract and retain high quality faculty?		4			
Are there an adequate numbers of high quality graduate students, teaching assistants and Ph.D. students?			3		
Total Encircled Value (TV)	7				
Score 8 (S8) = {TV / (No. of Questions * 5)} * 100 * Weight	7.00				

Overall Assessment Score = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 =	89.09