Self Assessment Report

Beaconhouse National University

School of Education (SE)
MPhil Educational Leadership and Management

Prepared by: Program Team of SE
Presented by: Quality Assurance Department

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Program Team (Responsible for the Self-Assessment of MPhil ELM)

1. Dr Qudsia Kalsoom (Head of the Department of Educational Leadership and Management)

2. Ms Iram Farooq (Academic Coordinator, School of Education)

3. Ms Saima Zaigham (Coordinator, English Language Unit)

Executive Summary of Self Assessment Reports

BNU strives hard to deliver quality education and has never compromised on its quality standards. Quality Assurance Department (QA) was setup in BNU in September 2005 as per directives of HEC and since then has actively worked for the quality of all academic programs offered at BNU. One of the important steps in this process is the Self Assessment of the Academic Programs.

Self-Assessment Report (SAR) is an effective tool in measuring and monitoring the outcome of a program. This is employed in Degree Awarding Institutes of Pakistan to identify strengths and weaknesses of the degree programs. Self Assessment Reports are prepared at the end of the assessment cycle of all academic programs at Beaconhouse National University (BNU).

QA department at BNU attempts to furnish the requisite information to complete Self Assessment Report in the light of certain criteria and standards as spelled out in the Self Assessment Manual prepared by HEC.
To complete the second cycle of Assessment in the year 2019-2021, fifteen degree programs were selected for Self Assessment, evaluation and improvements.

Objectives

Objectives of the Self Assessment report are:

1. To improve and maintain academic standards.
2. To verify that existing programs meet their objectives and institutional goals.
3. To provide feedback for the academic program.
4. To identify areas requiring improvements in order to achieve objectives through desired outcomes.

Execution of Self Assessment Process:

Presentations on the preparation of Self Assessment Report (SAR) were arranged for all Schools and faculty members of the selected program. This also served to explain the Self Assessment process and also a soft and hard copy of self assessment manual were also provided to further aid the process.

To initiate the SAR process, the Dean appoints the Program Team and Assessment Team Members to prepare the report in the subsequent weeks. Once completed, the Report is submitted to the Assessment team and QA department. The Assessment Team, accompanied with GM (QA) review the report with Dean and Program Team Members and concerned faculty.

The program weaknesses and strengths are identified in the final meeting. Solutions and Implementation plans are prepared based on the discussions. The following are discussed.

a. Assessment Team findings

b. Corrective Actions required

c. Responsible Body for corrective actions

d. Implementation Date

The recommended target dates to complete the tasks observed by Assessment Team, were approved by Vice Chancellor.

At the completion of Self Assessment cycle, QA submitted soft copy of all SAR to HEC for review and record.

Noreen Lodhi
GM, Quality Assurance
Beaconhouse National University

Shahid Hafiz Kardar
Vice Chancellor
Beaconhouse National University

Introduction

The department of Educational Leadership and Management (ELM) is a part of School of Education (SE), Beaconhouse National University. SE was founded in 2005 in response to the deeply felt need in Pakistan and the region for improvement in quality of teacher education. SE has become one of the leading academic site of teacher education in Pakistan. SE caters to pre-service, as well as in-service professionals from both public and private sector institutions. The department of ELM in SE offers courses on education, educational leadership and transdisciplinary courses e.g. Environment: Theory, Debates and practices. The department started offering an MPhil degree in ELM in 2011. Over the years, the program of MPhil ELM has evolved and has become one of the best ELM program in the country. The program was accredited by the National Accreditation Council of Teacher Education in 2014. Like other programs offered at SE, MPhil ELM is also research-intensive and is rooted in the philosophy that teacher educators must be engaged in a continual process of inquiry. The MPhil ELM program is annually reviewed in the light of feedback of alumni, the board of faculty of School of Education and the employers where SE graduates are working. The department of ELM provides full academic support and counselling to its students.

MPhil Educational Leadership and Management (ELM)

Criterion 1: Program Mission, Objectives and Outcomes

Standard 1-1: The program must have documented measurable objectives that support Faculty / College and institution mission statements.

The program of ELM has documented its mission statement, and measurable objectives and learning outcomes. They are available on BNU website as well as in BNU prospectus. The mission, objectives and learning outcomes of MPhil ELM program are in line with broader mission of the BNU. Details of institute's mission and program's mission, objectives and learning outcomes are as follows.

Institute's Mission

BNU's mission is a unique undertaking that stands undeterred in producing a respectful and tolerant generation of young people who possess the potential to create a positive impact in their communities within a relatively short period. BNU continues to offer modern curricula in a range of conventional and new disciplines while preserving the history and culture of Pakistani society. It enriches the overall intellectual growth of a student through interaction and professional excellence.

Mission Statement of MPhil ELM

The MPhil ELM program aims at producing educational leaders who are conscientious of emerging educational needs; possess research skills; are aware of existing and emerging scholarship on educational leadership; and are able to apply the key leadership ideas and theories within their workplaces to ensure the academic achievement and holistic development of all the students. The program also aims at developing participants' disposition to think critically. The program uses various forms of research activities to develop participants' critical and creative thinking.

Program Objectives

1. To acquaint students with the knowledge about the key concepts of social science research; leadership theories; educational change; educational governance, policies; international educational practices; management of educational resources; and organizational working.

2. To empower the students as educational leaders who can apply theoretical knowledge to analyze and solve educational and managerial problems and plan for organizational development.

3. To help the students develop research skills and an unbiased outlook as researchers.

4. To inculcate professional and ethical values among the students so that they act as ethical leaders and teachers.

Program Outcomes

After completing the MPhil ELM degree, students would be able to:

1. Identify and reflect upon the key leadership and management issues in educational settings.

2. Apply theoretical knowledge, gained in the degree program, at their workplaces to develop and lead teams; manage resources; improve academic achievement of students; and develop students holistically.

3. Pursue higher studies in any international University of high reputation.

4. Undertake qualitative and quantitative researches on different educational issues.

5. Question and address inequitable practices in educational institutions.

6. Participate in policy dialogue on education at different forums.

7. Build and lead teams for educational change in their schools.

8. Act as ethical, instructional leaders in their schools.

9. Evaluate their organizations for quality of education and employees satisfaction.

10. Devise strategic plans for their schools.

Describe how each objective is aligned with program, college and institution mission statements.

The program mission statement and objectives are in line with the overarching mission of Beaconhouse National University i.e. empowering the students to respond to intellectual, social and personal challenges. The mission statement and objectives of MPhil ELM also aim at intellectual development of the students. They specifically focus on students' empowerment as educational researchers, critical thinkers and educational leaders.

Strategic Plan for the Department of Educational Leadership and Management

Based on the SWOT analysis (annexure 1), the department developed a strategic plan for five years (2020-2024). Elements of the strategic plan are as follow.

Vision

To empower the students as conscientious educational leaders who can act as agents of change.

To achieve the strategic vision and mission, the department has taken following actions.

Program Curriculum

The program curriculum includes courses that cover the content desired to achieve the objectives. The courses are related to educational research; educational governance, policy, educational change, leadership, organizational behavior and international and comparative education. The program includes two specializations i.e. Instructional & Teacher Leadership; Educational Policy & Planning. Course details are included in annexure 3.

Teaching

The program employs rigorous discussions and various forms of research-based pedagogies to help students understand educational and leadership problems holistically. The department arranges guest lectures of accomplished people to expose its students to a range of diverse topics to help them broaden their outlook.

Assignments

The course assignments are scholarly in nature. This helps the students to develop their skills in reviewing existing literature and developing scholarly arguments. Final research project offers students an opportunity to undertake research and defend it. This project helps them to develop their research skills i.e. identifying research gap, developing research questions, reviewing literature, developing tools, analyzing data, discussing findings and drawing conclusions.

Future Plans

As a part of the departmental strategic plan, the department has devised some initiatives for future. They are as following.

- The department of ELM plans to offer research-based internships to other departments of BNU and undergraduate students of other universities. It will develop faculty's research portfolio and may increase students' enrollment in future.
- To initiate student exchange program with the national and international universities\

- To include more guest lectures of national and international speakers to enrich the program content.
- To offer elective courses on leadership for sustainability and environmental education.

Table 1: Program's Objectives Assessment

Objective	How Measured	When Measured	Improvement Identified	Improvement Made
1. To acquaint students with the knowledge about the key concepts of social science research; leadership theories; educational change; educational governance, policies; international educational practices; management of educational resources; and organizational working.	Measured Through Alumni Survey (annexure 2) and Employer Survey	February 2020		
2. To empower the students as educational leaders who can apply theoretical knowledge to analyze and solve educational and leadership problems and plan for organizational development.	Measured Through Alumni and employer Survey	February 2020	More case studies from educational settings should be included. Team work skills to be more developed.	Faculty has decided to include more case studies in different courses in Fall 2020. In addition, more collaborative tasks will be added.
3. To help the students develop research skills and an unbiased outlook as researchers.	Measured Through Alumni Survey	February 2020	To include more research based tasks in different courses.	The faculty has planned more research tasks.
4. To inculcate professional and ethical values among the students so that they act as ethical leaders and	Measured through employer's survey	February 2020		

teachers.	

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.

The program has documented its objectives and outcomes. There is a clear alignment between program objectives and outcomes.

Table 2: Relationship between Program Outcomes and Program Objectives

Program Outcomes	Program Objectives			
	1	2	3	4
1. Identify and reflect upon the key leadership and management issues in educational settings.	✓			
2. Apply theoretical knowledge, gained in the degree program, at their workplaces to develop and lead teams; manage resources; improve academic achievement of students; and develop students holistically.	✓	✓		
3. Pursue higher studies in any international University of high reputation.		✓	✓	✓
4. Undertake qualitative and quantitative researches on different educational issues.			✓	
5. Question and address inequitable practices in educational institutions.		✓		
6. Participate in policy dialogue on education at different forums.		✓		
7. Build and lead teams for educational change in their schools.		✓		✓
8. Act as ethical, instructional leaders in their schools.				✓
9. Evaluate their organizations for quality of education and employees satisfaction.		✓		
10. Devise strategic plans for their schools.		✓		✓

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

Describe the actions taken based on the results of periodic assessments.

Based on alumni's feedback, two specializations have been included. Moreover, a course on educational assessment has been included. Workshops on basic educational concepts are also planned for those students who have not studied Education in their previous degree.

Describe major future program improvements plans based on recent assessments.

Some students showed reservations regarding transparency of assessment. A thorough assessment policy for MPhil ELM program will be developed and shared with the Board of Faculty. It would specifically include items related to showing exam papers to the students; sharing of assignment and other assessment tasks in writing; and communicating a detailed marking criteria; policy for late submission of assignment etc. Existing policy for research supervision will be reviewed in the next meeting of the Board of Faculty.

List strengths and weaknesses of the program

Program's Strengths

1. The courses included in the 33 credit program are relevant in terms of addressing the key elements of educational leadership and management (annexure 3).
2. The program focuses on developing students' scholarly thinking and research skills.
3. To achieve this goal, there are two core courses and one elective course on research. In addition, there is an elective course on educational assessment. Besides, all the courses include scholarly assignments as an essential component of assessment.
4. The faculty's educational credentials are in line with the HEC requirement for an MPhil program.

Program's Weaknesses

1. The program lacks internship component (for the students who are not working) to provide students practical exposure as educational leaders.
2. The program lacks pre-requisite courses for the students who do not have a prior degree in education.
3. Research portfolio of the faculty is weak.

List significant future development plans for the program.

- To include more guest lectures of national and international speakers to enrich the program content.
- The department of ELM plans to offer research-based internships to other departments of BNU and undergraduate students of other universities. It will develop faculty's research portfolio and may increase students' enrollment in future.
- To offer elective courses on leadership for sustainability and environmental education.
- To initiate student exchange program with the national and international universities.

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

1.4.1 Present student's enrolment (undergraduate and graduate) during the last three years indicating percentages of honor students, student faculty ratio, average graduating grade point average per semester, average time for completing the MPhil program and attrition rate.

The required details have been presented in Table 3.

Table 3: Students Enrolment, CGPA and Attrition

Indicator	Year	Number of Students
Present students enrolment	Spring 2020	33
Enrollment in the last three years	Fall-2019	30
	Fall-2018	25
	Fall 2017	28
Percentage of Honor Students	Spring-2020	7
	Fall-2019	17
	Fall 2018	5
	Spring 2018	-
	Fall 2017	16
Student Faculty Ratio	Spring 2020	14 : 1
	Fall 2019	15 : 1
	Spring 2019	9 : 1
	Fall 2018	9 : 1
	Spring 2018	10 : 1

Average graduating grade point average per semester	2019	3.46
	2018	3.42
	2017	3.49
Average time for completing the MPhil Program	Cohort 2017-2019	29 Months
	Cohort 2016-2018	30 Months
	Cohort 2015-2017	26 Months
Attrition rate	Cohort 2018-2020	10 %
	Cohort 2017-2019	15 %
	Cohort 2016-2018	12%

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1.4.2 Indicate percentage of employers that are strongly satisfied with the performance of the department's graduates. Use employer's survey.

A survey with the employers indicated that they were satisfied with the performance of BNU graduates. However, some of them suggested to include tasks that require students to lead, plan things and work in collaborative teams.

1.4.3 Indicate the median/average student evaluation for all courses and the % of faculty awarded excellence in teaching award.

Sr.No.	Name of Faculty	Course Code	Course Title	Faculty Evaluation (out of 5)
1	Dr. Qudsia Kalsoom	SE 712	Qualitative Research Methodology	**4.25**
2	Dr. Qudsia Kalsoom	ELM 701	Philosophies of Education	**4.78**
3	Dr. Saima Muneer	SE 711	Quantitative Research Methodology	**4.18**
4	Dr. Saima Muneer	ELM 703	Educational Governance: Policy & Practice	**4.13**
5	Dr. Saima Muneer	ELM 702	Educational Leadership for Change	**3.83**
6	Ms. Shabana Ahmed	SE 713	Writing for Research Publication	**2.84**
7	Ms. Saira Ali	ELM-701	Philosophies of Education	**2.83**

Sr.No.	Course Code	Course Title	Course Cr.Hrs.	Module
1	SE 712	Qualitative Research Methodology	3	**4.21**
2	ELM 701	Philosophies of Education	3	**4.76**
3	SE 711	Quantitative Research Methodology	3	**4.07**
4	ELM 703	Educational Governance: Policy & Practice	3	**4.04**
5	ELM 702	Educational Leadership for Change	3	**3.49**
6	SE 713	Writing for Research Publication	3	**2.78**
7	ELM-701	Philosophies of Education	3	**2.85**

Table 4: Faculty and Course Evaluation

Course Evaluation-Fall 2019

- SE 712 Qualitative Research Methodology
- SE 713 Writing for Research Publication
- ELM-701 Philosophies of Education
- ELM 701 Philosophies of Education
- SE 711 Quantitative Research Methodology
- ELM 703 Educational Governance: Policy & Practice
- ELM 702 Educational Leadership for Change
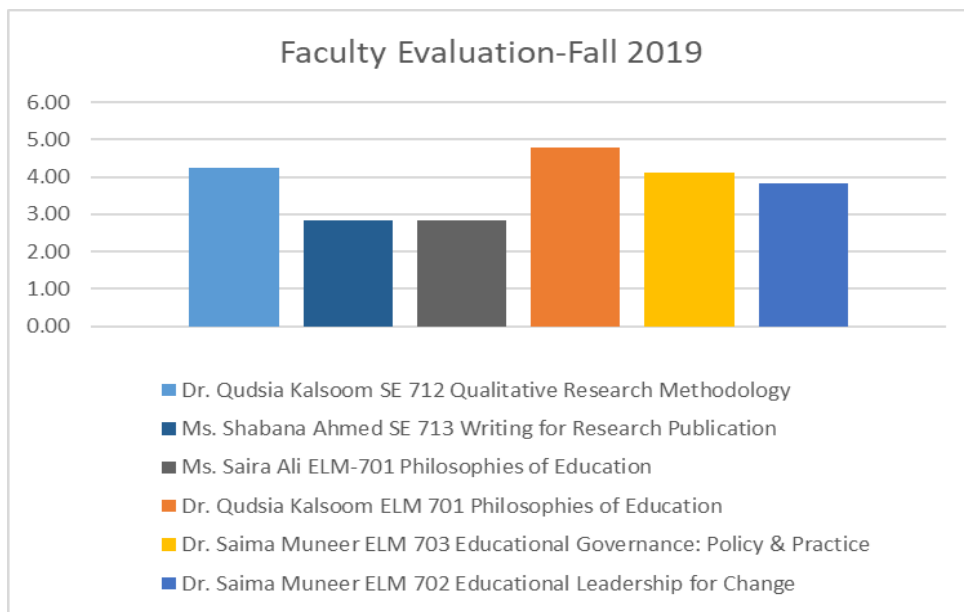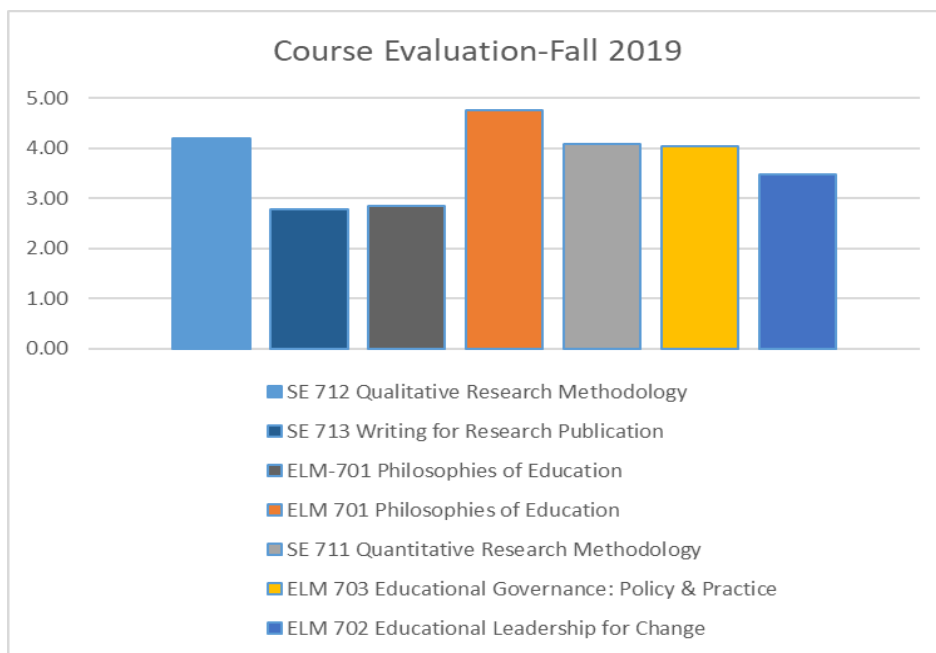
The department does not offer any teaching excellence awards.

<u>1.4.4 Present performance measures for research activities. These include journal publications, funded projects, and conference publications per faculty per year and indicate the % of faculty awarded excellence in research award.</u>

The required details have been presented in Table 5 & 6.

Table 5: Faculty's Scholarly Contribution 2018-2020

YEAR 2018		
Faculty	**Research Activity/ Output**	**Citation / Details**
Dr Qudsia Kalsoom	Book Chapter	Kalsoom, Q., Qureshi, N., & Khanam, A. (2018). Perceptions of the Research Scholars Regarding Education for Sustainable Development (ESD) in Pakistan. W. Leal Filho et al. (eds.), Sustainable Development Research in the Asia-Pacific Region, World Sustainability Series. Springer https://doi.org/10.1007/978-3-319-73293-0_10.
	Encyclopaedia Entry	Kalsoom, Q. (2018). Assessment of Sustainability Competencies. Walter Leal (ed) Encyclopedia of Sustainability in Higher Education. Springer. (DOI: https://doi.org/10.1007/978-3-319-63951-2_331-1)
	Encyclopaedia Entry	Kalsoom, Q. (2018). Attitude Change to Sustainable Development. Walter Leal (ed) Encyclopedia of Sustainability in Higher Education. Springer. (DOI: https://doi.org/10.1007/978-3-319-63951-2_160-1)
	Chaired a Conference Session	**Session Chair** in the International Conference on *Interactions and Interchanges: Literature, Culture, Globalization* from December 6-8, 2018. The conference

		was organized by **Kinnaird College** in collaboration with **Arizona State University.**
	Moderated a Conference Session	**Moderated paper presentation session** in the International Conference on *Moral Education* organized by Lahore College Women University from November 22-24, 2018
YEAR 2019		
Dr Qudsia Kalsoom	Encyclopaedia Entry	Kalsoom, Q. & Hasan, S. (2019). Reflective Actions for Sustainable Development. Walter Leal (ed) Encyclopedia of Sustainability in Higher Education. Springer. https://link.springer.com/referenceworkentry/10.1007/978-3-319-63951-2_27-1
	Encyclopaedia Entry	Kalsoom, Q. (2019). Constructivism and Sustainable Development. Walter Leal (ed) Encyclopedia of Sustainability in Higher Education. Springer. https://link.springer.com/referenceworkentry/10.1007/978-3-319-63951-2_7-1
	Paper published in HEC Recognized Journal	Kalsoom, Q., Qureshi, N., & Khanam, A. (2019). Teacher Education for Sustainable Development in Pakistan: Content Analysis of Teacher Education Curriculum and Standards. *Journal of Research and Reflections in Education*, *13 (1),* 20- 34.
	Paper published in HEC Recognized Journal	Amin, M., Kalsoom, Q., & Islam, M. (2019). Teacher Educators' Beliefs regarding Elementary School Curriculum in Pakistan. *Journal of Elementary Education*, *29*(1), 17-32.
Dr Saima Muneer	Paper Presentation	Paper entitled "The Moderating Role of Service Quality in the Relationship Between Organizational Health and Organizational Performance of Distance Learning Institutions" presented at the 33rd Annual Conference of the Asian Association of Open Universities Open Distance Learning: 2020 and Beyond
YEAR 2020		
Dr Qudsia Kalsoom	Collaborated in an International Research Project	The project entitled as "Relationships between ecological worldviews and the dispositions to be open- and fair-minded" was initiated by Prof Dr Kerry Shephard at the University of Otago, New Zealand. The collaborators were from the USA, Austria, India, New Zealand and Pakistan. Project details may be found at: https://otago.au1.qualtrics.com/jfe/form/SV_0VNVGsm8TTqlWNT

Table 6: Community Service Activities of the Department of ELM

YEAR 2018	
Dr Qudsia Kalsoom	Conducted a Workshop on Real World Pedagogies and 21st Century Education
	Conducted two workshop sessions for the teaching faculty (lecturers

	and assistant professors) of public sector colleges of Punjab through the platform of Punjab Higher Education Commission
Mr Muttaqi Malik, Dr Saima Muneer and Dr Qudsia Kalsoom	Arranged an orientation session for **Professional and Development Department (MPDD)** of Punjab Government.
YEAR 2019	
Dr Tariq Rahman and Dr Qudsia	Arranged a session on awareness about breast cancer. The session was conducted by Dr Omer Aftab, CEO of Pink Ribbon on February 4, 2019.
Dr Qudsia Kalsoom	A seminar was organized for the teaching faculty of University of Okara. Title of the seminar was "Education for Sustainable Development (ESD) and Research Trends in ESD".
	Served on the Board of Studies of two departments of Kinnaird College, Lahore. The departments are: Education; English Language Teaching
	Served as an external examiner for the evaluation of MPhil theses for the University of Education
Dr Tariq Rahman, Dr Qudsia Kalsoom, Ms Iram Farooq, Ms Saima Zaigham	Organized an Environment Week at BNU. The week included 18 sessions on different aspects of environment such as environmental psychology, environmental economic, eco-friendly fashion etc. In addition there were activities of plantation and recycling. Details available at: https://www.bnu.edu.pk/bnu/bnu-news/Post/2005/Environment-Week-at-BNU
YEAR 2020	
Dr Qudsia Kalsoom	Served on the Board of Studies of the Department of Education, Kinnaird College Lahore.

1.4.5 Indicate faculty and students satisfaction regarding the administrative services offered by the department.

The data was gathered from the current students (Cohort 2018-2020 and Cohort 2019-2020) to learn about their experience of the administrative service at the department of ELM. The data indicated that students are generally satisfied with the administrative services offered by the department. The overall mean score on a five point Likert scale was 4.28. Graphical representation of the data is as following.

Students' Satisfaction regarding Administrative Services at the Department of ELM
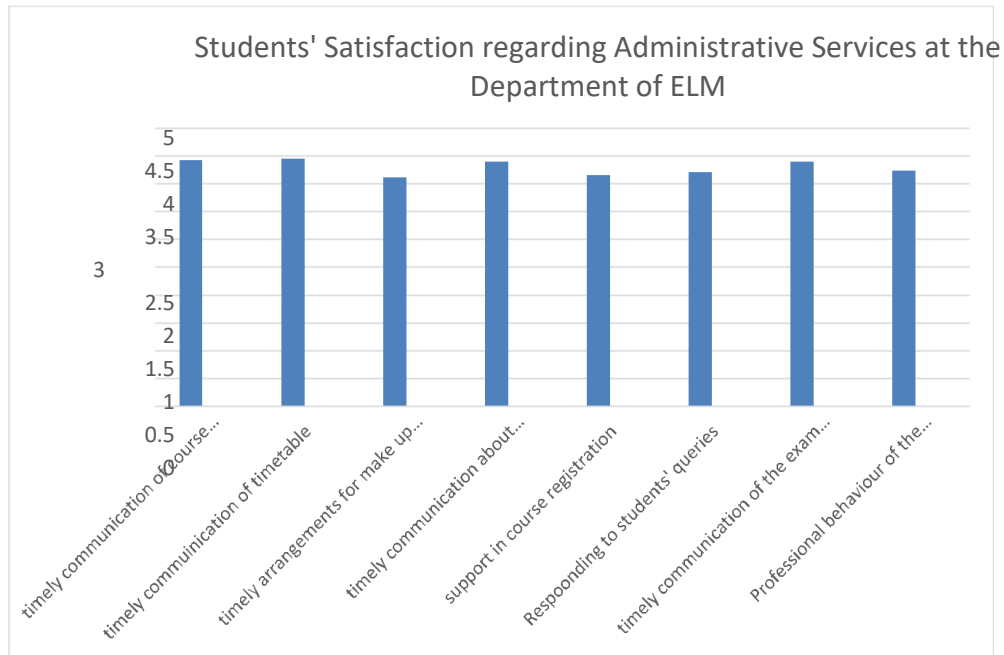
Figure 2: Students' Satisfaction regarding Administrative Services

Criterion 2: Curriculum Design and Organization

A.   *Title of degree program*.

MPhil Educational Leadership and Management

B.   *Definition of credit hour.*

One credit hour stands for one contact hour of teaching per week for 16 weeks.

C.   *Degree plan*

Following is the flow chart of MPhil Educational Leadership and Management Degree Plan

Semerster 1
Nine Credits to be Completed

- Philosophies Of Education (Core Course)
- Educational Leadership for Change (Core Course)
- Educational Governance: Policy & Practice (Core Course)

Semester 2
Nine Credits to be Completed

- Qualitative Research Methodology (Core Course)
- Comparative and International Education (Core Course)
- Management of Educational Resources: International Perspective (Elective Course)
- Organizational Behavior (Elective Course)

Semester 3
Nine Credits to be Completed

- Quantitative Research Methodology (Core Course)
- Educational Management (Core Course)
- Writing for Research Publication (Elective Course)
- Educational Assessment (Elective Course)

Semester 4

- Dissertation
- Policy Analysis: Tools & Practices (Elective In lieu of Dissertation)
- Educational Planning: Tools & Practices (Elective In lieu of Dissertation)

Figure 3: Flow-chart of the MPhil Program

D.   Table showing curriculum breakdown in terms of mathematics and basic sciences, major requirements, social sciences and other requirements.

Table 7: Program Break up

Semester	Course Code	Courses	Total Credit Hours	No. of Core Courses to be Studied	No. of Elective Courses to be Studied
1	ELM 701	Philosophies of Education	3	3	None
	ELM 702	Educational Leadership for Change	3		
	ELM 703	Educational Governance: Policy & Practice	3		
2	SE 712	Qualitative Research Methodology	3	2	1
	ELM-754	Comparative and International Education	3		
	ELM 705	Management of Educational Resources: International Perspective	3		
	ELM-700	Organizational Behavior	3		
3	SE-711	Quantitative Research Methodology	3	2	1
	ELM-704	Educational Management	3		
	SE-713	Writing for Research Publication	3		
	ELM-707	Educational Assessment	3		
4	SE-717	Dissertation	6		2
	ELM-750	Policy Analysis: Tools & Practices	3		

	ELM-751	Educational Planning: Tools & Practices	3			

Program Credits = 33

E. *For each course in the program that can be counted for credit provide 1-2 pages specifying the following:*

- *Course title*
- *Course objectives and outcomes*
- *Catalog description*
- *Text book(s) and references*
- *Syllabus breakdown in lectures*
- *Computer usage*
- *Laboratory*
- *Content breakdown in credit hours (if applicable) as basic science, math, engineering science, and design for engineering discipline, general education requirements, business requirements and major requirements for the Business Studies and others*

Course descriptions and other required details are included in program handbook **(Annexure 3)**

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

2.1.1. Describe how the program content (courses) meets the program objectives.

All courses are in line with the program objectives. It can be witnessed from course contents and course outcomes (annexure 3).

2.1.2 Complete the matrix shown in Table linking courses to program outcomes.

Table 8: Program Outcomes and Courses Matrix

Sr. No#	Courses	Objectives			
		1	2	3	4
1	Philosophies Of Education		✓	✓	✓
2	Educational Leadership for Change	✓	✓		✓
3	Educational Governance: Policy & Practice	✓			
4	Qualitative Research Methodology	✓		✓	
5	Comparative and International Education	✓	✓		
6	Management of Educational Resources: International Perspective	✓	✓		
7	Organizational Behavior	✓	✓		✓
8	Quantitative Research Methodology	✓		✓	
9	Educational Management	✓	✓		✓

10	Writing for Research Publication			✓	
11	Educational Assessment		✓	✓	
12	Dissertation			✓	
13	Policy Analysis: Tools & Practices	✓	✓		
14	Educational Planning: Tools & Practices	✓			

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.

Table 9: Courses providing Theoretical background of ELM, problems analysis and solution design

Elements	Courses
Theoretical background	- Philosophies of Education - Educational Leadership for Change - Organizational Behavior - Qualitative Research Methodology - Quantitative Research Methodology - Educational Management
Problem analysis	- Educational Governance: Policy & Practice - Comparative and International Education - Management of Educational Resources: International Perspective - Educational Assessment - Educational Leadership for Change - Organizational Behavior - Policy Analysis: Tools & Practices - Educational Planning: Tools & Practices
Solution design	- Dissertation - Qualitative Research Methodology - Quantitative Research Methodology

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

2.3.1   HEC CORE REQUIREMENTS

The program meets the following major requirements of the program.

A.   Program credit hours

The curriculum of MPhil ELM comprises of nine courses (each of three credits) and a dissertation (of six credits). Total credit hours of the MPhil ELM program are 33 and they are in accord with HEC requirement.

B.   Research/ Dissertation

As per HEC guidelines, the students may be given an option to undertake research or study 6 credit coursework in lieu of research. The program offers this option to the students.

Standard 2-4: The curriculum must satisfy the MAJOR requirements for the program as specified by HEC, the respective accreditation body / councils.

Courses

As per requirement of HEC, detailed course outlines of all the courses should be available. The MPhil ELM has detailed course outlines with course description, objectives, learning outcomes, course content and reading lists. All outlines are approved by the Board of Studies and the Board of Faculty of School of Education.

As per HEC guidelines there should be elective and core courses. The MPhil ELM program has included core courses, specialization courses and elective courses from the fields of education and educational leadership and management. Students need to complete 33 credits to be eligible for the award of MPhil degree.

Course Evaluation

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 program coordinator, head of the 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.

Curriculum Review

The program is reviewed and updated annually in the light of current trends in educational leadership, education, alumni feedback and suggestions of the members of the board of faculty. All changes are made after the approval of the Board of Studies and the Board of Faculty.

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.

The program of MPhil ELM falls under the category of general education. The curriculum of MPhil ELM consists of theory courses and as per HEC requirement, all courses are taught for a

period of 16 weeks. Each week, students experience three hours contact time with the course teacher for every course.

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

Table 10: Technology in MPhil ELM

Indicator	Response
Indicate the courses within the program that will satisfy the standard.	There is no standalone course on Information Technology as all MPhil students are aware of basic computer applications and online teaching and learning applications.
Describe how they are applied and integrated throughout the program.	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 essential component of all the courses. Students find scholarly literature through online databases of journals during their research work and for their assignments. As a part of quantitative research methodology, students learn the use of SPSS and Microsoft excel as well.

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

Table 11: Oral and written Communication Development

Indicator	Response
Indicate the courses within the program that will satisfy the standard.	There is no standalone course on communication skills. Since it is a graduate level program, the students mostly have already developed oral and written communications skills. The admission test, interview and GAT particularly assess these skills. Only those students get admission in the program who have an adequate level of communication skills.

Describe how they are applied	At the start of the year students are acquainted with the norms ofAcademic English. Students facing difficulty are given tutorials. The research methodology courses also involve a component of research writing. During the program students take part in seminars, give presentations, make projects, and write assignment, research papers and reflective journals. All these activities polish their communication skills.

Criterion 3: Laboratory and Computing Facilities

A. **Laboratory Title:**

Information Technology (IT) Laboratory
The laboratory contains sixty workstations and five laser printer. All required software for the MPhil Educational Management program are available on each workstation.

B. **Location and area**

A large, spacious IT lab is located in Seeta Majeed School of Liberal Arts, BNU.

C. **Objectives**

To facilitate the students to use computer in the university and remotely.

D. **Adequacy for instruction**

Qualified personnel are available to support the students.

E. **Software available if applicable**

All major softwares like invivo and SPSS are available.

F. **Major Apparatus**

Desktop computers, printers, projectors and headphones are available.

G. **Safety regulations**

Heavy servers are available and cooling system is installed to ensure machine's efficient performance.

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

The ITRC department has produced videos and manuals for using online learning and teaching applications.

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. 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 IT lab facilities 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 33 credits. All courses (core and elective) are offered once every year. This gives students an 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.

All courses are taught in the afternoon. Students have a freedom to interact with their teachers either before their classes or after the classes. All teachers apply interactive discussion based teaching in their classes. Students mostly share their learning and concerns in the classroom. In addition teachers off tutorial based support to the students if they ask for it. Students can meet the Dean and the Head of the Department to discuss their problems.

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.

All program related information is readily available to the students through university prospectus and BNU website. At the start of every academic year the School conducts an Open Day for the prospective students. This gives an opportunity to the students to visit the campus, get all required information and meet with the faculty. Once the students join the program every semester they are provided with the program handbook. This handbook contains course outlines, course objectives, 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. Most importantly, they can meet the Dean, School of Education anytime.

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 counselling support to all students of the university including students of the ELM department as well.

Opportunities to interact with the Professionals

School of Education invites renowned scholars and field practitioners in its guest speaker program/ lectures. The students during these lectures get an opportunity to interact with experts in the area. Students are also encouraged to present papers and attend conferences to interact with the scholarly community.

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.

5.1.1   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 ELM. There are three more requirements. Students need to pass GAT-General; Admission test and interview.

5.1.2   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.

5.1.3   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.

Table 12: Process of Students' Registration and Progress

Indicator	Response

Process of Registration	The Registrar office initiates the semester registration process usually a week before the commencement of classes and informs the School Coordinator, Heads and Deans and Faculty. The coordinator sends emails to the students about the coming registration time and asks them to check their learning management systems to make them ready for course registration. Registration is done electronically. School coordinator facilitates students if there are any technical problems in the course enrollment with the assistance of the Registrar Office.
Monitoring Students Progress	The student progress is carefully monitored throughout their academic stay at the department. The program follows continuous assessment procedures. The results of the students are carefully recorded and monitored by the department and passed on to the Examination Department. The faculty, coordinator, Head of the Department and the Dean meet on a regular basis to discuss all student related issues. Attendance records, class performance records of all students are recorded in the university computer management system. Online transcripts are generated in the CMS automatically at the end of every semester. Students achieving a higher CGPA receive Deans Honour Letter at the end of every semester. Students who fail to maintain a CGPA of 2.5 are kept on probation for one semester.
Indicate how frequently the process of registration and monitoring are evaluated and improvements made	The university monitors the registration and examination processes regularly. Since registration, attendance and all record keeping is computerized, the ITRC department arranges training of the relevant personnel.

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.

Table 13: Processes of Hiring and Retaining Qualified Faculty

Indicator	Practice at the Department of ELM

Process of recruiting highly qualified faculty	The process of the faculty recruitment begins with identification of faculty (preferably foreign qualified). They are then invited to give guest lectures, conduct workshops or teach as a part of the visiting faculty team at the department. Feedback is taken from the students and faculty members on their performance. Based on the feedback, the department proposes their name to the university authorities so that the formal recruitment process may begin. Theses cases are then put before the Selection Committee that interviews and scrutinizes the candidates. Faculty is formally recruited on the recommendations of Selection Committee.
Indicate methods used to retain excellent faculty members	Incentives for professional development are given as part of faculty retention. The university gives publication incentive to the faculty to encourage them to produce high quality research. The University grants its faculty members upto three months paid leave in a year for 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.
How evaluation and promotion processes are in line with institution mission statement	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.
How frequently this process in evaluated and if the evaluation results are used to	The management committee of BNU regularly reviews faculty related matters and devise new plans and procedures to support the faculty.

improve the process?	

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 and educational leadership. 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 and alumni are taken into account 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.

Students' academic histories are available in the university's CMS. The coordinator also 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.

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

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 courses, plan, modify and update courses 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.

Table 14: Faculty Specialization

Program	Courses in the Area	Number of faculty	Number of faculty

Specialization Area	and Average Number of Sections Per Year	members in each area	with Ph.D. degree
Educational Policy and Planning	2 courses 1 section	2 (including adjunct faculty)	1
Instructional and Teacher Leadership	2 courses 1 section	2 (including adjunct faculty)	1

Faculty Resume are attached as **Annexure 5**.

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 six courses in a year. 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.

Faculty is motivated to work at the department of ELM. Research incentives and Dean's supportive attitude makes the working environment of the School of Education conducive for professional and scholarly work.

Criterion 7: Institutional Facilities

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 resources 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.

Library Services

BNU library is providing following services to its users

- Circulation Service
- Reference Service
- Reservation of books
- Recommendation of library material
- Current Awareness Service
- Inter Library Loan Service
- Photocopying / Scanning Service
- Orientation and Information Sessions
- Selective Dissemination of Information
- Audio Visual Service

Shifting of library

BNU library was shifted in December 2019 into a newly state of the art library (7200 sf) situated in Recourse Center Block. In this newly constructed library there are three main sections (a) Circulation Section, at the entrance of the library. (b) Reference & Research Section, where 07 computers are placed and research dissertations and thesis are arranged in this section to facilitate BNU research scholars. (C) Technical Section, which provides technical services to complete the newly purchased/gifted items of the library.

Research Workshops/Seminars

BNU library is providing services in promoting research culture in university for this purpose research workshops/seminars are being held in all BNU schools to facilitate the research scholars that how can the easily access BNU and other online resources whining the university and from home? During the academic year 2019-20 BNU library arranged 10 research workshops seminars to enhance the research abilities of the scholars. Experts, educationists and professionals from outside the campus especially Dr. Muhammad Tariq (academician, researcher, library professional and a trainer) was also invited to facilitate the BNU research scholars.

Library Database

BNU library is working with ITRC team on customization of a Library Management System that fulfills the all requirements to meet the modern library trends. Main features of this Management Systems are mentioned bellow.

- Acquisition
- Cataloging
- Memberships
- Circulation
- Reports
- Web OPAC
- Serials
- Data Exchange
- Standards
- Digital Library
- Management
- Institutional Research Repository

BNU library is also working on BNU Research repository where the user will be able to check the research work of the university researchers online.

Professional Development

The librarians have been trained in MARC records development and cataloging in a new integrated Library System (Libxol). Furthermore, all library staff is trained to meet the modern Library and Information Science trends. Training in the use of the software and Archives and Records Management is given to library professionals. The need for this has arisen as a new Archives and a Records Management program has been initiated at the University.

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

Librarian 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.

Books (print from)

Total:	16064
During 2020-2021:	264
Books (Electronic):	148000 (through e-brary) & 6500 PDF
Reports:	2283
DVDs:	1056 (E-Movies 3500)
Art Catalog:	1181

Government Documents:

Pakistan Economic Survey 1980 to 2019-20

State Bank of Pakistan Report

All 5 years Plans   (Soft Copy is also available)

Annual Plans   (Soft Copy is also available)

50 Years Pakistan Statistics of Pakistan

Ten Years Perspective Development Plan 2001-11

Pakistan Education Policy

Pakistan Education Statistics 2007-2008

Pakistan Demographic & health Survey 2006-07

District Census Reports 1998

HEC Annual Reports

HEC Curriculums 2009, 2010

Judicial statistics of Pakistan Annual Reports

Punjab Development Statistics

Pakistan Engineering Congress Reports sessions 1983, 1984, 1985, 1992

Pakistan in the 21st Century: Vision 2030

Promise, Policy, Performance: Two Years of People Government 2008-2010

Library Budget

- Annual Budget of BNU Library is Rs. 5.9 million

BNU Publications (Thesis)

Institute of Psychology:	173
School of Education:	267
School of Mass Communication:	329
SMC TFT:	99
SLASS-Economics:	25
SLASS DLA:	66
School of IT:	288
IPP Reports:	2008-2014
The Maya Tree: Vol. 1	Fall 2009

Students Degree Shows:	Annually
Prospectus:	Annually
SVAD/SA Prospectus:	Annually
Faculty Catalogs	Arts Catalogs
Convocation Gazette:	1st – 15th
BNU Gazette (news letter)	3 /years
Research Journals (Print)	050
Research Journals (electronic)	6277

BNU Library URL:

([http://www.bnu.edu.pk)](http://www.bnu.edu.pk)

Library Members

Total Library Membership:	3132
Faculty:	335
Students:	2689
Staff:	106

Digital Library

ProQuest Dissertations & Theses

ProQuest Dissertations & Theses Global is the world's most comprehensive collection of dissertations and theses from around the world, spanning from 1743 to the present day and offering full text for graduate works added since 1997, along with selected full text for works written prior to 1997. It contains a significant amount of new international dissertations and theses both in citations and in full text.

Access URL: https://search.proquest.com/pqdtglobal?accountid=135034

Subject Strengths

- Business and Economics
- Medical Sciences
- Science
- Technology
- Agriculture
- Social Sciences
- Arts
- Humanities

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- **All** Institutions will be able to access all subject collections
- **142,000** e-Books will be accessible

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https://ebookcentral.proquest.com/lib/hec-ebooks/home.action
Other institutions may access from their webpages.

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•Bibliography, Library Science, Information Resources (General)
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•General Works
•Geography, Anthropology, Recreation
•History (General) and History of Europe
•History: America
•Language and Literature
•Law
•Medicine
•Military Science
•Music and Books on Music
•Naval Science
•Philosophy, Psychology, Religion
•Political Science
•Science

•Social Sciences

•Technology

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Institute for Operations Research and the Management Sciences (INFORMS)

Available Contents

INFORMS publishes 12 scholarly journals, including a journal for the practice of OR/MS (Interfaces), as well as an on-line open access journal (INFORMS Transactions on Education).

Access URL: http://journals.informs.org

License Agreed: Available to all public and selected private universities and some other eligible institutes

Subject Strengths

- Operations Research

- Management Science

- Analytics

- Operations Management

- Information Systems

- Decision Analysis

- Research Theory

- Marketing Research and Science

- Computing and Information Technologies

- Research Theory

- Strategic Management

- Mathematical TheorySupply Chain Management

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- Full-text articles available in PDF
- Comprehensive search facility
- Reference linking through Cross-Ref
- COUNTER2-compliant reporting on usage statistics

2012 INFORMS Journals: Full Text Listing

JSTOR

- Content in JSTOR spans many disciplines, with over 500 high-quality publications available in the archive.
- JSTOR provides the ability to retrieve high-resolution, scanned images of journal issues and pages as they were originally designed, printed, and illustrated.

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Springer is the world's second largest STM publisher, delivering high quality peer-reviewed journals through its acclaimed online service - SpringerLink. Through SpringerLink, Springer publishes more than 1,250 journals online of which 1,030 are now available to Institutes within a range of PERI countries. Springer also offers optional pricing for the remaining (new and takeover journals in its programme). The www.SpringerLink.com website lists a vast collection of Springer electronic products including: e-journals, 'Historical Archives' of e-journals, e-book series, 'Historical Archives' of e-book series, e-books and e-reference works. Most INASP-PERI subscribers have 'paid' access to selective e-journals only and none of these other electronic products. All e-journals that your institution does have access to are clearly highlighted with a 'green box' next to the article. In addition to this all 'paid' INASP-PERI subscribers will have free access to the Abstracts of all Springer e-journals and also - where available- to the abstracts (only – not the full text) in Springer's Historical Archives.

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Access URL: https://link.springer.com/

Subject Strengths

- Astronomy
- Behavioral & Social sciences
- Chemical sciences
- Computer science
- Economics
- Engineering
- Environmental sciences

- Geosciences
- Humanities
- Law
- Life sciences
- Mathematics
- Medicine
- Physics

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Subject Strengths

- Arts & Humanities

- Anthropology & Archaeology

- Library & Information Science

- Mathematics & Statistics

- Behavioral Science

- Business, Management & Economics

- Chemistry
- Criminology & Law

- Education

- Engineering, Computing & Technology

- Environment & Agriculture

- Geography, Planning, Urban & Environment

- Media, Cultural & Communication Studies

- Physics

- Politics, International Relations & Area Studies

- Public Health & Social Care

- Sociology & Related Disciplines

- Sport, Leisure & Tourism

- Strategic, Defense & Security Studies

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- iFirst Alerts receive alerts on new articles in your field once they have been accepted for publication.
- Search Alerts displays your saved searches.
- RSS feeds receive a feed of the latest articles published in your chosen publication.

2017 Full Title Listings: Journal Listings

Impact Factor:
Over 780 journals are listed in the 2010 Thomson Reuters, Journal Citation Reports®.

Wiley - Blackwell Journals

Content Available

Wiley-Interscience is an STM (Science, technology, and Medicine) and SSH (Social Sciences and Humanities) publisher. Introduced in 1997, Wiley InterScience is a leading international resource for scientific, technical, medical and scholarly content

In June 2008, Wiley InterScience incorporated the online content formerly hosted on Blackwell Synergy to provide access across 1,234 journals in science, technology, medicine, humanities and social sciences. Since the Blackwell-Synergy merger with Wiley-Interscience, all the journals available to HEC consortium are now available through Wiley-Interscience.

Access URL: http://www3.interscience.wiley.com/

Licence Agreed: Available to all DL registered universities/institutes

Wiley-Blackwell Journal List

Journal Listings available in library

Subject Strengths

- Agriculture, Aquaculture & Food Science
- Architecture & Planning
- Art & Applied Arts
- Business, Economics, Finance & Accounting
- Chemistry
- Computer Science & Information Technology
- Earth, Space & Environmental Sciences
- Humanities
- Law & Criminology
- Life Sciences
- Mathematics & Statistics
- Medicine
- Nursing, Dentistry & Healthcare
- Physical Sciences & Engineering
- Psychology
- Social & Behavioral Sciences
- Veterinary Medicine

The following journals offer free online access to developing economies, based on either programs such as HINARI, or on a HighWire-based program offering access to countries appearing in the World Bank's list of "low income economies," plus Djibouti. Individual

publishers use the list from the World Bank as a guideline for determining their policies, so some variation in access per publisher does occur. **You do not need to sign up for this service as our software automatically detects the country you are connecting from and grants access accordingly.**

- AAP Grand Rounds
- AAP News
- Academic Emergency Medicine
- Academic Psychiatry
- Advances in Physiology Education
- American Journal of Geriatric Psychiatry
- American Journal of Psychiatry
- American Journal of Public Health
- Annals of Internal Medicine
- ASH Education Program Book
- BMJ
- British Journal of Radiology
- British Journal of Sports Medicine
- CA: A Cancer Journal for Clinicians
- Canadian Medical Association Journal
- Chest
- Circulation
- Experimental Biology and Medicine
- Health Affairs
- Hypertension
- Journal of Clinical Endocrinology & Metabolism
- Journal of Clinical Investigation
- Journal of Experimental Medicine
- The Journal of General Physiology
- Journal of Neuropsychiatry and Clinical Neurosciences
- Journal of Nuclear Medicine
- Journal of Nuclear Medicine Technology
- Journal of Ultrasound in Medicine
- Molecular Biology of the Cell
- Molecular Endocrinology
- NeoReviews
- New England Journal of Medicine
- The Oncologist
- Pediatrics

- Clinical Chemistry
- Dentomaxillofacial Radiology
- Diabetes
- Diabetes Care
- Diabetes Spectrum
- Endocrine Reviews
- Endocrinology

- Pediatrics in Review
- Psychiatric Services
- Psychosomatics
- Recent Progress in Hormone Research
- Red Book Online
- The Journal of Cell Biology

The International Community Trust for Health and Educational Services (ICTHES World Care) publishes four medical journals:

- **Community Dermatology**

Supported by some of the UK's leading skin specialists, 'CD' seeks to provide health workers with up-to-date and relevant information on the diagnosis and treatment of skin disease, and the general promotion of skin health within their communities. This publication, in particular, has many photographs and other illustrations to aid health workers in diagnosis and treatment.

- **Community Ear and Hearing Health**

Produced in partnership with the World Health Organization and Christian Blind Mission, 'CEHH' seeks to deal with the prevention, management and rehabilitation of ear and hearing disorders, whilst at the same time promoting ear and hearing health in developing countries.

- **Developing Mental Health**

Is designed to respond to global mental health issues. Mental health workers are particularly under-resourced in the developing world. It was founded after direct consultation with mental health specialists from 20 developing nations.

- **Repair and Reconstruction**

Addresses major needs throughout the world such as 'Burn Injury', 'Land-Mine Injury', 'Leprosy' and 'Congential Abnormalities in Children'. Two issues of 'R&R' have already been produced, focusing on 'Burn Injury'. This Journal is produced in partnership with the Overseas Interest

Group of the British Association of Plastic Surgeons. Publication is currently suspended for editorial reasons but it is hoped to resume publishing as soon as possible.

You can read or download PDFs of these journals from this URL:

http://www.icthesworldcare.com/journals.html

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

All classrooms are spacious, ventilated, well lit, air-conditioned, and have excellent furniture and multimedia facilities. Similarly, faculty offices are also very well equipped.

Criterion 8: Institutional Support

The institution's support and the financial resources for the program must be sufficient to provide an environment in which the program can achieve its objectives and retain its strength.

- **BNU Hostel**

The construction of BNU Hostels is complete and a state-of-art, purpose-built, on-campus boarding facility is ready and available for occupancy of 74 girls and 80 boys. BNU Hostel compound is a 42,000 sq.ft. segregated wings for girls and boys. Each wing of the facility has appropriately equipped common rooms, pantries on each floor, a visitor's lounge and a laundry. An adjoining facility to cater to the accommodation needs of international faculty is near completion.

- **Library**

The BNU Library remains open from 9:00 a.m. – 6:30 p.m. daily, Monday to Friday and for a specific number of hours on Saturday as well. A full-time librarian and assistants provide library information and access. Photocopying facilities are available at cost five days a week, 9:00 a.m. – 6:30 p.m. daily at the student resource center.

- *BNU Library Space Relocation Project*

The first phase of BNU Library relocation project to its original planned location conducted successfully in September 2019. The interior and floor plans were developed by three graduating students of the BNU School of Architecture, Ar. Shahbaz Zafar, Ar. Fahad Rizwan and Ar. Kashif Moaz under the supervision and support from the BNU Student Affairs and Procurement

Departments. Our well-stocked facility now occupies a considerable 7,000 square feet of space with spacious reading areas and an extended reference section.

- **Computer Labs**

All computer labs with access to Internet, scanning and printing (colour & b/w) from 9:00 am. to 6:30 pm. daily Monday to Friday.

- **Sports Club**

BNU encourages student participation in extracurricular activities and regularly hosts concerts, exhibitions, film screenings and other cultural events. The Sports Club of BNU promotes sports activities among the students by organizing matches throughout the year among different departments as well as with other universities and colleges.

- **Student & Alumni Affairs**

The Student Affairs Office under the Directorate of Student Affairs and External Relations coordinates with university's non-academic units for timely resolution of issues brought up by students (cafeteria, transport, hostels and related matters) besides providing support in holding co-curricular activities and ensuring students' co-curricular participation at events outside the university. It also maintains liaison with the university's alumni for their facilitation and assistance wherever needed.

The responsibilities of the department are as follows:
  a) Conduct orientation and guidance services for new entrants to acquaint them with University life and rules.
  b) Attend to student grievances and provide support for early resolution of student problems and issues.
  c) Support and facilitate co-curricular activities by student society's and clubs such as BNU Bestival, BNU Model United Nations (BUMUN) etc.
  d) Maintain the alumni network (graduate email database) and organize on-campus activities including meet-ups and homecomings.

- **Virtual Health Center**

BNU offers a primary care facility to its students, faculty and staff through its on-campus Virtual Health Centre (VHC) in partnership between iHeal and Cloudclinik. The Clinic provides services of regular checkup and basic medical screening to BNU faculty, staff and students. The Clinic is manned by trained nursing staff with the availability of an online panel of general physicians

where patients can connect with them face-to-face in real-time via video screen upon request or requirement.

The purpose of VHC is to provide primary care on campus, screen for underlying risks for diabetes and hypertension, provide medical advice, monitor and manage basic health and refer to specialist care where required.   Students can get their Blood Pressure, Blood Sugar, Body Mass Index (BMI), Body Temperature, Pulse and Eye Vision evaluated. VHC then creates a wellness profile of each student against a unique ID number which is stored with the Clinic for future visits. Based on any irregularities, a student may be advised appropriate course of action by the medical team. All screenings and visits to the clinic are optional and free-of cost for students.

- **Center For Counseling And Psychological Well-Being**

BNU considers the emotional health of student and staff as its top priority. It has established an on-campus Center for Counseling and Psychological Well-being with support from BNU Institute of Psychology. The center aims to provide students with services to help them gain and maintain psychological well-being, featuring a qualified Psychologist on board as the Campus Counselor.   Students can seek help from our trained professional in complete confidence regarding any personal, social or other crises they may be facing and discuss the same in a supportive and secure environment.

The aim of the Center is to encourage students' personal, academic & social growth, enhance their problem-solving and decision-making capabilities and to ultimately enable them to face various life challenges in a wholesome manner.

- **Cafeteria And Resource Center**

The BNU cafeteria block is a three-story well-furnished facility spread on 18000 sq. ft. area and with seating capacity for over 3000 persons at a time. The basement and the ground floor are completely operational while the upper ground floor is reserved for special occasions and gala buffet events. A cafeteria quality assurance committee with representatives from faculty and management ensures maintenance of highest standards in quality and hygiene and diversity of cuisine at economical prices through surprise visits and regular in-person meetings with the cafeteria management and staff. Periodic medical health examination and diagnostic tests of chefs and waiters is conducted.

- **Career Placement Office**

BNU has established a Career Placement Office under the Directorate of Student Affairs and External Relations that serves Career Placement needs of students and graduates. The services include Academic Counseling, Professional Counseling, Job Placement, internship facilitation and enabling students for self-employment and start-up business opportunities.

The responsibilities of this department include the following services:

a) Undertake career counseling of prospective applicants as well as parents during admissions cycle.

b) Provide career guidance services to students, facilitate internship programs and build liaison with industry for job placements.

c) Conduct Job Fairs, Recruitment Drives, Employer Meet-ups, and Screening Interviews for graduates and graduating students.

d) Develop and maintain a graduate directory of recent graduates.

e) Liaise with the United States Education Foundation in Pakistan and British Council, UK and explore other international education opportunities for students and keeping them informed on international fellowships and scholarship

f) Extend support for international exchange semesters and summer (Turkey, USA, Germany etc.)

g) Facilitate start-up incubation at Plan9 Technology Incubator, The Indus Entrepreneurs (TiE) Lahore Chapter, NetSol Nspire Program, National Incubation Center, The Nest I/O, WomenX Pakistan for mentoring of students and alumni to capitalize on their entrepreneurial potential.

Table: University Wise Facilities:

Name of Facility	Quantity	Total Area/ Size (where applicable)	Total Capacity
Sport Grounds/Courts (Cricket/Hockey/Football/Squash Court etc.)	2	326700	-
Religious Places (Mosque/Church/Temple etc)	2	4043	185
Hostels for Boys	1	10051	78
Hostels for Girls	1	9579	72
Hostels for Faculty Members (Male)	1	4720	8
Hostels for Faculty Members (Female)	Combine	Combine	Combine
Auditorium(s)	3	6208	366
Laboratories (Computer Lab)	12	8136	400
Libraries	1	7200	100
Classrooms	67	64587	2348
Cars	-	-	-

Buses	-	-	-
Coasters/Hiaces	15	-	375
Cafeterias	1	18014	800
Wi-Fi Hotspots	63	-	-
CCTV Cameras	58	-	-
Generator(s)	14	-	-
ATMs	2	-	-
Trees	750	-	-
Any other important facility (Medical Facility)	1	-	-

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 well-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.

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

Indicator	Figures at ELM Department	
	Year	**Number of students/ ratio**
The number of graduate students, research assistants and Ph. D students for the last three years	Fall 2017 – Spring 2018	21 + 14 = 35
	Fall 2018 – Spring 2019	14 + 12 = 26
	Fall 2019 – Spring 2020	17 + 12 = 29
The faculty graduate student ratio for the last three years.	Fall 2017 – Spring 2018	1 : 10
	Fall 2018 – Spring 2019	1 : 9
	Fall 2019 – Spring 2020	1 : 14

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

Indicator	Response
Describe the resources available for the library.	As on Standard 7-2
Describe the resources available for computing facilities.	As on Section 6

Annexure 1: SWOT Analysis of MPhil ELM

Strengths	Weaknesses
- The courses included in the 33 credit program are relevant in terms of addressing the key elements of educational leadership and Management. - The program focuses on developing students' scholarly thinking and research skills. To achieve this goal, there are three courses on research. Besides, all the courses include scholarly assignments as an essential component of assessment. - The faculty's educational credentials are in line with the HEC requirement for an MPhil program.	- The program lacks pre-requisite courses for the students who do not have a prior degree in education. - Research portfolio of the faculty is weak. - There are no linkages with other education departments of national or international universities.
Opportunities - There are fewer universities that are offering MPhil ELM degree. BNU has an opportunity to create a niche by strengthening the quality of its program. - The faculty of the department of ELM can offer research-based internships to other departments of BNU and undergraduate students of other universities. It will develop faculty's research portfolio and may increase students' enrollment in future.	**Threats** The competitor like LUMS is offering 100 % scholarships to the students. This can affect enrollment of student at BNU.

Annexure 2: Alumni Survey

A survey was conducted with the alumni. Their responses on a 15 item survey scale, developed in the light of alumni survey guidelines provided by HEC in its self-assessment manual (page 34), have been summarized under five categories in the following figure.

Alumni Feedback on MPhil ELM Program
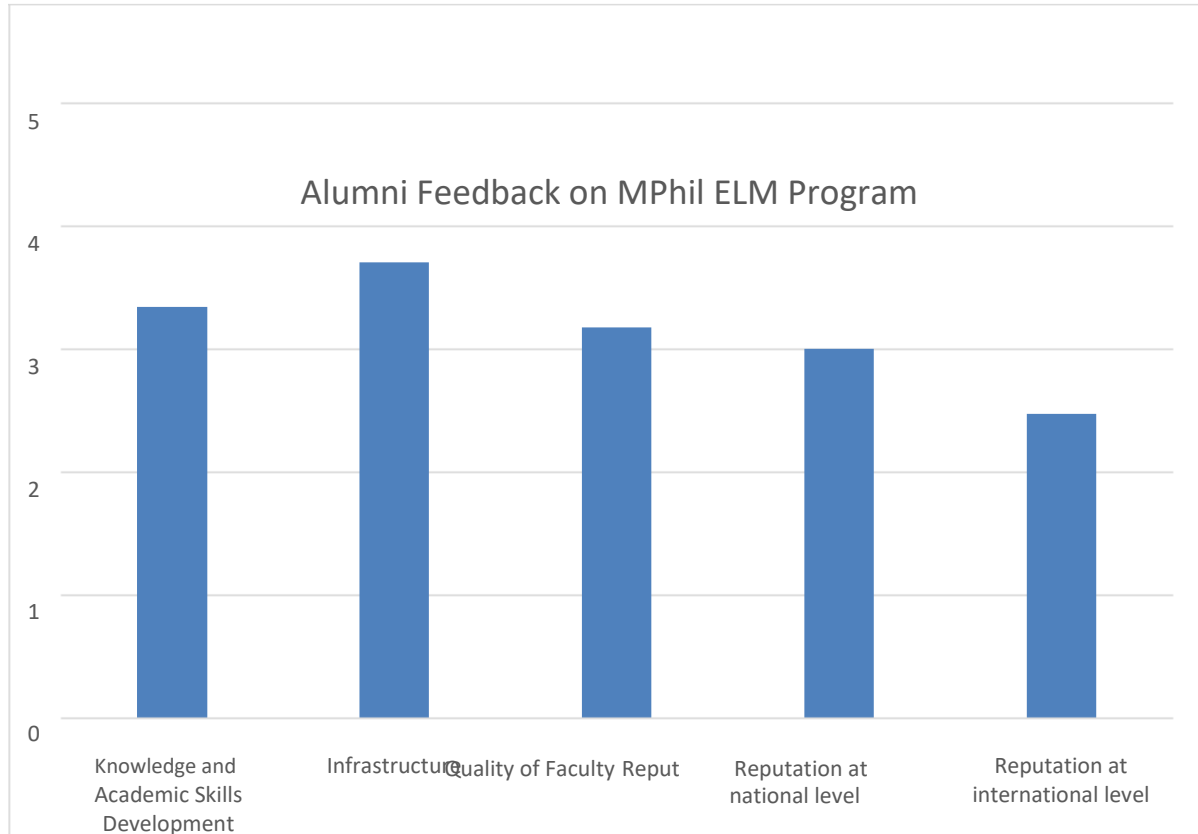
In addition, the alumni have suggested following areas for improvement.

- Including more education related courses.
- Sharing marked exam papers with the students.
- Returning marked assignments to the students along with feedback.
- More research based tasks to be included.
- More cases from school settings should be included.

Annexure 3: Course Descriptions, Objectives, Outcomes, Contents and Readings

Course Outlines and Academic Policies

1. Course: Philosophy of Education
2. Course: Educational Governance: Policy and Practice
3. Course: Educational Leadership for Change
4. Course: Management of Educational Resources-An International Perspective
5. Course: Educational Management
6. Course: Quantitative Research Methodology
7. Course: Qualitative Research Methodology
8. Course: Writing for Research & Publications
9. Course: Educational Policy Analysis: Tool & Practices
10. Course: Comparative and International Education
11. Course: Teachers Professional Development
12. Course: Educational Assessment
13. Academic Policies
14. Grading Criteria

Annexure 4: Course Outlines

Course: **Philosophy of Education**

Status :   **Core**

Credit Hours: **3**

Course Description

The course is about developing an understanding of the concept of education under different philosophies. The course begins with questions like what philosophy is – what are its characteristic aims and methods, and how does it differ from other subjects? The course will allow the participants to know about the philosophical ideas of Plato, Immanuel Kant, Hegel, Aristotle, John Locke, Rousseau, John Dewey, Jean Paul-Sartre, Karl Jaspers, Eric Fromme, and Paulo Freire. The course will provide an introductory overview of different areas of philosophy including: Epistemology (what our knowledge of the world and ourselves consists in, and how we come to have it); Moral Philosophy (the nature of our moral judgments and reactions); Metaphysics (fundamental conceptual questions about free will and the nature of reality); and Philosophy of Science (foundational conceptual issues in scientific research and practice). The course also includes introduction of four major paradigms of philosophy i.e. Idealism; Realism; Pragmatism; and Existentialism. Major content of the course comprises of educational philosophies related to the major philosophical paradigms: Perennialism; essentialism; progressivism; and re-constructionism. The course participants study different aspects of education under the four philosophies. These aspects include: School Curriculum; School Assessment; Students' assessment; Methods of Teaching; School Leadership; School Policies and Practices.

Course Objectives

The course intends to:

- Develop participants' understanding of the concept of philosophy
- Introduce different areas of philosophy i.e. epistemology, moral philosophy, metaphysics and philosophy of science
- Introduce the philosophies of education
- Help students understand the philosophical connections in the curriculum; school assessment; students' assessment; methods of teaching; school leadership; school policies and practices
- Examine educational theories under the four major philosophical paradigms

Learning Outcomes

By the end of the course, participants would have:

- discussed the concept of philosophy in terms of a subject and activity
- discussed different areas of philosophy i.e. epistemology, moral philosophy, metaphysics and philosophy of science
- reflected upon the philosophies of education
- identified the philosophical connections in the curriculum; school assessment; students' assessment; methods of teaching; school leadership; school policies and practices
- explained educational theories under the four major philosophical paradigms

Course Evaluation

Quiz:	25 %
Presentation:	20 %
Assignment:	25%
Final Exam:	30 %

Course Content
- Introduction to philosophy
- Philosophy as a subject
- Philosophy as an activity
- Philosophy and other subjects
- Importance of philosophy
- Importance of big picture in philosophy

Education and Philosophy
- Hume on the 'right way' of thinking
- Kant on the 'right way' of thinking
- Key terms in philosophy: philosophical argument, premise, validity, causation
- Skeptical attitude towards philosophy

Education and the right way of thinking

Empirical judgments vs moral judgments

- Objectivism

- Relativism

- Emotivism

- Objections and further directions regarding objectivism, relativism and emotivism

Education and morality

- What is Knowledge?

- Propositional knowledge versus ability knowledge

- Knowledge, truth and belief

- The classical account of knowledge

- Radical skepticism

- Sources of knowledge

Education and Knowledge

- Determinism

- Libertarianism

- Compatibilism

- Hard Determinism

Education and Determinism

- Scientific realism and the no-miracles argument

- From Ptolemaic astronomy to Copernican astronomy

- A variety of scientific antirealism

- Empiricism

Education and Realism

✓ Introduction to four Philosophical Paradigms

  - Idealism

  - Realism

  - Pragmatism

✓ Existentialism Perennialism

  - Perennial curriculum

  - Perennial methods of teaching

✓ Perennial educational assessment

  - Perennial school assessment

  - Perennial school leadership

✓ Perennial school policies and practices Essentialism

  - Essentialist curriculum

  - Essentialist students' assessment

- ✓ Essentialist methods of teaching
  - Essentialist school assessment
  - Essentialist school leadership
- ✓ Essentialist school policies and practices Progressivism
  - Progressive curriculum
  - Progressive methods of teaching
- ✓ Progressive students' assessment
  - Progressive school assessment
  - Progressive school leadership
- ✓ Progressive school policies and practices Re-Constructionism
  - Reconstructivist curriculum
  - Reconstructivist methods of teaching
  - Reconstructivist students' assessment
  - Reconstructivist school assessment
  - Reconstructivist school leadership
  - Reconstructivist school policies and practices

Essential Reading

Chrisman, M., Pritchard, D., Fletcher, G., Mason, E., Lavelle, J. S., Massimi, M., ... & Ward, (2016). *Philosophy for Everyone*. Routledge.

Hayden, M. J. (2012). What do philosophers of education do? An empirical study of philosophy of education journals. *Studies in Philosophy and Education*, *31*(1), 1-27.

Ozmon, H., & Craver, S. M. (2003). Philosophical foundations of education.

Further Reading

Carr, W., & Kemmis, S. (2003). *Becoming critical: education knowledge and action research*. Routledge.

Gingell, J., & Winch, C. (2002). *Philosophy of education: The key concepts*. Routledge.

Chrisman, M. (2016) *What Is This Thing Called Metaethics*, New York: Routledge. (A book-length introduction to metaethics.)

Fromm, E. (2013). *To have or to be?*. A&C Black.

Freire, P. (1970). *Pedagogy of the oppressed*. Bloomsbury publishing USA.

Balke (2003). The Blackwell Guide to the Philosophy of Education.

Websites

'What Is Philosophy?' *Philosophy Bites* [blog], 14 November 2010, http://philosophybites.com/2010/11/what-is-philosophy.html. (Twenty five interesting

minutes of contemporary philosophers attempting to say what they think philosophy is.)

https://plato.stanford.edu/index.html

https://www.iep.utm.edu/home/about/

Journals

Educational Philosophy and Theory

https://www.tandfonline.com/toc/rept20/current

Studies in Philosophy and Education

https://www.springer.com/journal/11217

Course: **Educational Governance and Practice**
Course Code: ELM 703
Status: Specialization
Credit Hour: 3

Course Description

Educational governance deals with the complex set of relationships between State and educational institutions. Governance is described as structures, legal relationships, authority patterns, rights and responsibilities, and decision-making patterns. It is the way that issues affecting the entire institution, or one or more components thereof, are decided. It includes the structure and processes, both formal and informal, of decision-making groups and the relationships between and among these groups and individuals. What distinguishes governance from administrative decisions is that governance tends to be early on in the process and establishes policies. Emphasis of the course will be on understanding the effects of governance patterns on the development and practice of educational policy.

Evaluation

Mid Term   :   50%

Presentation   :   10%

Final Exam   :   40%

Course Objectives

On completion of this course the students will be able to:

1. Comprehend the theoretical and practical aspects of educational governance.
2. Understand the frameworks for development and practice of educational policies.
3. Understand the influence of state and international agendas on educational policy and its practice.
4. With an in-depth understanding of governance patterns, will be able to conduct policy analysis in a cross cultural perspective.

Learning Outcomes:

By the end of the module students are expected to develop

1. An understanding of international debate on education policy
2. Issues pertaining educational governance and policy in the local context
3. Understand the role of culture in the development and implementation of educational policies.

4. The role of globalization on education policy
5. Able to apply international educational polices in local institution, keeping in view the contextual requirements.

Course Content

Introduction of Educational Governance, Policy and Practice

Governance Definitions

Traditional Views on Governance

Governance & Globalization

Concept of Educational Governance

Models of Educational Governance

Levels of Educational Governance: National, Intermediate, Institutional

Quality Framework

Quality Framework: Relevance/ Responsiveness

Quality Framework: Country Level Relevance

Quality Framework: Labour market and global responsiveness

Quality Framework: individual's and system's responsiveness

Equity and Inclusion

Gender Equity

Policies and Strategies to address inequity and exclusion

Accountability

Social Accountability: Concept

Social accountability: public expenditure management

Citizen Report Cards and Social Audit

Education Monitoring

Education Reporting

Indicators and Indicator Systems

Possibilities of Indicator-Based governance

Limitations of Indicator-Based Governance

Segregated vs Integrated Schools

Segregation of schools

Integrated schools

Addressing Issues in integrated schools

<u>The Economic Benefits of Improved Teacher Quality</u>

Impacts of Quality on Individual Incomes – Developed Countries o Impacts of Quality on Individual Incomes – Developing Countries o Impacts of Quality on Economic Growth

Efficiency incentives

<u>Treatment of Salaries</u>

School funding: Case of Pakistan

Student number count

What Is funded? Output or Performance?

<u>Decentralization</u>

Decentralization: Goals

Decentralization: Reasons and Causes

Decentralization: Baselines

Issues or Items Decentralized

Levels of Decentralization

Types and Forms of Decentralization

Decentralization and its Constitutional Position

Arrangements for Local Participation

School Site Councils or Boards

Steering & Control in Decentralization

Outcomes of Decentralization

Outcomes of Decentralization: Some cases: Case of South Africa

Decentralization Comparison of some countries

Comparison of Outcomes and Forces Working at School Level in some countries

Decentralization: Case of Pakistan

<u>Organizational governance: governance cycle</u>

Plan, deploy, act, cultivate

Structure of Governance

Responsibilities of the Board

Responsibilities of Board Members

Rights and Powers of the Board of Directors o Board Size,

Composition, and Chairperson o Appointment of different

Positions

Charter of Board

Board in Action

<u>Policy</u>

What is a policy?

Who make policy?

Educational policy

Globalization and Education Policy

Policy Development

Linear Model of Policy Development o Policy

Contexts

Complexities of Education Policy

Learning Theory and Educational Policy

Literacies & learning

<u>Large-scale educational reform</u>

Recommended Readings

Brown, P. & Lauder, H. (1996) Education, globalization and economic development, Journal of Education Policy, 11, pp. 1-24.

Davies, L (2005). Schools and war: Urgent Agendas for Comparative and International Education. Compare, Vol.35, No.4, pp 357-371.

Deem, R., Brehony, K.J. & Heath, S.J. (1995) Active Citizenship and the Governing of Schools. Buckingham: Open University Press.

De Boer, H. (1996). Changing Institutional Governance Structures. In P. Maassen& F. van Vught (eds), Inside Academia. Utrecht: De Tijdstroom.

Dimmock, C ., Walker, A (2000).Developing International Educational Leadership and Management : a cross cultural model. School Leadership & management, Vol 20, No.2, pp 143-163.

Ranson, S., Martin J., McKeown, P. & Nixon, J. (1998) The new management and governanceof education, in G. Stoker (Ed.) The Management of Local Governance: hierarchy, markets andnetworks. London: Macmillan.

Tikly, L (2001). Globalisation and Education in the Postcolonial World: Towards a Conceptual Framework. Comparative Education, Vol 37 , No.2, pp 151-171.

Course: Educational Leadership for Change

Course Code ELM 702

Status: Core

Credit Hours:3

Course Description

This module critically reviews a diverse range of potential approaches to the management of change in relation to improvement in organizations & the individuals within them. Particularly relevant are the relationships between rhetoric, policy & practice. Influences of external factors beyond the confines of the organization itself are also considered. Students will be encouraged to apply their own experiences in order to critically evaluate the theories, models & approaches considered.

Course Objectives

The course intends to:

- Introduce the concept and types of educational change.
- Explain objective, subjective and shared meanings of educational change.
- Introduce stages of educational change and the role of leadership at different stages.
- Provide an orientation of organizational culture and its influence on implementing educational change.

Learning Outcomes

By the end of the course, participants will be able to:

- Describe educational change and its types i.e. first and second order change.
- Explain objective, subjective and shared meanings of educational change.
- Identify stages of educational change and the role of leadership at different stages.
- Discuss organizational culture and its influence on implementing educational change.

Evaluation

Attendance   :   5%

Class participation   :   10%

Mid Course Assessment   :   35%

Final Exam   :   50%

Course Content

1. Course overview, assignment and assessment criteria. Experience of change: What, why, how, and how much?
2. Defining terms & modeling change
3. Organizational culture & change
4. Types of Change, Complexity and Ambiguity: Developing strategies for Change
5. Change and improvement: Reflective Practice through SWOT analysis
6. Presentation/projects related to the course
7. Initiating, managing and sustaining change
8. First order and second order changes
9. Curriculum and assessments
10. Students behavior and a value based approach to change
11. Professional development
12. System approaches
13. Personalized learning: Is it possible?
14. Leading Change/ Tutorial

Recommended Readings

Course text: Allison, Michael and Kaye, Jude. (1997). Strategic Planning for Non Profit Organizations. New York: John Wiley & Sons.

Brassard, Michael. (1989). The Memory Jogger Plus. Methuen, MA: GOAL/QPC.

Senge, Peter. (2000). Schools that Learn. New York: Currency Doubleday.

Wallace, M. & Poulson, L. (2004) *Learning to Read Critically in Educational Leadership and Management.* London: Sage

Busher, H. & Harris, A. with Wise, C (2000) *Subject Leadership and School Improvement*. London: Paul Chapman Publishing

Crawford, M., Kydd, L. and Riches, C. (eds) (1997) *Leadership and Teams in Educational Management*. Buckingham: Open University Press

Day, C. et al (2000) *Leading Schools in Times of Change*, Buckingham: Open University Press

Fleming, P. (2000) *The Art of Middle Management in Secondary Schools* London: Fulton

Gray, J. (1999) *Improving Schools: Performance and Potential*. Buckingham: Open University Press

Gunter, H. (2005) *Leading Teachers*. London: Continuum.

Hargreaves, A. and Fullan, M. (1998) *What's Worth Fighting for in Education*. Buckingham: Open University Press

Harris, A., Day, C., Hopkins, D., Hargreaves, A., Chapman, C. & Hadfield, M. (2002) *Effective Leadership for School Improvement*. London: Sage.

Middlewood, D. &Cardno, C. (eds) (2001) *Managing Teacher Appraisal and Performance*. London: Routledge Falmer

Morrison, K. (1998) *Management Theories for Educational Change*. London: Paul Chapman

Sergiovanni, T. (2001) *Leadership: What?s in it for Schools?* London: Routledge Falmer

Stoll, L. and Fink, D. (1996) *Changing Our Schools*. Buckingham: Open University Press

Stoll. L., Fink, D. & Earl, L. (2002) *It's About Learning (and It's About Time).* London: Routledge Falmer

Turner, C.W. (2005) *How to Lead Your Department Successfully*. London: Continuum.

Wellington, J.J. (2000) *Research Methods*. London: Continuum.

Woods, P.A. (2005) *Democratic Leadership.* London: Sage

Journals

- Educational Management
- Management in Education
- School Leadership and Management

Course: **Management of Educational Resources-An International Perspective**

Course Code **ELM 705**

Status **Elective**

Credit Hours **3**

Course Description

This course aims to provide students who have educational leadership experience with an insight into how to take the lead in managing organizational resources. The key features necessarily provide both micro and macro perspectives of managing educational resources. This will essentially include time, human and financial resources, all of which are a vital component of any educational institution. Moreover, recent trends in managing these resources and emerging areas of research are to be addressed throughout the course, in order to provide the students an opportunity to view the management of educational resources through a national and international lens.

Evaluation

Presentation : 20%

Mid Term Exam : 30%

Final Exam : 50%

Course Objectives

The course intends to:

1. Provide students an opportunity to develop a critical perspective in understanding the national and international practices of educational resource management.

2. Develop an understanding on the crucial roles of each of the educational resources in their professional context.

3. Discuss various models and theories in relation to Human Resource Management, Performance Appraisal and Budget Systems.

4. Overview current practices and research in the area of managing educational resources.

Learning Outcomes

On successful completion of this course, participants are expected to:

1. Develop a critical understanding of how educational resources can be managed efficiently and effectively.

2. Recognize and discuss the critical role that effective people management plays in building and maintaining competitive advantage in contemporary organizations.

3. Demonstrate an understanding of basic HR functions, and the theories, concepts, models, and methods that inform HR practice.

4. Discuss the impact of regulatory frameworks (both ethical and legal) on HRM practice in a number of countries.

5. Articulate and be able to prepare performance appraisal reports.

6. Understand the dynamics of performance appraisals in financial terms; its advantages, disadvantages and limitations.

7. Examine the different models of public private partnership in education.

8. Scrutinize budgetary systems.

Course Content

1. Introduction & Course Overview, Assignment and Assessment Criteria.
2. Overview of Educational Resources
3. Time Management
4. Budgetary Systems
5. Types of Budget
6. Comparison of Budget Systems-An international perspective
7. Smart School Budgeting
8. Human Resource Management
9. Performance Management Systems
10. 360 Degree Feedback
11. Management by Objectives
12. Managing Schools implementing ESD (Education for Sustainable Development)
13. Case Studies

Recommended Readings

Brian, E. (2001). The HR Scorecard- Linking People, strategy and performance. President and fellows of Harvard College

Chris, R. (2011). Human Resource Management- The Key Concepts. New York:
      Routledge

Education Commission of the States. (2012). Understanding State School Funding: The first step toward quality reform. Retrieved from: http://www.ecs.org/clearinghouse/01/02/86/10286.pdf.

Education Northwest. (2009). Weathering the storm: How northwest school districts are dealing with the economic recession. Education Northwest Magazine, 15(1).

Hannaway, J. (1999). Contracting as a Mechanism for Managing Education Services. Policy Brief No. RB-28. Philadelphia, PA: Consortium for Policy Research in Education. Retrieved from: http://www.urban.org/publications/1000893.html.

Hawley Miles, K. (2004). Freeing School Resources for Student Learning: The "Missing Piece" in Making Accountability Meaningful. Arlington, VA: New American Schools.

Kydd. Lesley, Anderson, Lesley, Newton, Wendy (2003), Leading People and Teams in Education, Published in association with The Open University.

Middlewood. David, Lumby. Jacky (1999), Human Resource Management in Schools and Colleges, Paul Chapman Educational Publishing.

Thomas P. Edmonds (2011), Fundamental Managerial Accounting Concepts 6th Edition, McGraw Hill Companies Inc.

Course: **Educational Management**

Credit Hour: **3**

Status: **Core**

Course Description

The course intends to provide students with the opportunity to explore issues linked to effective educational management and leadership. Students will examine the relationship between leadership and management; need of effective educational leadership and management; trends and issues in leadership and management. In addition they will examine models and typologies of educational leadership. The course intends to improve the quality and effectiveness of school management by introducing current methods of educational administration, as well as providing useful assistance in the field of communication in the workplace. Students will also explore the role of culture in influencing the management of a school. It will also look at important areas of conflict and time management and problems associated with management of teaching and learning. The course will lead the students to develop a critical understanding of the development of strategic direction for educational management in their particular contexts.

Course Objectives

The course intends to:

- Develop participants' understanding of their role as educational managers and leaders.
- Provide an overview of the leadership theories and their implications in educational organizations.
- Introduce managerial skills (conflict resolution, team building, reflection, problem-solving, time management, resource management).
- Explain the concept of strategic planning.
- Introduce various conceptual frameworks behind school management; planning and management strategies; power relationships; organizational culture; and professional development.
- Make students aware of scholarly debates on educational leadership and management.

Learning Outcomes

On completion of the course the students are expected to:

- Develop a critical understanding of their strengths and areas for development as educational managers.
- Reflect on different leadership theories and their implications in educational organizations.
- Reflect on the use of different tools of strategic planning SWOT analysis, fish bone, and force-field analysis.
- Develop essential managerial skills (conflict resolution, team building, reflection, problem-solving, time management, resource management).
- distinguish between the various conceptual frameworks behind school management
- explain the effective planning and management strategies
- comprehend the power relationships and their effects on the organizational culture
- take ownership of their own professional development develop a personal management plan
- analyze scholarly debates on different aspects of educational leadership and management.

Evaluation

Assignment   30 %

Quiz   25 %

Presentation   15%

Final Exam   30 %

Course Contents

1. Introduction of the concepts of "management" and "educational management"
    - How is educational management different from management in business or management in medicine?
    - Why to manage education?
    - Key influences on educational management (social, economic, situational)
2. Role of leadership in educational management
3. Difference between educational management and educational leadership
4. Leadership, power and theories of leadership
    - Great man theories
    - Trait theories
    - Situational leadership

- Contingency leadership theories
- Style theories

5. Some Key Concepts in Educational Leadership

- Transformational and transactional leadership
- Authentic Leadership
- Authentic Instruction
- Gender and Leadership

6. Current Debates in Educational Leadership and Management

- Inclusion: Equality and Equality
- Leadership for Social Justice in Education
- Leadership for Education for Sustainable Development

6. Dimensions of School Leadership

- Leadership as Influence
- Leadership and values
- Leadership and vision

7. A typology (classification) for school leadership

   i. Managerial leadership (Blake & Mouton 'The Management Grid)
   ii. Transformational Leadership
   iii. Instructional Leadership
   iv. Moral and Authentic Leadership
   v. Distributed Leadership
   vi. Teacher Leadership
   vii. System Leadership
   viii. Contingent leadership

8. Key Responsibilities of Educational Managers

- Communication and negotiation
- Decision-making and problem solving
- Conflict resolution
- Time management

9. Power and leadership

10. Models of management and leadership in education

- Formal model of management

- Collegial model

- Political model

- Subjective model

- Ambiguity model

- Cultural model

11. Human Resource Management

- Induction and Job Analysis

- Appraisal and Staff Development

- Needs analysis and staff development

12. School Assessment/ Evaluation and Strategic Planning

- Key Considerations in School Evaluation

- Evaluation Techniques

- Outcome of School Evaluation

- Strategic Planning

13. Research (existing and needed) in educational leadership and management

Recommended Readings

Begley, P. T. (2003). In pursuit of authentic school leadership practices. In *The ethical dimensions of school leadership* (pp. 1-12). Springer, Dordrecht.

Blackmore, J. (2013). A feminist critical perspective on educational leadership. *International Journal of Leadership in Education*, *16*(2), 139-154.

Bush, T. (2007). Educational leadership and management: Theory, policy and practice. *South African journal of education*, *27*(3), 391-406.

Bush, T., & Glover, D. (2014). School leadership models: What do we know?. *School Leadership & Management*, *34*(5), 553-571.

Bush, Tony (2003) Theories of educational leadership and management (3rded.). London:Sage Publications Ltd.

Capper, C. A., & Young, M. D. (2014). Ironies and limitations of educational leadership for social justice: A call to social justice educators. *Theory into practice*, *53*(2), 158-164.

Diko, N. (2014). Women in educational leadership: The case of Hope High School in the Eastern Cape Province, South Africa. *Educational Management Administration & Leadership*, *42*(6), 825-834.

Dooris, M. J., Kelley, J. M., & Trainer, J. F. (2004). Strategic planning in higher education. *New Directions for Institutional Research*, *2004*(123), 5-11.

Eagly, A. H. (2005). Achieving relational authenticity in leadership: Does gender matter?. *The leadership quarterly*, *16*(3), 459-474.

Gumus, S., Bellibas, M. S., Esen, M., & Gumus, E. (2018). A systematic review of studies on leadership models in educational research from 1980 to 2014. *Educational Management Administration & Leadership*, *46*(1), 25-48.

Hargreaves, A. and Fullan, M. (1998) What's Worth Fighting for in Education. Buckingham: Open University Press

Harris, A., Day, C., Hopkins, D., Hargreaves, A., Chapman, C. & Hadfield, M. (2002). Effective Leadership for School Improvement. London: Sage.

Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School leadership and management*, 28(1), 27-42.

Newmann, F. M., & Wehlage, G. G. (1993). Five standards of authentic instruction. *Educational leadership*, *50*, 8-8.

Key Journals

Management in Education

https://journals.sagepub.com/home/miea

Educational Management Administration & Leadership

https://journals.sagepub.com/home/ema

Educational Leadership

http://www.ascd.org/publications/educational-leadership.aspx

Journal of Cases in Educational Leadership

https://journals.sagepub.com/loi/jel

Academy of Management Journal

https://journals.aom.org/journal/amj

Course: **Quantitative Research Methodology**

Status   **Core**

Credits   **3**

Course Description

This an introductory quantitative research design course with a dual focus on conceptualizing quantitative research problems and learning methods of data analysis (including descriptive and inferential statistics). This course will support students in developing skills to ask important research questions, understand how to design a study to address those questions, select appropriate statistical methods, and effectively interpret results. Assessments and the final project are designed to measure the development of these skills. This class emphasizes application and interpretation of quantitative research and statistical methods; as such, there will be a focus on hands-on data analysis and interpretation.

Course Objectives

This course aims to:

- develop students' understanding of key concepts and basic principles of quantitative research design and methodology.
- introduce students to a range of challenges and approaches to formulating research questions, considering ethical implications of research and reflecting on the philosophical underpinnings and the quality of quantitative research.
- offer a sound basis for more advanced research training in education.

Learning Outcomes

By the end of the course students will be able to:

- Conceptualize and design quantitative research studies to address a variety of research questions, and to understand the strengths and limitations of these designs.
- Develop a foundational understanding of basic descriptive and inferential statistical methods.
- Demonstrate knowledge and understanding of quantitative research designs
- Effectively apply statistical methods to interpret data
- Use statistical software program to apply inferential statistics.
- Comprehend the limitations of different statistical tests

Evaluation

Assignments   20%

Paper Reflections   10%

Survey Exercise   20%

Exams   40%

Class Participation   10%

Course Content

1. What is educational research? Purpose?
2. What is Quantitative Research?
3. Identifying a Research Problem
4. Identifying the issues and defining the problem
5. Develop research questions
6. Links b/w research question, hypothesis and research methodology
7. Preparation and Evaluation of Research Plan
8. Ethics of Research
9. Integrity in reporting
10. Components of Research Plan
11. Purpose of Sampling
12. Sampling and Instruments
13. Universe or Target Population
14. Types of Sampling
15. Constructs and Variables
16. Continuous versus categorical variables
17. Quantitative Research Types
18. Experimental research
19. Qusai-experimental research
20. Causal comparative research
21. Descriptive Research
22. Correlational Research
23. Data Analysis and Interpretation
24. Descriptive Statistics
25. Frequency distributions
26. Central tendency
27. Dispersion

Recommended Readings

Arthur, J. (Ed.). (2012). Research methods and methodologies in education. Sage publications.

Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2019). Introduction to research in education. Cengage Learning.

Bell, J. (2014). Doing Your Research Project: A guide for first-time researchers. McGraw-Hill Education (UK).

Castellan, C. M. (2010). Quantitative and qualitative research: A view for clarity. International journal of education, 2(2), 1.

Cohen, L., Manion, L., & Morrison, K. (2011). Research Methods in Education. Routledge.

Creswell, J. W. (2007). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. New York: Pearson.

Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.

Gall, M. D., Gall, J. P., & Borg, W. R. (2014). Applying educational research: How to read, do, and use research to solve problems of practice. Pearson Higher Ed.

Gray, D. E. (2013). Doing research in the real world. Sage.

Mertens, D. M. (2014). Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Mills, G. E., & Gay, L. R. (2015). Educational research: Competencies for analysis and applications. Pearson.

Neuman, L. W. (2014). Social research methods. Pearson Education Limited.

Wallen, N. E., &Fraenkel, J. R. (2013). Educational research: A guide to the process. Routledge.

Course: Qualitative Research Methodology

Course Code: SE712

Status: Core

Credit: 3

Course Description

This course is designed to provide an introduction to qualitative research methods, with a focus on research in educational leadership contexts. The course will include introduction to different types of qualitative research i.e. ethnography, phenomenology, case study, grounded theory and descriptive qualitative research. This course focuses on helping students in understanding qualitative research methodology and applying it appropriately to various educational issues particularly the issues related to educational change and leadership.

Course Objectives

This course aims to:

- Introduce research paradigms and related ontological, epistemological and methodological assumptions.
- Make students aware of the importance of operationalization in qualitative research.
- Introduce different types of qualitative research and methods of data collection and interpretation.
- Enable the students to develop research questions which can be investigated through qualitative research methods.
- Develop students' skills in planning and conducting qualitative research.

Learning Outcomes

By the end of the course, participants are expected to:

- Differentiate between the paradigms of positivism, constructivism/ constructionism, pragmatism and the Critical Theory.
- Operationalize variables in qualitative research.
- Compare and contrast different types of qualitative research i.e. ethnography, phenomenology, grounded theory, descriptive research, and case study.
- Differentiate between technical, participatory and critical action research.

- Reflect upon the use of interviews, observation, questionnaire, textual material, artefacts in qualitative research.
- Differentiate between a priori coding and open coding.
- Code qualitative data through invivo coding, descriptive coding, affective coding and holistic coding.
- Develop research questions and investigate them through qualitative research methods.
- Follow ethical considerations in research.

Course Contents

Worldviews & paradigms

Research Paradigms

- Positivism/ Post-positivism
- Constructionism/ Interpretivism
- Critical Theory
- Pragmatism

Basic Vs Applied Research

Characteristics of Qualitative Research

- Naturalistic
- Descriptive Data
- Concern with the process
- Inductive

Introduction to different approaches and designs of Qualitative Research

- Ethnography
- Grounded Theory
- Phenomenology
- Descriptive Qualitative Study
- Case Study
- Narrative Inquiry
- Discourse Analysis
- Comparison of grounded theory, case study, ethnography
- Action Research and its forms
- Content analysis
- Document analysis
- Reflexivity in qualitative research
- Process of Qualitative Research
  - Identifying tentative research question(s)

- Reviewing Literature (LR)
- Purpose of LR
- Conceptualization of Study
- Process of LR
- Sampling in Qualitative Research
- Instrumentation in Qualitative Research
  - Interview (structured, semi-structured, in-depth/ unstructured, focus group)
  - Merits and demerits of different interviews
  - Role of the researcher Developing interview protocol
  - Open-ended questionnaires
  - Focus Group Interviews/ Discussions
  - Role of the interviewer in focus group discussion
  - Role of the interviewer in in-depth interviews
  - Role of the researcher in semi-structured interviews
  - Considerations in developing interview protocol
  - Pilot testing of the interview protocol

Instrumentation in Qualitative Research - Observation
- Observation (structured & unstructured)
- Observation (participatory & non-participatory)
- Use of observation in qualitative research

Reliability in Qualitative Inquiry
- Trustworthiness in Qualitative Inquiry
- Triangulation
- Types of triangulation

Research ethics (research permission, confidentiality, safety, plagiarism)

Data Interpretation
- Coding in qualitative research
- Coding methods
- A priori codes vs open codes
- Developing categories and themes

Study delimitations & limitations

Recommended Readings

Back, L. and N. Puwar (2012). Live methods. Malden, Mass. Oxford, Wiley-Blackwell.

Becker, H. (1998) Tricks of the Trade: How to think about your research while you're doing it. Chicago, Chicago University Press.

Bell, J. (2005) Doing your research project (4th Edition). Philadelphia: Open University Press.

Bogdan, R. and S. K. Biklen (2007) Qualitative Research for Education: an introduction to theory and methods. Boston, Mass. London, Pearson A & B. Chapter 1 Foundations of Qualitative Research in Education. 2 -48.

Cohen, L., L. Manion and K. Morrison (2011) (7th ed.) Chapter 5, The ethics of educational and social research. In Research Methods in Education. London: Routledge, pp. 75-104.

Cohen, L., Manion, L. & Morrison, K. (2011) Research Methods in Education (7th Edition). London: Routledge - Chapters 6 & 7.

Delamont, S. (2005) Four great gates: dilemmas, directions and distractions in educational research, Research Papers in Education, 20:1, 85-100.

Furlong, J (2013) Educational research today. In: Education- An Anatomy of the Discipline, chapter 6, pp. 87-105.

Hett, G, &Hett , J. (2013) Ethics in intercultural research: Reflections on the challenges of conducting field research in a Syrian context, Compare: A Journal of Comparative and International Education, 43:4, pp. 496-515.

Howe, K. and M. Moses (1999) Ethics in educational research. Review of Research in Education 24: 21-60.

Luker, K. (2008) Salsa dancing into the social sciences : research in an age of info-glut.Cambridge, Mass, London, Harvard University Press.

Lury, C. and N. Wakeford (2012). Inventive methods: the happening of the social. London ; New York, Routledge.

Oancea, A. (2011) Philosophy of education. In J. Arthur (Ed) The Routledge Companion to Education. London: Routledge.

O'Connell Davidson, J. and D. Layder (1994). Methods, sex and madness. London, Routledge.

Pring, R. (2004) Philosophy of Educational Research. 2nd edition. London: Continuum. Chapter 5 (Competing philosophical positions).

Rickinson, M. (2005) Tool-kit 1: Planning your research project. Online: http://www.nfer.ac.uk/nfer/PRE_PDF_Files/05_34_03.pdf

Silverman, D., ed. 2013. Doing qualitative research: a practical handbook, Sage.

Stenhouse, L. (1981) What counts as research? British Journal of Educational Studies , 29, (2), pp. 103-114.

White, P. (2013) Who's afraid of research questions? The neglect of research questions in the methods literature and a call for question-led methods teaching. International Journal of Research & Method in Education, 36(3), 213-227.

White, P. (2009). Developing Research Questions: A guide for social scientists. Basingstoke: Palgrave Macmillan. This short book delves deeper into the issues. It is all relevant, but regarding this session see particularly chapters 2 & 3.

Ethical codes

BERA (2011) Revised Ethical Guidelines for Educational Research (2011). http://www.bera.ac.uk/system/files/3/BERA-Ethical-Guidelines-2011.pdf.

BAAL www.baal.org.uk/about_goodpractice_stud.pdf

ESRC (2010) Research Ethics Framework. http://www.esrc.ac.uk/about-esrc/information/research-ethics.aspx

Course: Writing for Research and Publication

Course Code: SE 713

Status: Elective

Credit Hour: 3

Course Description

Vital knowledge is lost when teachers are unable to share their knowledge and discoveries through publications. Writing and publication enables a professional to communicate with peers and broadens one's sphere of influence. The course aims to help research students improve their professional writing skills and to help them navigate the publication process. It makes the participants aware of the format and style likely to meet a prospective publisher's approval. The course also deals with various sections of a research article as well as conventions of research writing in their own field.

Course Objectives

The course intends to:

1. Introduce different kinds of research articles in education.
2. Introduce the peer-review process in research journals.
3. Present ethics of research publication.
4. Explain the needs of research journal editors and publishers.
5. Develop participants' understanding regarding journals scope and standards.
6. Introduce research citation conventions.

Learning Outcomes

By the end of the course the participants will be able to:

1. have some knowledge of conventional and reliable models of research article in their field;

2. understanding the peer-review process in research journals;

3. understand the ethics of research publication;

4. understand the needs of research journal editors and publishers;

5. organise their work to journal standards, including understanding section subheadings, format standards, and effective writing;

6. organise and order information appropriately in line with the conventions of research writing;

7. write research papers using appropriate language and grammar appropriate for academic writing; and

8. acknowledge sources appropriately when writing research papers.

Course Contents

1. Why and what to publish
2. Finding the right topic
3. Choosing a journal
4. Understanding the publication process
5. Characteristics of a journal article
6. Understanding the peer review process
7. Writing the article
    i. Writing different sections of a research paper
    ii. Language of research papers
        a. Sentence clarity
        b. Appropriate tenses and vocabulary
        c. Hedging
8. Style guide
    i. Formatting
    ii. Quoting, citing and referencing
9. Manuscript submission and post submission

Evaluation

Class participation   :   10%

Written assignment   :   40%

End of term exam   :   50%

Recommended Readings

Biley, S. (2011). (3rd Ed.). Academic writing: A handbook for international students.
        Routledge: New York.

Hartley, J. (2008). Academic writing and publishing: A practical handbook: Routledge:
New York.

Noris, C. B. (2016). Academic writing in English. University of Helsinki: Helsinki.

Wallwork, A. (2011). English for writing research papers. Springer: London

Course: Educational Policy Analysis: Tools and Practice
Status: Elective in lieu of thesis
Credits: 3

Course Description

Policy analysis has become an essential tool in determining whether local policy is likely to achieve the desired goals. While policy analysis has tended to be analytical and descriptive in this course we introduce program evaluation to policy analysis as we pursue the systematic study of the origin and characteristics of public policies and assess their effects in terms of their intended outcomes. This course is specifically designed to help the students to acquire the skills and abilities that are required to design sound and responsive policy analysis. Accordingly this course will explore the conception, generation, and analysis of educational policies using as examples key education policies at the global level such as policies directed at early childhood education, curriculum reform, teacher education and the education for sustainable development. The course will also explore the uses, limitations, and ethics of policy analysis. The course will also provide students with elementary knowledge of program evaluation.

Course Objectives

The objectives of this course are:

1. To make participants aware of the importance of education policy analysis

2. To help develop students' understanding of the concept of policy analysis in education as framed within a variety of lenses including: (a) program, (b) local, (c) regional, (d) national and (e) global.

3. To introduce or reinforce students conceptual and methodological skills set to engage in policy analysis / studies under the theories and methods of the social sciences.

4. To help develop students' knowledge base for policy studies using rigorous, valid and reliable data to allow them to design a policy analyses with the goal of contributing to the improvement of human lives

Learning Outcome

By the end of the course, participants would have:

1. Reflected upon the concept of policy analysis in education at different levels like: (a) program, (b) local, (c) regional, (d) national and (e) global.

2. Developed conceptual and methodological skills to engage in policy analysis / studies relying in the theories and methods of the social sciences.
3. Evaluated different tools for policy analysis in terms of their reliability and assessment.
4. Reflected upon the importance of policy analysis in educational advancement.

Course Content

1. Introduction to the course: Why policy? Why policy analysis?
2. The policy making process, public policies and the "problems" policies are expected to address
3. What is policy analysis?
4. Research synthesis & policy recommendations
5. Understanding policy context
6. The global contexts of policy
7. Educational reforms at global, national and local level
8. Local (social, historical and institutional) contexts of Policy
9. Learning and doing policy analysis in education
10. The role of the theory-in-action
11. Selecting analysis criteria and relevant evidence
12. The role of evaluation research
13. Framework or perspective (point of view) for policy analysis
14. Using data-based evidence in policy analysis
15. Projecting the outcomes and confronting the tradeoffs
16. The role of evaluation research in policy analysis
17. Methods of the social sciences as criteria for policy analysis
18. Knowledge production, innovation, and diffusion
19. Policy analysis at program level
20. Drafting a policy analysis report: What to keep in mind when reporting

Readings

Akiba, M., & LeTendre, G. (2009). Improving teacher quality: The U.S. teaching force in global context. New York: Teachers College Record. (Chapter 5 (pp.96-121) compares the approaches to professional learning in the U.S., Australia, and Japan.)

Cummings, W.K. and Williams, J.H. Policy making for education reform in developing countries: policy options and strategies. Oxford, UK: Scarecrow Education.

Grindle, M. Despite the odds: the contentious politics of education reform. Princeton, N.J.: Princeton University Pres

Grindle, M. S. (2009). Going Local: Decentralization, Democratization, and the Promise of Good Governance. Princeton, N.J.: Princeton University Press.

Keck, M.E. & Sikkink, K. (1998). Activists Beyond Borders: Advocacy Networks in International Politics. New York, NY: Cornell University Press Pallas, A. (1993). Schooling in the course of human lives: The social context of education and the transition to adulthood in industrial society. Review of Educational Research, 63, 4.

Stuart, J. & Tatto, M.T. (2000). Designs for initial teacher preparation programs: An international view. International Journal of Educational Research, 33 (493-514).

Sutton, M. and Levinson, B. (2001). Policy as practice: toward a comparative socio-cultural analysis of educational policy. Westport, CT: Ablex Publishing.

Tatto, M.T. (2007). Reforming teaching globally. Oxford, UK: Symposium Books. Reprinted in 2009 by Information Age Publishers.

Tatto, M.T. (1997). Reconstructing teacher education for disadvantaged communities. International Journal of Educational Development, 17 (4), 405-415.

Documents from the Web

IEA Databases and analyzers can be obtained at: http://www.iea.nl/iea_studies_datasets.html

IEA International Civic and Citizenship Education Study: http://www.iea.nl/icces.html

IEA TIMSS & PIRLS

 http://timss.bc.edu/ NCES (National Center for Education Statistics.USA) http://nces.ed.gov/

OECD PISA

http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1,00.html

UN "The universal declaration of human rights"http://www.un.org/en/documents/udhr/ UNESCO (2009).

Course: Comparative and International Educational

Credit Hour : 3

Status: Specialization

Course Description

Comparative education is a field of study that examines education in one country (or a group of countries) by using data and insights drawn from the practices and situations in other countries. The course provides an overview of methods, major concepts, and current trends in the field. The course includes case studies of different education systems to help students compare educational provision and trends in different parts of the world. The course focuses on comparing education at all levels including: preschool; primary; secondary; higher education; professional education; and vocational education. The course will allow the participants to identify implications of educational comparisons for national educational policy.

Course Objectives

The course aims at helping the participants:

- ☐ To understand the concept of comparative education
- ☐ To know about the tools for comparative studies
- ☐ To know about the levels of education
- ☐ To understand and compare formal, distance, non-formal education, vocational education, higher education and professional education within Pakistan and across the countries
- ☐ To understand major issues in education of the developing countries.

Learning Outcomes

By the end of the course participants will have:

- ☐ Reflected upon the concept of comparative education
- ☐ Identified educational comparative approaches and methods
- ☐ Identified the similarities and differences, as well as the strengths and weaknesses, of education systems within Pakistan
- ☐ Identify and discuss the factors that determine the education system of a country.
- ☐ Compared formal, distance, and non-formal education in the country
- ☐ Compared school education in different countries
- ☐ Compared higher education in different countries
- ☐ Identified some major issues in education of the developing countries.

Course Content

Session #	Content
1	The purposes of comparative education The uses of comparative education What is comparative education?
2	Comparability as a historical journey Approaches to comparative education
3	Approaches to comparative education Methods of comparative education Methods of comparative education
4	The scope of comparative education Different disciplines from which comparative education draws ideas The importance of the sociology and philosophy of education to comparative education
5	Factors determining a country's education system The role of key factors in determining education (religion, finances, and political and global trends) The role of teachers in appreciating and being critical reviewers of the factors that determine education systems
6	Three pathways to education Public and private education systems
7	Madrassah and formal education Formal, distance, and non-formal education
8	Mid Term Exam

9	Education theories and practices in the United States
	Historical reforms that have guided education in the United States
10	Education theories and practices in Japan
	Historical reforms that have guided education in Japan
11	Education theories and practices in Hong Kong
	Historical reforms that have guided education in Hong Kong
12	Education systems of the United States, Japan, Hong Kong, and Pakistan:
13	The education system and practices in Afghanistan
	Issues and challenges in the education sectors of Afghanistan and ways of addressing them
14	The education system and practices in India
	Issues and challenges in the education sectors of India and ways of addressing them
15	The education system and practices in Bangladesh
	Issues and challenges in the education sectors of Bangladesh and ways of addressing them
16	Education systems in Afghanistan, India, Bangladesh, and Pakistan:

Readings

Beech, J. (2006). The theme of educational transfer in comparative education: A view over time. *Research in Comparative and International Education*, 1(1), 2–13.

Isani, U. A. G., & Virk, M. L. (2006). *Higher education in Pakistan*. Islamabad: National Book Foundation.

Kubow, P. K., & Fossum, P. R. (2007). *Comparative education: Exploring issues in international context*. Boston: Pearson Merrill.

Cohen, P. (2004). *The idea of Pakistan*. Washington, D.C: Brookings Institute.

Cowen, R. (2000). Comparing futures or comparing pasts? *Comparative Education*, 36(3), 333–342.

Lawal, B. O. (2004). *Comparative education*. Osogbo: Swift Publishers Nigeria Ltd.

Mallinson, V. (1975). *An introduction to comparative education* (4th ed.). London: Heinemann.

Tobin, J. J., Hsueh, Y., & Karasawa, M. (2009). *Preschool in three cultures revisited: Japan, China, and the United States*. Chicago: University of Chicago Press.

Web resources

Comparative and International Education Society:

http://www.cies.us

Organisation for Economic Co-operation and Development (OECD) Development Co-operation Directorate:

http://www.oecd.org/dac

OECD Programme for International Student Assessment (PISA):

http://www.pisa.oecd.org

UNESCO Education for All Global Monitoring Report:

http://www.unesco.org/en/efareport

Course: Teacher Professional Development

Credit Hour: 3

Status: Elective

Course Description

The course intends to expose the participants to the concept and underlying theories and models of teachers' professional development. The course focuses on the on the role that learning conversations, mentoring and coaching can play in the development of teachers. The course also emphasizes upon the development of the listening and reflection skills of the participants as future mentors and coaches. The course allows the participants to explore the processes involved in coaching and mentoring in schools. Another emphasis of the course is on experiential and action learning as vehicles of professional development.

Course Objectives

The course intends to help the course participants:

1. To understand different theories and models of teachers' development.
2. To become aware of the concept of mentoring and the role of mentors.
3. To explore the theories of adult learning and experiential learning in the contexts of teachers development.
4. To understand the mentoring and coaching relationships and skills.
5. To become aware of the challenges regarding 'coaching cultures' and the current research.
6. To understand the importance of reflection and feedback in teachers development.

Course Outcomes

By the end of the course participants will be able to:

1. Reflect upon different theories and models of teachers' development.
2. Discuss the concept of mentoring and the role of mentors.
3. Compare and discuss theories of adult learning and experiential learning in the contexts of teachers' development.
4. Develop mentoring and coaching skills.
5. Reflect upon the challenges regarding 'coaching cultures' and the current research.
6. Draw on research to discuss the importance of reflection and feedback in teachers' development.

Course Content

1. Introduction to Teacher Professional Development
2. Assumptions about Teachers Professional Development
3. Need of Teachers Professional Development
4. Stages of Beginning Teacher Development
5. Models of Teachers Professional Development
6. Theories of teachers professional development
7. Teachers Development and adult learning theories: Transformative learning and experiential learning
8. Professional learning in schools and action learning/research
9. Professional learning through mentoring and coaching
10. Coaching and Mentoring for leadership development in schools
11. Models of mentoring
12. Mentoring functions/strategies
13. Matching mentors and mentees
14. Phases of the Mentorship Relationship
15. Setting up the mentoring program
16. Mentoring skills
17. Models of coaching
18. Focusing the coaching relationship
19. Coaching and Coaching skills
20. Coaching Culture: opportunities, challenges regarding 'coaching cultures' and the current research
21. Reflection and feedback with teacher development
22. Professional Communication
23. Mentoring vs Evaluating
24. Evaluation of the Mentorship/ Coaching Program

Readings

Clark, S. K., & Byrnes, D. (2012). Through the eyes of the novice teacher: perceptions of mentoring support. Teacher Development, 16(1), 43-54. doi:10.1080/13664530.2012.666935

Crasborn, F., Hennissen, P., Brouwer, N., Korthagen, F., & Bergen, T. (2011). Exploring a two-dimensional model of mentor teacher roles in mentoring dialogues. Teaching and Teacher Education, 27(2), 320-331

Johnson, S.M. (2004). Finders and Keepers: Helping New Teachers Survive and Thrive in our Schools. San Francisco, CA: Jossey-Bass.

Platt, A., Tripp, C., Fraser, R., Warnock, J., and Curtis, R. (2008). <u>The Skillful Leader II: Confronting Conditions That Undermine Learning</u>. Acton, MA: Ready About Press

Golombek, P. R., & Johnson, K. E. (2017). Re-conceptualizing teachers' narrative inquiry as professional development. *Profile Issues in TeachersProfessional Development*, *19*(2), 15-28.

Glover, T. A., Nugent, G. C., Chumney, F. L., Ihlo, T., Shapiro, E. S., Guard, K., ... & Bovaird, J. (2016). Investigating Rural Teachers' Professional Development, Instructional Knowledge, and Classroom Practice. *Journal of Research in Rural Education*, *31*(3), n3.

Groundwater-Smith, S. & Ewing, R. (2010). Seeing practice through practice: Learning through action research and action learning.. In R.Ewing, T.Lowrie & J.Higgs (Ed.), Teaching & Communication. Rethinking Professional Experiences (pp. 237–246), Melbourne, Australia: Oxford University Press. Available at:

http://sfx.library.unsw.edu.au:1801/webclient/StreamGate?folder_id=0&dvs=143812842800 7~8 58&#search="EDST5127"&usePid1=true&usePid2=true

Griffiths, K. & Campbell, M. (2009). Discovering, applying and integrating: The process of learning in coaching. International Journal of Evidence Based Coaching and Mentoring, 7(2), 16 - 30. Available: www.business.brookes.ac.uk/research/areas/coachingandmentoring

Merchie, E., Tuytens, M., Devos, G., & Vanderlinde, R. (2018). Evaluating teachers' professional development initiatives: towards an extended evaluative framework. *Research papers in education*, *33*(2), 143-168.

Orland-Barak, L. (2014). Mediation in mentoring: A synthesis of studies in Teaching and Teacher Education. Teaching and Teacher Education, 44, 180-188. doi:https://doi.org/10.1016/j.tate.2014.07.011

Sprott, R. A. (2019). Factors that foster and deter advanced teachers' professional evelopment. *Teaching and Teacher Education*, *77*, 321-331.

Course: Educational Assessment

Credit Hour:3

Status: Elective

Course Description

The course on educational assessment focuses on assessment of different aspects of education including: students' learning; curriculum assessment; programme assessment; and school assessment. The course introduces assessment methods, assessment strategies and assessment tools. The focus will be on developing on valid, reliable, and adequate tests and other assessment tools to measure students' performance, assess school's performance and evaluate a programme. The course will allow participants to examine the relevance and strengths of different assessment tools and develop different assessment tools.

Objectives

The course aims at helping the participants to:

1) Know about the concept of educational assessment
2) Know about different forms of assessment
3) Understand the cycle of assessment
4) Know about the strategies and tools of assessment
5) Understand the concepts of reliability and validity
6) Know about the strengths of different assessment tool
7) Know about Bloom's and Structure of Observed Learning Outcomes.
8) Know about the psychometric properties of assessment tools

Learning Outcomes

By the end of the course, participants will have:

1) Discussed and explained the concept of educational assessment
2) Reflected upon the use of different forms of assessment
3) Explained the cycle of assessment
4) Identified different strategies and tools of assessment
5) Reflected upon the concepts of reliability and validity
6) Explained the strengths of different assessment tools
7) Applied Bloom's and Structure of Observed Learning Outcomes.
8) Developed assessment tools and measured their psychometric properties

Course Content

1) Assessment as part of a developmental and instructional process
2) Assessment Cycle
3) Components of larger educational assessment
4) Why Do Teachers Need to Know About Assessment?
5) Deciding What to Assess and How to Assess It
6) Reliability of Assessment
7) Validity
8) Assessment strategies
9) Assessment Tools
10) Absence-of-Bias
11) Selected-Response Tests
12) Constructed-Response Tests
13) Performance Assessment
14) Portfolio Assessment
15) Affective Assessment
16) Improving Teacher Developed Assessments
17) Formative Assessment
18) Making Sense Out of Standardized Test Scores
19) Appropriate and Inappropriate Test-Preparation Practices
20) The Evaluation of Instruction
21) Assessment –Based Grading
22) Authentic Assessment
23) Developmental Screenings
24) Rubrics
25) Technology and Assessments

Recommended Readings

Bartholomew, S. R., Zhang, L., Strimel, G. J., & Garcia Bravo, E. (2019). A Tool for Formative Assessment and Learning in a Graphics Design Course: Adaptive Comparative Judgement. The Design Journal, 1-23.

BELLO, T., Gericke, G., &MacIntyre, U. (2019). Development, implementation and process

evaluation of theory-based nutrition education programme for adults living with HIV in Abeokuta, Nigeria. *Frontiers in Public Health*, *7*, 30.

Buelin, J., Ernst, J. V., Kelly, D. P., & DeLuca, V. W. (2019).formative evaluation techniques. *Technology and Engineering Teacher*, *78*(5), 21-23.

Choudhury, P. K. (2019). Student assessment of quality of engineering education in India: evidence from a field survey. *Quality Assurance in Education*, *27*(1), 103-126.

Giddens, J., &Caputi, L. (2019).Conceptual Teaching Strategies for Clinical Education. *Mastering Concept-Based Teaching E-Book: A Guide for Nurse Educators*, 101.

Kosyakov, D., & Guskov, A. (2019). Research assessment and evaluation in Russian fundamental science. *Procedia Computer Science*, *146*, 11-19.

O'Brien, S., McNamara, G., O'Hara, J., & Brown, M. (2019). Irish teachers, starting on a journey of data use for school self-evaluation. *Studies in Educational Evaluation*, *60*, 1-13.

Richmond, G., Salazar, M. D. C., & Jones, N. (2019).*Assessment and the Future of Teacher Education.*

Academic Policies

Attendance

Students will be expected to have 75% attendance in each course in which they are registered. Students who miss a class session will be expected to make up for the missed work on their own.

Leave Policy

Not more than two days, absence shall be condoned in each semester. Emergency leave may only be availed with the consent of the course supervisor and the approval of the Dean. A student shall be automatically dropped from a course if he misses four classes in a row. No refund of dues or tuition fees shall be permissible if a student is dropped from the course for excessive absence.

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 grade lower marking 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.

Grading Criteria

Students are graded through absolute grading scheme if the group size is 20 or less than 20 students. The grading scheme is as follows.

Grade	GPA	Percentage range
A	4.00	85.00 – 100.00
A-	3.67	81.50 – 84.99
B+	3.33	78.00 – 81.49
B	3.00	74.50 – 77.99
B-	2.67	71.00 – 74.49
C+	2.33	67.50 – 70.99
C	2.00	64.00 – 67.49
C-	1.67	60.50 – 63.99
D+	1.33	57.00 – 60.49
D	1.00	50.00 – 56.99
F	0.00	00.00 – 49.99
I	0	
W	0	

NOTE: **Students will be graded on relative scale if there are more than 20 students in a class.**

Annexure 5: Faculty Resumes

Résumé Dr Qudsia Kalsoom (Permanent Faculty)

Personal Details	Email:	qudsia_kalsoom@yahoo.com; qudsiakalsoom@gmail.com
	Contact:	+92-333-4276269
	Nationality:	Pakistan
	Date of Birth:	15.03.1975

Work Experience

February 2018 – to-date
Assistant Professor
Head, Department of Educational Leadership & Management
Beaconhouse National University (September 2019 – to date)

Key Responsibilities

Teaching postgraduate students
Supervising postgraduate
research Mentoring new
faculty
Leading and managing the department

2014-2017
Doctoral Research

2015
Adjunct Faculty, Virtual University of Pakistan

2004-2014
Assistant Professor and Head of the Department, Ali Institute of
Education, Pakistan (a premier teacher education institute in
Pakistan)

Key Responsibilities
- Developing and teaching courses at undergraduate level. Some of
  the courses were: Citizenship Education; Educational Research;
  Teaching Methods; Curriculum Studies; and Educational
  Assessment
- Supervising students' research
- Supporting the work of all regular faculty members, adjunct faculty
  and the visiting faculty working in the department
- Serving on the Institute's academic committee

2002-2003
Trainer and Curriculum Developer, Punjab Workers Welfare Board, Pakistan

1998-2002
Science Teacher, Beaconhouse School system, Pakistan

Education	**2014-2017** **PhD Education** (Coursework CGPA = 3.96/4) Lahore College for Women University, Pakistan **2011-2013** **MPhil Education** (CGPA = 3.96/4) University of Education, Pakistan **2009-2011** **MA Educational Leadership & Management** (CGPA = 3.95/4) University of Management & Technology, Pakistan **1996-1998** **M.Sc. Chemistry** (1st Division Equivalent to CGPA 3.65/4 University of the Punjab, Pakistan **1993-1995** **B.Sc.** (Major Subjects: Chemistry, Botany, Zoology) University of the Punjab, Pakistan
Major Professional Qualifications & Trainings	**2001-2002** Completed Certificate (6 months) in Professional Studies in Education from Bradford University, UK **2007-2008** Completed Advanced Postgraduate Diploma in Teachers Professional Development from Ali Institute of Education, Lahore, Pakistan 2004 Attended Training on "Child Friendly Schools: Theory & Practice". The training was organized by Ministry of Education Thailand and UNICEF.
Honour & Awards	Member Editorial Board of the International Journal of Sustainability in Higher Education (Journal Impact Factor = 2) PhD supervisor approved by the Higher Education Commission of Pakistan Member Board of Studies, Department of Education, Kinnaird College,

Lahore	Gold Medal in MA Educational Leadership & Management.

Publications	**Publications in Refereed Journals**

Kalsoom, Q. & Khanam, A. (2017). Inquiry into Sustainability Issues by Preservice Teachers: A Pedagogy to Enhance Sustainability Consciousness. Journal of Cleaner Production. Volume 164, pp. 1301-1311. https://doi.org/10.1016/j.jclepro.2017.07.047

Kalsoom, Q., Khanam, A. & Quraishi, U. (2017). Sustainability Consciousness of the Presevice Teachers in Pakistan. International Journal of Sustainability in Higher Education. https://doi.org/10.1108/IJSHE-11-2016-0218. Volume 18, Issue, 9. pp.1090-1107

Aziz, F., Kalsoom, Q., Quraishi, U., & Hasan, S. (2017). Perceptions on Gender-based differences in Educational Leadership. Management in Education. Volume 31, Issue 2. DOI: 10.1177/0892020617696628

Book Chapters

Kalsoom, Q. & Shah, A. J. (In Press). Re-Thinking Sustainability Teaching (Book Chapter). Springer.

Kalsoom, Q., Qureshi, N., & Khanam, A. (2018). Perceptions of the Research Scholars Regarding Education for Sustainable Development (ESD) in Pakistan. W. Leal Filho et al. (eds.), Sustainable Development Research in the Asia-Pacific Region, World Sustainability Series. Springer https://doi.org/10.1007/978-3-319-73293-0_10.

Kalsoom, Q. (2015). My Journey toward a Workable Action Research Question. In S. Caillier, & H. Lattimer (Eds.), Surviving and Thriving with Teacher Action Research: Reflections and Advice from the Field. New York: Peter Lang.

Encyclopedia Entries

Kalsoom, Q. & Hasan, S. (2019). Reflective Actions for
Sustainable Development. Walter Leal (ed) Encyclopedia of
Sustainability in Higher Education. Springer.

https://link.springer.com/referenceworkentry/10.1007/978-3-319-
63951-2_27-1

Kalsoom, Q. (2019). Constructivism and Sustainable Development.
Walter Leal (ed) Encyclopedia of Sustainability in Higher
Education. Springer.

https://link.springer.com/referenceworkentry/10.1007/978-3-319-
63951-2_7-1

Kalsoom, Q. (2018). Assessment of Sustainability Competencies.
Walter Leal (ed) Encyclopedia of Sustainability in Higher
Education.
Springer. (DOI: https://doi.org/10.1007/978-3-319-63951-2_331-1)

Kalsoom, Q. (2018). Attitude Change to Sustainable Development.
Walter Leal (ed) Encyclopedia of Sustainability in Higher
Education. Springer. (DOI: https://doi.org/10.1007/978-3-319-
63951-2_160-1)

Publications in Recognized National (Pakistani) Journals

Kalsoom, Q., Qureshi, N., & Khanam, A. (2019). Teacher Education
for Sustainable Development in Pakistan: Content Analysis of
Teacher Education Curriculum and Standards. Journal of
Research and Reflections in Education, 13 (1), 20- 34.

Amin, M., Kalsoom, Q., & Islam, M. (2019). Teacher Educators'
Beliefs regarding Elementary School Curriculum in Pakistan.
Journal of Elementary Education, 29(1), 17-32.

Kalsoom, Q., Amin, M. & Hasan, S. (2016). Factors Directing
Curriculum Debate among Teacher Educators in Pakistan.
Journal of Research and Reflections in Education, 10 (2), 132-
146.

Mahmood, K. M., Kalsoom, Q., Dilshad, M. & Butt, I. (2014).
Professional Development Portfolio: A tool for Student

Teachers' Development. Journal of Educational Research, 17 (1), 60-76.

Other Publications

Hasan, S. & Kalsoom, Q. (2014). A Comparitive Study of Basic Human Values of Teachers and Students in Public and Private High Schools in Punjab. AIE Journal For Research And Innovation In Education , 7, 5-18.

Kalsoom, Q. & Hasan, S. (2012). Analysis of primary Grades Textbooks Produced in the Light of Textbook Policy 2007. AIE Journal for Research and Innovation in Education, 5, 5-23.

Kalsoom, Q. (2010). Transforming Education through Technology. AIE Journal for Research and Innovation in Education,3, 23-32.

Conferences   Session Chair in the International Conference on Interactions and Interchanges: Literature, Culture, Globalization from December 6-8, 2018. The conference was organized by Kinnaird College in collaboration with Arizona State University.

Moderated paper presentation session in the International Conference on Moral Education organized by Lahore College Women University from November 22-24, 2018.

Presented a paper "Perceptions of the Research Scholars Regarding Education for Sustainable Development (ESD) in Pakistan" in symposium on Sustainable Development Research in Asia-Pacific Region. The Symposium was held in July 2017 at RMIT University, Melbourne, Australia.

Chaired a session in a Conference on Education Building Knowledge Competencies for Sustainable Development in Asia.

Keynote speaker at Teachers Festival entitled "Contemporary Curriculum Practices, Blended Learning & Teacher's Role".

Resume Dr. Saima Muneer (Permanent Faculty)

ACADEMIC QUALIFICATIONS

DEGREE / CERTIFICATE	BOARD / UNIVERSITY	YEAR
PhD Educational Administration Area of Specialization: Administration	Institute of Education & Research, University of the Punjab	2012
M.A Education Areas of Specialization: Educational Administration Elementary Education	Institute of Education & Research, University of the Punjab	2001-2003
B.A	Lahore College for Women	1999-2001
F.A	Government College for Women, Samanabad	1997-1999
Matric	Lahore Board	1997

CURRENT EXPERIENCE

1. Designation   :   Assistant Professor of Education
   Organization   :   Beaconhouse National University
   Tenure   :   February 2018 to date
   Department   :   School of Education
   Location   :   Lahore, Pakistan
   Areas of Job Experience :   Teaching, Research and Development

2. Designation   :   Acting Chairperson of Professional Studies Department
                                           Assistant Professor of Education
   Organization   :   Ali Institute of Education
   Years of Experience :   :   2 Years and 7 Months
   Tenure   :   November 2012 to June 30, 2015
   Department   :   Professional Studies Department
   Location   :   Lahore, Pakistan
   Areas of Job Experience   :

- Performing both administrative and teaching responsibilities as Chairperson of the Professional Studies Department.
- Being member of the Academic Committee, developed proposal for launching future degree programmes at AIE.
- Conducted Research Orientation Workshop for
  AIE faculty. Reviewed the curriculum of B.Ed.
  One year programme.
- Restructured the One Year B.Ed. Programme as per HEC guidelines. Serving as Student Counsellor for AIE students.
- Designed the Evening B.Ed Programme.

- I have also conducted on-campus and off-campus workshops and received email of excellent feedback from participants of the workshops
- Conducted workshop sessions for TARC Syedanwala & Bulleh Shah o Conducted workshop sessions for Al-Murtaza Academy, Hunza
- Conducted training sessions for Teachers Fest 2014

3. Designation	:	Lecturer
Organization	:	University of Management & Technology
Years of Experience	:	2 Years and 4 Months
Tenure	:	May 2007 to September 2009
Department		School of Social Sciences & Humanities,
Location		Lahore, Pakistan
Areas of Expertise	:	I have performed responsibilities in the areas of:

- Teaching at Post Graduate Level
- Coordinator for Post Graduate Degree Programmes
- Professional Trainer for off-campus and on-campus Workshops
- Consultant for Educational Administration & Quality
Teaching Practices
- Design & Development of Post Graduate Degree
- Programme Content with suggested Instructional Techniques
Development of Proposals for Research Grant

CERTIFICATIONS

- Certification in Project Management from Pakistan Institute of Quality Control (PIQC) now known as PIQC Institute of Quality.
- Certification in Interior Decoration from Islamabad Academy.

HONOURS

- Gold Medalist in Philosophy from Government College for Women, Samanabad, Lahore.

MS/M.PHIL THESES SUPERVISED

1. A Comparative Study of Academic Inbreeding with Professionalism in Public and Private Universities of Pakistan.

2. Generational Differences of Millennial and Generation X teachers on Commitment.

3. The Impact of Organizational Learning on Innovation: A Comparison of Public and Private Schools.

4. The Link Between Authentic, Distributed and Servant Leadership on Teachers' Knowledge Sharing Practices: In Search of the Best Fit.

5. Teacher Professionalism and Readiness for Change: A Generational Perspective.

6. The Impact of Comprehensive Induction Programmes on Teachers' Work Adjustment and Classroom Motivational Climate.

7. Authentic Leadership and Emotional Intelligence of Teachers and Administrative Staff.

8. A Study of Relationship between Organizational Misbehavior and Organizational Health of Schools.

9. Towards Assessing the Link Between Organizational Silence and Work-Life Balance of School Staff Hierarchy.

10. The Moderating Role of Perceived Organizational Support on Work Family Conflict and Work Life Balance; A Case Study of Elite Private Schools.

11. The Effect of Organizational Health on Occupational Burnout in Private School Teachers.

12. Relationship between Principals' Leadership Trust and Teachers' Work Engagement in Public & Private Schools.

13. A Comparative Study on Work Task Motivation of Teachers & Administrative Staff through the Lens of Cultural and Emotional Intelligence.

14. Teacher Perceptions on the Relationship between Students' Social Emotional Learning Competencies with Numeracy Skills.

PAPERS PUBLISHED IN HEC RECOGNIZED RESEARCH JOURNALS

- Muneer, S. (2015). Picturing Organizational Readiness for Change with Systems Model of Change. Science International, 1(3), 2783-2789.

- Muneer, S., Akhtar, M. M. S. (2015). Relationship between Organizational Culture and Organizational Effectiveness in Public and Private Universities of Pakistan. Science International, 3(3), 1891-1897.

- Imam, A., Abbasi, A. S., & Muneer, S. (2015). Employee Performance from the Lens of Islamic Work Ethics: Mediating Role of Personality X and Y. Science International, 27(1), 415-422.

- Imam, A., Abbasi, A. S., & Muneer, S. (2013). The Impact of Islamic Work Ethics on Employee Performance: Testing Two Models of Personality X and Personality Y. Science International (Lahore), 25(3), 611-617.

- Imam, A., Abbasi, A. S., Muneer, S., & Qadri, M. M. (2013). Organizational culture and performance of higher educational institutions: The mediating role of individual readiness for change. European Journal of Business and Management, 5(20), 23-34.

PAPERS PRESENTED AT CONFERENCES

- "Knowledge Management: Towards Integrating a Quality Framework for Higher Education" at the COMSATS International Conference on Management: Management for Humanity & Prosperity 2008.

- "ICT in Teacher Training: Towards Development of Electronic Collaboration Framework for Quality in Teacher Education" at the National Conference on Empowering Teachers: Practices and Possibilities held on February 6-7, 2008 at Fatima Jinnah Women University, Rawalpindi.

PROFESSIONAL MEMBERSHIP

Member of the Council of Social Sciences (COSS), Pakistan.

CONFERENCES / SEMINARS ATTENDED

- Microsoft Pakistan Developers Conference 2007, 19th June 2007.
- Microsoft Faculty Meet 2007.
- E-Learning Seminar by Punjab Information Technology Board (PITB) at Arfa Software Technology Park on 23rd April, 2013
- Teacher Characteristics, Actions and Perceptions: What Matters for Student Achievement in Pakistan? Seminar in collaboration with ASER, LCWU, ITA and IPL on 7th January 2014.

WORKSHOP ATTENDED

- Demonstrating Ownership and Taking Initiative at the University of Management & Technology.
- Statistical Package for Social Sciences (SPSS) training workshop at the University of Management & Technology.
- QS (Quacquarelli Symonds) World University Ranking Methodology held at The University of Lahore on 30th April 2013.

RESEARCH INTERESTS

- Educational Administration and Planning
    ICT in Education

COMPUTER SKILLS

- Microsoft Office
    MS Word
    MS PowerPoint
    MS Excel
    MS Visio
- Statistical Package for Social Sciences (SPSS)
- Endnote
- Trunitin
- Mega Stat
- ICT Software in Education
    Microsoft Project

INTERESTS

- Research in Educational Affairs
- Educational / Learning Software
- Discovering and innovating techniques for lifelong learning

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LANGUAGE PROFICIENCY

LANGUAGE	READING	WRITING	SPEAKING
English	Excellent	Excellent	Excellent
Urdu	Excellent	Excellent	Excellent
Arabic	Learning in process	Learning in process	Fair

Resume Ms Rimshaw Khan (Adjunct Faculty)

Mobile: +92-3216251084; rimshaw.khan@gmail.com ; Date of Birth: Aug 15, 1993

EDUCATION

University College London (UCL) - Institute of
Education, UK September 2018 - September 2019
Master's in Education, Health Promotion and International Development (Distinction
in Dissertation) Academic Representative for the Masters at UCL
Lahore University of Management Sciences (LUMS)
August 2012 - June 2016
B.Sc. (Honours), Major: Economics.
CGPA: 3.87; Specialization CGPA: 4.00 (Gold Medal)

EXPERIENCE

AMNESTY INTERNATIONAL (INTERNATIONAL SECRETARIAT, LONDON
OFFICE) May 2019- June 2019

- ✓ **Internee**
- Analysed the youth strategy of the Amnesty International for 2017-2020

- Studied the progress indicators and reported the success and failures of 51 global

  entities through an animated video

SECRETARY DELIVERY UNIT, PRIMARY AND SECONDARY HEALTHCARE
DEPARTMENT, GOVERNMENT OF PUNJAB, PAKISTAN August 2017- August
2018

- ✓ **Analyst**
- Assisted Secretary Health in monitoring programs and ensuring that they achieve their set

  targets- prepared weekly progress reviews of healthcare departments for Secretary and

  monthly reports for Chief Minister of Punjab.

- Planned and executed first ever Dental care regime plan by conducting data driven need

  assessment analysis in all hospitals of Punjab.

- Planned "Health Week 2018" with the NCD department- More than 600,000 patients

  were screened and all screening data of patients has been recorded on a specialized app

  that contributed immensely in compiling a health profile for the province of Punjab.

PUNJAB SKILLS DEVELOPMENT FUND (PSDF)   November 2016 - August 2017

Management Associate- Program design, Program Development Department

- Designed a scheme for 11,000 women with the objective of providing formal employment opportunities for the poor and vulnerable women of Punjab by imparting employable skills.

- Planned a skills training and employment program with the capacity of 800 trainees, specifically for the youth of tribal areas of D.G Khan and Rajanpur.

- Formulated a Resource Allocation Model (RAM) for allocation of funds into different sectors. Designed a mobilization plan for the "Skills for Tribal Areas of D.G Khan and Rajanpur" in order to mobilize industry, NGOs and formal training providers in the region.

- Assisted in carrying out capacity building conferences and other ways of formal communication to enhance training providers' participation in PSDF funded schemes.

- Communicated and coordinated with the third party evaluation firm and developed a scoring criteria for the evaluation firm to evaluate interested training providers.

- Carried out technical and financial negotiations with the training providers. Represented PSDF as an ambassador at the career fair held at LUMS.

LAHORE UNIVERSITY OF MANAGEMENT SCIENCES (LUMS) September 2015-June 2016

- *Teaching Assistant*- Econometrics and Intermediate Microeconomics
- Provided extra coaching to a class of 120 students with regards to lectures, and supplementary software: Excel and STATA.
- Conducted multiple sessions for teaching students about methods and techniques for conducting regression analysis in STATA, collecting and cleaning data, consolidation and transformation of data sets and evaluation of economic relationships in datasets.

SMALL AND MEDIUM ENTERPRISE DEVELOPMENT AUTHORITY (SMEDA) July 2015 - September 2015

- Internee- Planning and Policy department.
- Headed a Governmental Trade Project for Leather's exports- detailed study of leather's exports based on data from International Trade Center aided the government in preparation of export portfolio of leather.
- Headed an evaluation study for the Prime Minister's Youth Business Loan Program.

- Carried out a detailed research study on the incubators and accelerators in Pakistan other than SMEDA in order to devise policies for improvement of efficiency and reach of SMEDA's programs.
- Suggested several important recommendations for improvement of SMEDA's programs.

SHAUKAT KHANUM MEMORIAL CANCER HOSPITAL AND RESEARCH CENTRE June -July 2015

- Internee Marketing Department
- Planned, developed and organized innovative fundraising strategies and products.
- Helped in the execution of public relations' programs by engaging in Tele-marketing and maintaining a close relationship with the donors.
- Raised funds of Rs.250, 000 for Shaukat Khannum Zakat Champaign, 2015 by visiting different educational institutes and Housing localities.

PROJECTS/PUBLICATIONS

- Masters dissertation under supervision of Dr. Ian Warwick titled: 'WELLBEING OF SCHOLARSHIP STUDENTS AT AN ELITE UNIVERSITY OF PAKISTAN'- this dissertation explored the overall wellbeing of scholarship students, including their academic, social, cultural and religious wellbeing. Moreover, by exploring the case study of an elite university in Pakistan, it analysed the environment, culture and policies of the university in light of the Ottawa Charter and the Okanagan Charter
- Masters Project titled: 'EVALUATION OF PUNJAB EDUCATION VOUCHER SCHEME USING THEORY OF CHANGE AND DAC CRITERIA'- this detailed planning report evaluated the planning of the EVS through the planning framework.
- Masters research paper titled: 'AN ANALYSIS OF STREET CHILDREN IN PAKISTAN USING THEORIES OF SOCIAL REPRODUCTION AND SOCIAL TRANSFORMATION'- this analysed the issue of street children and their education using Boudieu's theory of social reproduction and Freire's theory of social transformation.
- Masters project titled: 'PROJECT TO RAISE HOPE AND ASPIRATIONS IN YOUNG PEOPLE OF THE MARGINALIZED CHRISTIAN MINORITY COMMUNITY OF YOUHANABAD, PAKISTAN'- this project used Sen's

capability approach and Appadurai's ideas about aspirations to inform an educational project to improve the wellbeing of Christian minority in the community of Youhanabad.

- Masters research paper titled: 'EDUCATION-CONFLICT NEXUS IN BALOCHISTAN IN THE GLOBALIZED WORLD'-this research paper explored the relation between conflict and education in the province of Balochistan in Pakistan.

- Econometrics detailed research project under supervision of Dr. Farooq Nasser titled: 'BARRIERS TO FEMALE ACQUISITION OF VOCATIONAL TRAINING IN PUNJAB'-This project focused on discovering the key barriers that hamper female acquisition of skills training. It used qualitative research methods like interviews, together with quantitative research methodologies and STATA to discover the major barriers. I was able to apply the findings into designing female friendly training programmes, while working at Punjab Skills Development Fund.

- Policy Brief under supervision of Dr. Ghazal Mir titled: 'MOVING TOWARDS A SUSTAINABLE AFFORESTATION APPROACH'- This project addressed the menace of deforestation in the province of KPK by highlighting some of the major issues of the government's afforestation approach.

HONOURS AND AWARDS

- Awarded Commonwealth Scholarship by the Commonwealth Scholarship Commission for 2018-2019

- Awarded Distinction in Masters Dissertation by the UCL Institute of Education

- Gold Medalist of 2016 Economics' Batch at LUMS by securing a SCGPA of 4.00. Placed on "Deans Honors List" for years 2012-13, 2013-14, 2014-15, and 2015-16.

EXTRA-CURRICULAR

- Managed LUMS' Career Expo 2014; prepared advertising plan for job fair, sent invitations.

- Volunteered to teach at the Township Government School as part of LUMUN

- Marketing Manager LUMS Community Service Society LCSS; increased blood donations and funds by 30%, managed flood relief fundraising.

SKILLS

- Expert in Microsoft Excel advanced functions. Proficient in Microsoft Word and PowerPoint.
- Specialist in STATA- a specialized economic software. Proficient in RATS- an economic software
- Excellent interpersonal, communication, presentation and motivational skills.
- Good leader and an efficient team player as well

<h1 align="center">Resume of Dr Afsheen Salahuddin (Adjunct Faculty)</h1>

<h2 align="center">Academic History</h2>

Ph.D. Education, 2019

Lahore College for Women University

CGPA: 3.6/4

M.Phil., 2014

Kinnaird College. Lahore

CGPA: 3.4/4

M.A. English Literature, 1999

University of the Punjab, Lahore

Second Division

B.A. 1996

Lahore College for Women University

First Division

F.Sc. (Pre-medical), 1994

Lahore College

First Division

Matriculation, 1992

Grade A+

<h2 align="center">Job Experience</h2>

Visiting Faculty, Department of ELM, Beaconhouse National University (Feb 2020-to present)

Visiting Faculty, Lahore College for Women University, 2015- to present Taught at Beaconhouse School System, 2006-2007

Papers Presentation (International Conferences)

Voices of in service teachers about teacher education of Lahore College for Women University" paper presented at the First International conference on Education at Lahore College for Women University. November 2016.

"Authentic Texts and Pakistani Learners' ESL Reading Comprehension Skills: A Mixed-Method Study." Presented at the 34th International Conference, 'Engaging the 21st Century Learner" of SPELT i.e. Society for Pakistani English Language Teachers. (November 2018).

"Classroom Environment and Morality." Research paper presented at the second International conference on Education at Lahore College for Women University, Lahore. (November 2018).

"Effectiveness of LMS or Learning Management system for teaching English Language at Higher Education Level." Research paper presented at the seventh International Conference on Education at the University of Education, Lahore. (April 2019).

"Assessing the Spoken English Anxiety in Students at Higher Education Level from the Student's Perspective." A Mixed Method Study. Research paper presented in third Asia International Multidisciplinary Conference held in Malaysia. (AIMC 2019) (April 2019)

"Speaking Anxiety in a Foreign Language Classroom. A Quantitative Study. "Paper presented in the second international conference on Social Sciences and Humanities at Kinnaird College for Women Lahore.(October 24th 2019 to October 27th 2019)

Publications in International Journals

"Authentic Texts and Pakistani Learners' ESL Reading Comprehension Skills: A Mixed-Method Study." Asma Aftab & Afsheen Salahuddin published in Language Education in Asia, 2015, Volume-6 Issue- 2 -ISSN: 1838-7365-Article URL :

http://www.leia.org/LEiA/LEiA%20VOLUMES/Download/Language_Education_in_Asia_Vol6_2015_Issue2.pdf

"Voices of in service teachers about teacher education of Lahore college for women university" Published in "International journal of Educational Enquiry and Reflection" Issue 1-Volume-2- ISSN 2410-2008-Article URL: http://ijeer.lcwu.edu.pk/assets/ijeer/vol2/2-2.pdf

"Assessing the Spoken English Anxiety in Students at Higher Education Level from the Student's Perspective." A Mixed Method Study. Research paper presented in third Asia International Multidisciplinary Conference held in Malaysia. (AIMC 2019) (April 2019) article published in the "International Transaction Journal of Engineering Management and Applied Sciences and Technologies." URL: http://tuengr.com/Vol10_17.html http://tuengr.com/V10A/10A17KM.pdf

Article accepted for publication

Speaking Anxiety in a Foreign Language Classroom. A Quantitative Case Study. Accepted for publication in the "Journal of Research and Reflections in Education." Education University.

Rubric Form

Beaconhouse National University

School of Education
(MPHIL Educational Leadership and Management)

Prepared by: Program Team of MPhil ELM

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?	5				
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)	**25**				
Score 1 (S1) = {TV / (No. of Questions * 5)} * 100 * Weight	**5.00**				

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**				

	Weight = 0.10				
	Score				
Criterion 3 - Laboratories and Computing Facilities	5	4	3	2	1
Are laboratory manuals / documentation / instructions etc. for experiments available and ready accessible of faculty and students?	5				
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)	**14**				
Score 3 (S3) = {TV / (No. of Questions * 5)} * 100 * Weight	**9.33**				

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?	5				
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?		4			
Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5				
Are there mechanisms in place for faculty development?	5				
Are faculty members motivated and satisfied so as to excel in their professions?	5				
Total Encircled Value (TV)	**34**				
Score 6 (S6) = {TV / (No. of Questions * 5)} * 100 * Weight	**19.43**				

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?		4			
Does the library contain technical collection relevant to the program and is it adequately staffed?	5				
Are the classrooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5				
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?	5				
Are there an adequate numbers of high quality graduate students, teaching assistants and Ph.D. students?	5				
Total Encircled Value (TV)	10				
Score 8 (S8) = {TV / (No. of Questions * 5)} * 100 * Weight	10.00				

Overall Assessment Score = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 =	98.10

Implementation Plan – MPhil Educational Leadership and Management

AT Findings	Corrective Action	Implementation Date	Responsible body	Present Status
The program lacks pre-requisite courses for the students who do not have a prior degree in education.	• As an alternative to pre-requisite courses, education- related content (curriculum development, teaching methods, and reflective practice) was integrated in the course "Philosophies of Education". • Arranged some online workshops/ lectures on the foundational concepts of education.	September 17, 2020	Department of Educational Leadership & Management	Alternative arrangements for pre-requisite courses helped in improving students' knowledge of foundational concepts of education. **Completed**
Research portfolio of the faculty is weak.	• The faculty were informed about the incentives for research publications and conference participation. • Motivated the faculty to engage more in scholarly work.	August 18, 2020	Department of Educational Leadership & Management	Faculty's research portfolio improved **Completed**
Needs to update library collection	List for purchase of new relevant books were demanded by HoD.	November 30, 2020	Library Administration	Books were purchased and updated in the library collection **Completed**

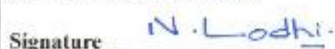**Member AT**

Name: Dr. Naima Qureshi

Signature

HoD

Name: Dr Qudsia Kalsoom

Signature

QEC

Name: Ms. Noreen Lodhi

Signature N.Lodhi.

Vice Chancellor
Beaconhouse National University
Lahore