



# UNIVERSITY OF KARACHI

*BS Programme (2<sup>nd</sup> Phase)*  
**2011**

*Department of Special Education*  
**University of Karachi**

## **Self Assessment Report**

Submitted to:  
**Quality Enhancement Cell**  
**University of Karachi**

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# INTRODUCTION

## **Introduction of Department:**

The Department of Special Education was established at the University of Karachi in 1988. The department offers a regular program of studies in Special Education at the graduate as well as the postgraduate level for the students who intend to serve the Special Need of the Community. During the course of studies, students are taught skills required to teach Special Children who are Mentally Retarded, have Impaired hearing, Visually or Physically Handicapped and disable to Learn under normal circumstances.

Many distinguished scholars have contributed to the fame and luster of the Department. Professor Dr. Ismail Saad was the founder chairman of the Department. He was instrumental in placing the Department on solid foundation during his chairmanship from 1987 to 1996. Initially, the Department was established as a baby of the Ministry of Special Education and Social Welfare Islamabad. Later the Department was adopted by the University of Karachi as a regular Department of the University in 2000.

The programs offered by the Department since its inception are Diploma in Special Education, Masters in Special Education, B.A. (Hons.) in Special Education. The Department offers the following programme:

- BS 4 – Years (8 Semester), BA Honors 3 Years (6 Semesters), MA 2 Years (4 Semester)
- MS / M.Phil
- Ph.D.

Since 1988 to date, the Department has produced 25 PhDs in the subjects of Education and Special Education. Presently also many students are in process of completing their BS / MS / M.Phil / Ph.D. research work through the Department. In the list of the Ph.D.'s awarded by the Department, the name of five teachers of the Department is prominent as well as many others serving in other Universities of the Country.

Teaching in the Department is planned on most modern teaching methods. Besides, lecture method, demonstration, discussion and classroom participation is also encouraged. The teachers keep developing by attending national and international trainings as well as conference.

Department maintains close relationship with public and private organizations like Government Social Welfare and Education Department as well NGO's in the city. It also has liaison with Punjab University, Allama Iqbal University and many other Universities in the Country.

Special Educators are playing a vital role in the teaching system of the country. Graduate from the Department are employed throughout the Country while some are working abroad too.

The Department plans to develop an Institute of Special Education and Research targeting towards developing future experts in the field of early intervention, behavior modification, counseling and guidance, assessment and rehabilitation etc.

**Prof. Dr. Shahida Sajjad**  
(Chairperson)  
Department of Special Education  
University of Karachi

## **CRITERION -1**

### **PROGRAM MISSION, OBJECTIVES AND OUTCOMES**

## **CRITERION-1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES**

### ***The mission of the programme (BS in Special Education):***

*The mission of the BS programme in Special Education is to develop teaching skills and critical thinking for meeting the requirements of the disable students with responsible attitudes.*

**Standard 1-1: The Program must have documented measurable objectives that support college and Institution mission statements.**

### **Aims and Objectives of BS Programmme in Special Education are:**

1. To provide an effective course of study and training for intended teachers in Special Education.
2. To develop leadership skills in students as future administrators in the field of special education.
3. To provide a conducive environment of learning emphasizing a mutual trust between students and teacher.
4. To conduct research and develop recommendations for the welfare of Special children and assess their special needs.
5. To serve as a resource center for all Government and Non-Government Organization, both at local and national level.

**Table: Program Objectives Assessment (BS in Special Education)**

S. No.	Objectives	How Measured	When Measured	Improvement Identified	Improvement Made
1.	To provide an effective course of study and training for intended teachers in Special Education.	Employer's Opinion Survey	2011	Deficiency to design system component or process	Enrich syllabus with Flow Charts enabling students understand and design system.
2	To develop leadership skills in students as future administrators in the field of special education.	Employer's Opinion Survey	2011	Lack of leadership skills	Seminar arranged on leadership skills.
3	To provide a conducive environment of learning emphasizing a mutual trust between students and teacher.	Students Survey	2011	Return of graded scripts in reasonable time	Chairperson has a through follow-up with the teachers on this issue.
4	To conduct research and develop recommendations for the welfare of Special children and assess their special needs.	Employer's Opinion Survey	2011	Ability to collect and analyze data is strong and no short coming was identified	N.A.
5	To serve as a resource center for all Government and Non-Government Organization, both at local and national level.	<ul style="list-style-type: none"> <li>• Department is working in collaboration with other NGOs on rehabilitation of persons with disabilities.</li> <li>• Job placement of passed out graduates in various organizations i.e. department is providing human resources to various organizations.</li> </ul>	2011	Enhanced circle to collaborate with more NGOs.	Meeting with NGOs to identify resources needed by them.



**Standard 1-2: The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes. PROGRAM OUTCOMES: BS. (Special Education)**

Students of the Department of Special Education continue to enter a variety of educational, vocational and rehabilitation fields. Many are speech pathologists, audiologists, and teachers in different special education centers for mental retardation, physical handicap, hearing impairment, visual impairment, and learning disability" The graduates of the department get jobs in schools, hospitals, institutes, rehabilitation centers, directly or indirectly serving special need children. (See Annexure – I)

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

**a) Actions Taken**

The result of the process is in hand and plans to revise curriculum, enhance infrastructure, furniture & fixtures, staff development etc is being developed.

**b) Strengths and Weaknesses of the Program**

**i) Strengths**

1. All Faculties have a Ph.D. Degree in the relevant budget.
2. Department is offering BS, MS, Ph.D. Programs.
3. The Department has benefited from foreign faculty hiring scheme.
4. Department acts as Resource Center for NGO's and Government organizations.
5. The Department offers internship to the BS final year students.

**ii) Weaknesses**

1. More than half of teachers have retired and there is an acute shortage of teachers so, cooperative teachers are hired to fill the gap.
2. Department is working in Shiekh Zayed Center and needs its own building with an access for persons with disabilities.
3. Poor state of building maintenance specially washrooms.
4. There is no generator and UPS.
5. No internet facility.
6. Surplus non teaching staff.
7. Lack of qualified and experienced head of computer department.
8. Lack of computers, lack of Audiological assessment lab.
9. Lack of computer facility to manage library functions.
10. Lack of Air conditioners to create a comfortable environment for learning

### c) Future Development Plans

1. To initiate research project with the collaboration of international donor agency.
2. To revise syllabus for B.S. according to the global approach of inclusive education.
3. To enhance quality of Higher education in the department through modern innovative teaching and assessment methods.
4. To provide a platform for person with disabilities for their educacy, barrier from environment and providing equal opportunities in the country.

**Standard 1-4: The department must assess its overall performance periodically.**

#### a) Student Enrolment

S.No.	Year	Degree (BS)
1.	2007	40
2.	2008	18
3.	2009	28
4.	2010	64

b) Student / Faculty Ratio      Student / Faculty Ratio 150/2  
(One teacher on leave)

c) D) Time for B.S. in Department      04 Years  
ii) Time for M.S.      02 Years  
iii) Time for Ph.D (2Years)      02 Years

d) The average student grade point (CGPA) 2.45

e) Employer's Satisfaction

Employer's Opinion Survey conducted      (Results are included in the report)

f) Student / Faculty Satisfaction      (Results are included in the report)  
Survey Conducted

g) Research Activities      CVs of Regular Faculty Members are included  
in the report  
(List of M.Phil/ Ph.D. Students - Annexure I)

## **CRITERION -2**

### **CURRICULUM DESIGN AND ORGANIZATION**

## CRITERION-2: CURRICULUM DESIGN AND ORGANIZATION

### Program of Studies Offered

#### FOUR YEARS B.S. IN SPECIAL EDUCATION

##### SCHEME OF STUDY:

###### First Semester:

S. No.	Course #	Course Title	Credit Hours
01.	311	Introduction to Special Education (Major)	03
02.	301	Sub-I	03
03.	301	Sub-II	03
04.	300.1 (I.S)	Islamic Studies ( <i>Compulsory</i> )	03
05.	300.1 (E)	English ( <i>Compulsory</i> )	03

###### Second Semester:

S. No.	Course #	Course Title	Credit Hours
01.	312	Exceptionalities: An Overview (Major)	03
02.	301	Sub-I	03
03.	302	Sub-II	03
04.	300.2 (P.S)	Pakistan Studies ( <i>Compulsory</i> )	03
05.	300.2 (U/S)	Urdu / Sindhi / Natural Science ( <i>Compulsory</i> )	03

###### Third Semester:

S. No.	Course #	Course Title	Credit Hours
01.	411	Educational Psychology (Major)	03
02.	402	Sub-I	03
03.	402	Sub-II	03
04.	400.1 (B.M)	Basic Math ( <i>Compulsory</i> )	03
05.	400.2 (E)	English ( <i>Compulsory</i> )	03

###### Fourth Semester:

S. No.	Course #	Course Title	Credit Hours
01.	412	Human Growth and Development (Major)	03
02.	402	Sub-I	03
03.	402	Sub-II	03
04.	400.2 (E.S)	Everyday Science ( <i>Compulsory</i> )	03
05.	400.1 (C.A)	Computer Applications ( <i>Compulsory</i> )	03

###### Fifth Semester:

S. No.	Course #	Course Title	Credit Hours
01.	501	Environmental Science	03
02.	511	Teaching Strategies in Special Education (Major)	03
03.	521	Curriculum Development for Special Children (Major)	03
04.	531	Assessing Students with Special Needs (Major)	03
05.	541	Foundations of Counseling and Therapies (Major)	03
06.	551	Teacher Development and School Improvement (Major)	03

**Sixth Semester:**

S. No.	Course #	Course Title	Credit Hours
01.	502	Communication Skills	03
02.	512	Psycho-Social Aspects of Exceptionality (Major)	03
03.	522	Educational Programming for Special Children (Major)	03
04.	532	Practicum: Internship with Different Service Providers (Major)	03
05.	542	Mental Retardation: An Introduction (Major)	03
06.	552	Visual Impairment: An Introduction (Major)	03

**Seventh Semester:**

S. No.	Course #	Course Title	Credit Hours
01.	601	Introduction to Statistics / Management	03
02.	611	Hearing Impairment: An Introduction (Major)	03
03.	621	Physical Disabilities: An Introduction (Major)	03
04.	631	Learning Disability: An Introduction (Major)	03
05.	641	Emotional and Behavioral Disorders: An Introduction (Major)	03
06.	651	Communication Disorders: An Introduction (Major)	03

**Eighth Semester:**

S. No.	Course #	Course Title	Credit Hours
01.	612	Community Development ( <i>Compulsory except for Social Work and Sociology</i> )	03
02.	622	Internship in Mental Retardation (Major)	03
03.	632	Internship in Visual Impairment (Major)	03
04.	642	Internship in Learning Disability (Major)	03
05.	652	Internship in Hearing Impairment (Major)	03
06.	662	Internship in Physical Disability (Major)	03

*Total Number of Courses: 46*

*Total Number of Credit: 138*

**Standard 2-1: The Curriculum must be consistent and support the program's documented objectives.**

The following table manifests how the program content (Courses) meets the Program Objectives.

The following table manifests how the program content (Courses) meets the Program Objectives.

Courses	Objectives of BS in Special Education				
	1	2	3	4	5
Major / Compulsory courses (No.)	311, 312, 411, 412, 511, 521, 522, 531, 541, 551, 512, 522, 532, 542, 552, 611, 621, 631, 641, 651	521, 422, 531, 541	622, 632, 642, 652, 662	511, 531, 541, 551, 522, 532, 622, 632, 642, 652, 662	311, 312, 411, 412, 511, 521, 531, 541, 551, 512, 522, 532, 542, 552, 611, 621, 631, 641, 651, 622, 632, 642, 652, 662
Elective Courses (No.)					
Practical (Field and Lab) (C.No.)					

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

The following table indicates the elements covered in core courses:

Elements	Courses
i) Theoretical Background	311, 312, ,411,412,502,511, 512, 551,521,542,552,611,621.631,641, 651
ii) Problem Analysis	421, 422, 531, 541
iii) Solution Design	522, 532,551, 622, 632, 642,651, 652, 662

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

&

**Standard 2-4: The curriculum must satisfy the major requirements for the program, as specified by the respective accreditation body/council.**

The department follow HEC requirement for each Degree Program in BS, MS & Ph.D. and approved by academic council, competent authority and statutory body.

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

<b>Program</b>	<b>Math and Basic Science</b>	<b>Other topics relevant to the subject</b>	<b>General Education</b>	<b>Others</b>
BS in Special Education	33.2, 400.1, 400.2 (ES)	400.1 (E), 612, 601	400.1 (E), 300.2 (P.S.)	

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

One course is being offered (Course Code 400.1 -C.A)

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

One course is being offered (Course Code 502)

## **CRITERION - 3**

### **LABORATORY AND COMPUTING FACILITIES**



### **CRITERION-3: LABORATORIES AND COMPUTER FACILITIES.**

#### **Department Library Facilities:**

The library of Special Education was developed in 1988-89. The library has a useful collection of Books on Special Education and related subjects for reference purposes. Like Psychology, Education etc. Nearly 2000 books are in the library and 600 Research Master's Thesis produced by the Students of the Department.

Many Research Journals are also available in the library Pakistan Journal of Special Education and other local journal. Many periodicals are also available on related subjects. The Department library also has 250 borrowed latest books from Dr. Mehmood Hussain Library.

Presently, the Department is planning to computerize the Department library.

#### **Computer Lab:**

The Department of Special Education lacks a well equipped computer laboratory, which to provide assistance in almost all aspects of the use of information processing facilities. However, the students are given some opportunities to develop and improve upon their skills in the computer laboratory. There is a lack of qualified and competent head in computer lab. A female is needed as instructor for this purpose because 99.9% students are female. There is also a need of more & latest computers.

#### **Venue and Timing:**

All academic programs are being conducted in the Department of Special Education, University of Karachi during regular University teaching hours, in morning and evening.

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

Not Applicable

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

Not Applicable

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

- i) **Computing Facilities** Available but not sufficient
- ii) **Multimedia** Available
- iii) **Website** The department has a link with the Karachi University website i.e., [www.uok.edu.pk/faculties/specialeducation/](http://www.uok.edu.pk/faculties/specialeducation/)

**iv) Internet** Not available

## **CRITERION - 4**

### **STUDENT SUPPORT AND ADVISING**

#### **CRITERION-4      STUDENT SUPPORT AND ADVISING**

Students of the Department of Special Education have adequate support to complete the program in time and have ample opportunity to interact with their teachers of respective courses and receive timely advice about program requirements and career development.

**Standard 4-1:      Courses must have been offered with sufficient frequency and number for students to complete the program in a timely manner. Institute's Strategy for Course Offering**

The department offers following courses:

- **Four years BS in Special Education.**
- **M.S. (Special Education)**
- **Ph.D. (Special Education)**

The timetable is strictly followed to complete the program well in time.

<b>Program</b>	<b>Classes per week</b>	<b>Practical classes per week</b>	<b>Research Guidance</b>
B.S. in Special Education	18	12	-
MS. in Special Education	6	-	6 Credit Hours
Ph. D. in Special Education	6	-	12 Credit Hours

**Standard 4-2: Course in the major must be structured to ensure effective interaction between students, faculty and teaching assistants.**

As per specialization of the teacher. (Course allocation is made in the meeting of the Faculty members).

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

- The Chairperson of the Department nominates a faculty member as 'Students Advisor' who is available to all students for course decision and career choices. The student Advisor and the Chairperson help the students in providing information to the students who have recently passed out about the career opportunities available for them. Besides, the department's assistance, the University also has a programme of Guidance and Counseling for the students.
- The Chairperson places on the Notice Board the opportunities regarding membership in technical and professional societies.

**CRITERION - 5**

**PROCESS CONTROL**

## **CRITERION-5: PROCESS CONTROL**

### **Standard 5-1: GENERAL RULES AND REGULATIONS:**

1. A student shall be assigned an enrollment number for identification throughout his / her stay in the University.  
**For BS** 4 years  
**For MS** Two years after B.S.
2. However a student unable to complete his / her degree requirement within the validity of his / her enrolment, will have to revalidate / extend / his / her enrolment for not more than 2 years by paying a prescribed fee with the permission of Chairperson and Dean.
3. A student who wishes to join the University after a break shall have to get new enrollment in the University with the Permission to Chairperson and Dean.
4. Extension of re-enrolment will be allowed by Vice-Chancellor on the recommendation of Dean & Chairperson as last chance for those students who are short of aggregate / short of CGPR or fail in a maximum of two courses only.
5. In case of calculation errors in total marks submitted earlier, the correction may be incorporated by Semester Examination Section on the production of certified photocopy of the answer script and other relevant material duly attested by Chairperson and the Dean. No application for such rectification shall be entertained by Semester Examination Section after 15 days of the declaration of official result by the University.
6. A student who fails even once in any paper or repeats a paper because he/she did not take it in the first chance, will forfeit his/her right to any position in the final examination.
7. A student who is desirous of admission to a degree programme and has already passed some of its courses or all courses of a few semesters from any other institution, then must apply for exemption in those courses, through equivalence committee before admission. If exempted, he / she may apply for admission in the forthcoming academic year on merit.

### **PROMOTION RULES:**

1. Students shall not be promoted to the next higher class if he / she fails to clear 80% of courses.
2. Admission to the next degree class shall not be granted without fulfilling the basic entry requisites.
3. A student repeating a course shall not be given a rank in order of merit.
4. Students' Absence / Detention on account of short attendance shall be deemed as failure in that course.

### **FAILURE / REPETITION:**

1. If a student fails in theory he / she shall be declared to have failed in that course. However, he / she shall be permitted to clear that part of the course in the subsequent regular examination as a repeater.
2. If a student is unable to complete the attendance requirement in any course, he / she shall be required to attend the entire course whenever it is offered again. He

- / she will become eligible for taking the examination in the particular course only after he / she has completed it attendance requirement. Such a student shall pay a prescribed fee for attending the classes as casual student.
3. If a student, after completing the attendance requirement, does not appear or fails in the terminal examination of a course, he / she will be allowed to reappear not more than twice in the terminal examination fee as repeater student.
  4. A repeater student who fails to clear a course / courses in three regular, available chances will not be eligible to re-appear. He / she may be allowed as a last chance to attend the classes of the course / courses, he / she failed to clear. Permission to appear in the examination will be subject to completing attendance requirement.

#### **ATTENDANCE:**

1. An attendance of 75% is necessary in each course for a student to be eligible to take the Terminal Examination in the relevant course.
2. Attendance shall be counted from the date of starting of the Semester and not from the admission date.
3. Students called for National duty such as participation in Olympics, National Games, inter-varsities, and going perform Haj would be given exemption in attendance for the actual period of national duty / Haj. These cases would be decided individually.
4. Attendance shall be marked as per cr. Hrs. of a particular course for both theory and lab.
5. Original attendance Register is to be submitted to the Chairperson for record and future reference.

#### **CANCELLATION OF ADMISSION / RE-ADMISSION:**

1. If a student admitted in Hons. 1<sup>st</sup> year Master (Prev.) from the commencement of the semester fails to attend the class for the 15 days, his / her admission shall be stand cancel.
2. If a student absent himself/herself for 15 consecutive days during the semester without any information, his / her admission shall be cancelled. Re-admission would grant in the same semester by the Dean on the recommendation of the Chairman if he / she can complete his / her attendance requirement.
3. Utility charge Rs. 500/= Paper will be charged from all those students who are allowed to attend classes as per request or as 3<sup>rd</sup> time failed case.
4. If a student is unable to continue his / her studies during his / he studies, his / her admission will be treated as cancelled. He / she may however be re-admitted after the payment of prescribed fee in the same semester where he she had left.
5. Permission would be granted by Dean on the recommendation of the Chairperson.
6. He / she may be allowed three chances to pass / get promoted in the next higher class if he / she completed the attendance requirements.

#### **UNFAIR MEANS:**

All the cases of unfair means will be forwarded to the Committee appointed for the purpose and the matter will be dealt with in accordance with the rules and regulations of the University.

#### **INTERPRETATION OF SEMESTER RULES:**

The decision of the Dean's Committee would be final for the interpretation of Semester Rules. In case of any appeal Dean's Committee would **dispose** if off on its merit.

**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.**

As per University's Regulations

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

HEC rules with approval by the University Syndicate are applied for appointment.

#### **Appointments / Promotion Procedure Basic Pay Scale (BPS)**

Appointments are based on HEC rules given below:

##### **A. Lecturer (BPS-18): Minimum Qualification**

Master's Degree (first class) in the relevant field with no 3<sup>rd</sup> division in the Academic Career from HEC recognized University / Institution. During the next two years (i.e., until June 30<sup>th</sup>, 2008) if no candidate is available without 3<sup>r</sup> division in the academic record, then the University may forward the case for appointment of a selected candidate to the HEC for consideration and approval.  
No experience required.

##### **B. Assistant Professor (BPS-19) Minimum Qualification**

Ph.D. in the Relevant field from HEC recognized University / Institution, No experience required.

OR

Master's Degree (foreign) or M.Sc. (Hons.). (Pakistan) in the relevant field from HEC recognized University / Institutions, with 4 years teaching / research experience in a recognized university or a post-graduate Institution.

### **C. Associate Professor (BPS-20)**

#### **Minimum Qualification**

Ph.D. in relevant field from HEC recognized University / Institution.

Experience

10-years teaching / research in HEC recognized University or a post-graduate Institution or professional experience in the relevant field in a National or International Organization.

OR

5-years post Ph.D. teaching / research experience in HEC recognized University or a post-graduate Institution or professional experience in the relevant field in a National or International Organization.

#### **Minimum Number of Publications**

8 research publications (with at least 2 publications in last 5 years) in internationally abstract Journals recognized by the HEC.

### **D. Professor (BPS-21)**

#### **Minimum Qualification**

Ph.D. from HEC recognized Institution in relevant field.

#### **Experience**

15-years teaching / research experience in HEC recognized University or post-graduate Institution or professional experience in the relevant field in a National or International Organization.

OR

10-years post Ph.D. teaching / research experience in a recognized or post-graduate Institution or professional experience in the relevant field in a National or International Organization.

#### **Minimum Number of Publications**

12 research publications in internationally abstracted Journals recognized by the HEC.

#### **Bases for Appointments / Promotions**

Four main areas where a candidate is evaluated for Tenure Track Scheme:

- Teaching
- Research
- Service
- Personal characteristics

#### **General Criteria for Appointment on TTS**



All faculty members in any discipline are eligible to apply for appointment provided they fulfill the following minimum eligibility conditions;

**A. Assistant professor**

**Minimum Qualification**

Ph.D. from a recognized University with excellent communication / presentation skills.

**B. Associate Professor**

**Minimum Qualification »**

-..-

Ph.D. with 6 years post-Ph.D. teaching / research experience in a recognized University.

**Minimum Number of Publications**

10 research articles published in journals having impact factor.

**C. Professor: Minimum Qualification**

Ph.D. with 11 years post-Ph.D. teaching / research experience from a recognized University.

**Minimum Number of Publications:**

15 research articles published in journals having impact factor:

**Faculty evaluation Process**

University rules are adopted.

**Standard 5-4: The process and procedure 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 it is meeting its objectives,**

1. Process to ensure teaching and delivery of course material:
  - a) Time table is strictly followed by all faculty members.
  - b) Chairperson of the department frequently get feed back from the students during the semester.

**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.**

- a) The department ensures that the graduates are punctual and fulfill the attendance requirement i.e., 75%.

**CRITERION - 6**

**FACULTY**

## CRITERION-6 FACULTY

Faculty members of the department of Special Education are active in teaching and research have the necessary technical depth to support the program. Teachers attempt to cover the curriculum adequately and in case of need hold extra classes.

**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 interest of all faculty members must be sufficient to teach all courses, plan, modify and update courses. The majority must hold a Ph.D. degree in the discipline.**

The Regular Faculty of the Department is all Ph.D. Most of the faculty members are retired and there is need of hiring new faculty for which the selection board is needed to be arranged on urgent and important basis.

### List of Teaching Faculty

Regular Teachers	
1. Prof. Dr. Shahida Sajjad	Professor
2. Prof .Dr.Shagufta Shahzadi	Professor (On leave)
3. Dr.Nasir Sulman	Associate Professor
Teachers on Contract	
1. Dr. Aqila Khatoon	(w.e.f. January-2011)
Fulltime Cooperative Teachers	
1. Dr. K.F. Vigar Hashimi	
2. Dr. Kaniz Fatima	
3. Ms. Humera Aziz	
Part-time Cooperative Teachers	
1. Ms. Marina Nisar	
2. Ms. Shumaila Hashim	
3. Ms. Naheed Maqsood	
Visiting Faculty	
1. Prof. Dr. Anjum Bano Kazimi	

**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.**

**A) Faculty members of department of Special Education are considered current in the discipline based on the following criteria:**

- a. All teachers meet the HEC criteria for appointment in the respective cadre,
- b. Teachers generally participate in seminars, conferences at National / International levels,

- c. Teachers take interest in teaching and involve themselves in research.

**B) Faculty Development program at department level.**

University of Karachi has started Faculty Development Program with the help of HEC. Under this program non-Ph.D. faculty are given opportunities to improve their qualification from technologically advanced countries of the world. Further, Post-Doc facilities will be available to the faculty holding Ph.D. degrees. The University also helps to organize professional activities such as workshops, seminars and conferences.

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

To help the faculty of department of Special Education in their progress to excel in their profession, the department and institution has devised the following strategies:

- a. The department ensure fair, timely selection, appointment / promotion as per HEC criteria,
- b. Good working environment exists for research on social issues and social responsibilities. The faculty has good relationship with NGOs and social institutions in the country and abroad.

**CRITERION - 7**

**INSTITUTIONAL FACILITIES**

## **CRITERION-7 INSTITUTIONAL FACILITIES**

Institutional facilities, including library, class rooms and offices are adequate enough to support the objectives of the program.

**Standard 7-1: The Institution must have the infrastructure to support new trends in learning such as E-learning.**

### **Computer and Internet Facility**

The Department of Special Education / has a well equipped computer laboratory, which provides assistance in almost all aspects of the use of information processing facilities. The students are given ample opportunities to develop and improve upon their skills in the computer laboratory. The department has an Internet facility from the University.

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

#### **a) Main Library**

Faculty members and students of the department are allowed to use the main library even after normal working hours. The main library provides the following services:

- a. Course books
- b. Digital library having access to journal and E-books

#### **B) Seminary Library**

It is a fact that libraries play a significant role in the personal and intellectual development of students in every academic institution. The Department of Special Education gives much importance to academic excellence. The seminar library provides the students with over 3000 books, journals, magazines, and other national and international periodicals. Besides, the University has central library, which is the largest University Library in Pakistan. The students also can avail all the facilities provide by the central library of the University.

**Standard 7-3: Classrooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibility.**

#### **Classrooms**

The department has white boards, black boards, overhead projector and multimedia. It however need more class rooms to cater the need of it's under graduate and graduate student.

**CRITERION - 8**

**INSTITUTIONAL SUPPORT**

## **CRITERION-8      INSTITUTIONAL SUPPORT**

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

**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 teacher and scholars.**

The financial resources for regular purchase of books are very limited which needs to be enhanced. The major financial source of the Department is the University of Karachi which allocates budget for the Department, whereas the University relies on HEC funding.

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

(List enclosed as Annexure - I)

**Standard 8-3: Financial resources must be provided to acquire and maintain library holding, laboratories and computing facilities.**

The University of Karachi provides financial resource to maintain library and computing facilities. The department, however, is not having the separate fund of its own to maintain and upgrade its library and computing facilities. HEC is also requested to provide additional resources for further strengthening of the Department of Special Education.



## **FACULTY CVs**

**DR. SHAHIDA SAJJAD**  
**Resume'**



A-12, Block-4, Gulistan-E-Jauhar, Karachi-75290  
Contact: 92-2333-2133134 / 92-21-4660220  
[shahida\\_sajjad@hotmail.com](mailto:shahida_sajjad@hotmail.com)

**PERSONAL PRFOFILE**

Father's Name	:	Sajjad Ullah Khan
Husband's name	:	Kunwar Abu Bakr Saeed Khan
Date & Place of Birth	:	14 <sup>th</sup> April 1953 Karachi
Nationality	:	Pakistani
CNIC-No.	:	42101-1688656-4

**MISSION**

My Mission is to Develop and enhance Skills & Competencies in Human Capital for their optimum utilization in most effective manner and provide opportunities for their self-development individually and collectively to flourish their lives and surroundings.

**FUNCTIONAL PROFILE**

I am a dynamic professional having a wide range of experience in Teaching, Coaching, Training & Development. I have a proven track record of leadership skills, involving, managing, developing and motivating people and my students to achieve their individual & corporate objectives. I am a Learning resource, available to national and international institutions for Development of Human Resources. I have participated and read my research papers in various international and national forums.

## ACADEMIC & PROFESSIONAL QUALIFICATION

<b>Certificate/Degree/Diploma</b>	<b>Grade</b>	<b>Honor</b>	<b>Year</b>	<b>Name of institution</b>
Ph.D (Special Education)		-	2004	University of Karachi
M.B.A(Human Resource Management)	3.8 GPA	1 <sup>st</sup> Position	2002	PIMSAT Karachi
M.Ed. (Special Education)	First Division	-	1997	Allama Iqbal Open University
Post Graduate Diploma in Public Administration	First Division	1 <sup>st</sup> Position	1994	University of Karachi
M.A. (Education)	First Division	1 <sup>st</sup> Position Merit scholarship	1986	University of Karachi
Bachelor of Education (B.Ed)	First Division	Merit scholarship	1978	University of Karachi
Bachelor of Science B.Sc	First Division	Merit scholarship	1972	University of Karachi
Higher Secondary Certificate(HSC)	First Division	Merit scholarship	1970	Karachi Board
Secondary School Certificate (S.S.C.)	First Division	Merit scholarship	1968	Karachi Board

**Nominated by Georgia State University for “The Distinguished Research in Teacher Education Award 2007”** on submitting research paper entitled “*Staff Development Program At Higher Education Level In Pakistan- Issues And Challenges*” and received Commendation letter from Georgia State University, USA.

**Skills:** Windows, MS office (word, Excel, PowerPoint), other business applications and internet etc.

## EMPLOYMENT RECORD/ WORKING EXPERIENCE

### I. UNIVERSITY OF KARACHI – DEPARTMENT OF SPECIAL EDUCATION

More than 18 years Teaching Experience with the Department of Special Education, University of Karachi in the following capacities:

### Positions Held:

1. Chairperson Department of Special Education , University of Karachi
2. Professor BPS- 21 (October 2009 till date)
3. **Assistant Professor** PBS-19 (Aug 2001 September 2009)  
Foreign Service Leave (1997-2001)
4. **Lecturer** PBS-18 (1988-1997)

### I.1 PROFESSIONAL/ ADMINISTRATIVE RESPONSIBILITIES:

1. **Teaching subjects:** Management in Special Education, Educational Psychology, Teaching strategies in Special Education, Curriculum Development for Special Children, Educational programming For Special Children, Acoustics, Audiology, Physiology and Pathology of the Ear.
2. **Developed Curriculum** for Ph.D students offered by the Department of Special Education University of Karachi.
  - Subject “Advanced Communication Skills”. Course code: 831
  - Subject: Management and Leadership in Special Education. Course code: 822
3. **Developed Curriculum** for MS students offered by the Department of Special Education University of Karachi.
  - Subject “Communication Skills”. Course code: 731.
4. **Developing and revising syllabi** to meet current needs of students at Graduation level in the Department of Special Education, University of Karachi.
5. **Research Supervision** of students for Research programs.
6. **Organizing & conducting educational seminars/ workshops** as a requirement of Training of Teachers at Master’s level.
7. **Member Board of Studies** for B.A (Pass) degree program for Hearing Impaired Students. 2010.
8. **Editor**, Pakistan Journal of Special Education, 2010.
9. **Member Departmental Research Committee** 2010.
10. **Organized conference** on “**Twenty First Century and the Hearing Impairment**”, August 30, 1993, at Karachi Marriott Hotel, as Chairperson, Scientific Committee, Department of Special Education, University of Karachi.
11. **Member Board of Studies**, Department of Special Education, University of Karachi, 2009 till date.
12. **Panelist** Six One-Day workshop for youth 14<sup>th</sup> March 2009 conducted by the City Institute of Management to celebrate Hamara Festival Karachi 2009.
13. **Member Selection Board** of Ida Rieu Poor Welfare Association Karachi. Affiliated for Graduate program for Visually Impaired and Hearing Impaired. 2004-2007.
14. **Member, Editorial Board** of “Educology”- A Journal of Educational Research, published by Federal Urdu University, ISBN-F, 969-8402/06-02.
15. **External Examiner** to M. Phil candidate of Department of Education, Hamdard University in Karachi, Pakistan on the topic “Piaget’s Theory of Cognitive Development and It’s in relationship with Mentally Retarded Children”. May 4, 2006.
16. **Lecturer** in Development of an E-Learning Program in the Department of Special Education on Autism 2005 (HEC Project).
17. **Student Advisor** Department of Special Education, University of Karachi from the year 2003 – 2004.

18. **External Examiner** for Ma Ayesha Institute of Education & Allied Sciences (Affiliated Colleges of Special Education), offering Diploma in Special Education, Paper-II- 521: Child Psychology. 2004.
19. **Paper Setter and Examiner** for Modular Foundation Examination Spring 2002- Institute of Chartered Accountants of Pakistan (ICAP) for subjects Functional English and Business Communication & Behavioural Studies.
20. **Member Seminar Committee** of Karachi University in the year 1995.
21. **Expert in Panel Discussion** in “Parent Counseling and Guidance Workshop” organized by STPRC Karachi, 10 December, 1994.
22. **In-charge Department of Special Education** University of Karachi in 1990, 1991, 1992.
23. **Internal Examiner**, Department of Special Education, University of Karachi, 1989 – 1997.
24. **Chairperson Scientific Committee** in “Special Needs and Rehabilitation Engineering International Conference & Exhibition”: Held on April 204, 1995 organized by STKPRC & I.E.E.E.P. at Sheraton Hotel, Karachi.
25. **Convener** of Volunteer Committee for National Conference Karachi 22-24 September 1993 SAARC YEAR OF DISABLED, at Pearl-Continental Hotel Karachi.
26. **Co-Examiner** B.A (Graduate) in the subject “Education” from 1992- 1996.

## **I.2 RESOURCE PERSON:**

1. **Resource Person** conducting workshops for the students of Distance learning programme offered by Allama Iqbal Open University 2007-till date.
2. **Resource Person** in one day Training Session on “Leadership in the Era of Globalization” at Balochistan University of Information Technology & Management Sciences. Quetta, June 2, 2007.
3. **Resource Person**, of Higher Education Commission workshop on “Presentation/Communication Skills and Teaching Methodologies”, organized by Federal Urdu University of Arts, sciences & Technology. 21-24 February 2007.
4. **Resource Person**, for Second Staff Development Course under National Academy of Higher Education at Quest Nawabsha, Quaid-e-Awam University of Engineering Science and Technology, Nawabshah, 2007
5. **Resource Person**, in 1<sup>st</sup> Staff Development programme offered by University of Karachi 12 December, 2005 to 7 January, 2006.
6. **Resource Person** of National Institute of Management (previously called as National Institute of Public Administration) offering training courses for Senior Officers from Federal and Provincial Governments, Public Corporations and Autonomous Bodies from 2005-till date.
7. **Resource Person** of Employers’ Federation of Pakistan (E.F.P.) 1999 till date.
8. **Resource Person**-Management Training Project – under Sindh. Primary Education Development Programme. Sponsored by World Bank/ODA. 1994, 1995, 1996

## **II. EMPLOYERS’ FEDERATION OF PAKISTAN (E.F.P.) (APRIL 2001 – JULY 2001)**

1. As Director Studies, I was assigned to set-up an institutional Master Degree program in Business Administration in collaboration with local campus of an international university. My responsibilities were:-

- Review, Develop and design syllabus for launching MBA degree programs.
- Marketing this Degree Program
- Identifying competent visiting faculties for MBA subjects.

2. As Trainer since 1999 till date conducting management training workshops/ seminars/ courses on different topics for Corporate and Public sectors Organizations.

### **III. PAKISTAN SERVICES LIMITED. (1997- 2000)**

Being the Corporate Manager Human Resource Development, of a company engaged in managing Pearl Continental Hotel Chains in Pakistan, was responsible for HR Development.

Salient features are appended below:-

- Assist in formulating Human Resources (HR) policies
- Job analysis and designing
- Designing and Managing Employees Performance
- Reward & Recognitions
- Conduct Training Needs Assessments
- Devise Annual Training Program
- Administer Training Program
- Conduct Training Programs on soft skills.
- Arrange Training workshop.
- Audit Training system (ROTI)
- Editor "Pearl News Letter"

### **IV. SHMEN PUBLIC SCHOOL GULSHAN-E-IQBAL KARACHI (Jan 1988- Dec 1988)**

- Vice Principle & Secondary School Teacher.

### **V. ISLAMIA ENGLISH SCHOOL – ABU DHABI, UAE (Sep 1987 – Nov 1987)**

- Teacher of 'O' Level classes and Assistant Warden.

### **VI. SHAHEEN HIGH SCHOOL P.A.F, KARACHI (October 1978 – April 1982)**

- Secondary School Teacher.

### **VII. VISITING FACULTY & RESOURCE PERSON IN EDUCATION AND MANAGEMENT TRAINING**

I have been developing HR through my value added contribution in the following prime institutions/organizations.

1. Agri Autos
2. Asian Development Bank (ADB)
3. Balochistan University
4. Bahrain Society of Engineers.
5. Employers' Federation of Pakistan (EFP)
6. Engineering University Nawabshah
7. Haroon Oils Company
8. Higher Education Commission of Pakistan (HEC)
9. Institute of Chartered Accountants of Pakistan (ICAP)
10. International Labor Organization (ILO)
11. Jamshoroo Medical College
12. Jang Group.
13. Marriot Hotels
14. Nakshbandi Textile Mills Karachi,
15. National Bank of Pakistan
16. National Institute of Management (NIM)
17. Pakistan Refinery
18. Pearl Continental Hotels Chain
19. PICCIC
20. Saudi Pak Commercial Bank
21. Securities Exchange Commission of Pakistan (SECP)
22. State Life Insurance

23. Transworld Associates (Pvt.) Limited.
24. Union Bank

### **PROFESSIONAL DEVELOPMENT**

I have attended 50 International and nationals training programs, workshops, seminars, symposium and conferences related to the field of Education, Special Education and Human Resources.

### **CONFERENCES / COURSES / SEMINARS / WORKSHOPS ATTENDED**

1. Conference                    9th Biennial International Conference on Children and Youth with Behavioral Disorders September 22--24, 2011. New Orleans, LA. Inter Continental New Orleans Hotel, USA
  
2. Conference                    45th ASSID Australasian Conference 2010, BRISBANE HILTON HOTEL: QUEENSLAND AUSTRALIA, 29 September – 1 October, 2010.  
  
2nd International Conference on Education, Economy and Society - 2010. July 21-24 2010. Hotel Concorde La Fayette **Paris- France**. Organized by Prof. Guy Tchibozo, from Université de Limoges (France). ANALYTRICS.
  
3. Conference                    First Biannual Conference. Teacher Education in a Global Context: Challenges and Opportunities. 12-13 February, 2010, **Chicago**, Hilton Hotel organized by World Federation of Associations for Teacher Education (WFATE).
  
4. Seminar                        “Awareness about Health Issues in Youth” April 6, 2009, organized by Department of Special Education University of Karachi.
  
5. Seminar                        Overcoming Challenges In Today’s Times, January 31, 2009 organized by Franklin Covey, conducted by Dr. Stephen R. Covey (via satellite link from Colombo), at Karachi Marriott Hotel.
  
6. Seminar                        Special Education Students Seminar-2008, “Why Some People Are Special”. 28<sup>th</sup> March 2008, organized by Department of Special Education University of Karachi & Special Teachers & parents Resource Centre (STPRC).
  
7. Conference                    Ninth International Conference on “Management of Transformation’, January 3-5, 2008, **New Delhi-India**, organized by Delhi School of Professional Studies and Research.
  
8. Conference                    31st Annual TED Conference. November 5 – 8, 2008, Hilton at Dallas Lincoln Centre, **Dallas, TX, USA** organized by Teacher Education Division, Council for Exceptional Children.
  
9. Conference                    The Opportunities of Decent work for Persons with Disabilities in Pakistan: Achievement sand Challenges. December 3, 2007 organized by Department of Special Education University of Karachi.
  
10. Conference                    7<sup>th</sup> Biennial International Conference of the Council of Children

- with Behavioral Disorders, October 4-6, 2007. **Dallas (Irving), Texas. USA.**
11. Conference Interdisciplinary Social Sciences International Conference. 4-5 September, 2007. Faculty of Arts, University of Karachi.
  12. Conference 10<sup>th</sup> Biennial International Association of Special Education's (IASE) Conference. June 10-14, 2007, University of Hong Kong,
  13. Conference National Conference on "Changing Role of Teachers in the Era of Globalization" held on 16-17, April 2007 at IER, University of the Punjab, Lahore.
  14. Conference Conference on Professional Development of Teachers at Higher Education in Pakistan, 16-18 January, 2007, Auditorium, Higher Education Commission, Islamabad.
  15. Conference 66th Annual MCEC Conference, March 1-3, 2006, **Grand Rapids, USA**
  16. Seminar. "Emotional Intelligence & Emotional Literacy", orgabnized by Workers Employers Bilateral Council of Pakistan at PCH Karachi 19 September 2006.
  17. Workshop Second Regional Seminar on Childhood Disability, organized by Bangladesh Protibondhi Foundation jointly with the Child Development Network from December 4 to 6, 2004 at **Dhaka, Bangladesh.**
  18. Workshop "Pre- Launch Workshop on Global Compact", orgabnized by EFP & ILO at Karchui Marriott Hotel 27 September, 2003.
  19. Workshop "Conflict Management" Sept., 8 -12, 2000 at ILO **Turin Centre Italy.**
  20. Seminar "Leadership in the year 2002": Organized by Lions Club, at National Institute of Labor Training .Karachi.
  21. Workshop "Employer's Obligation to Contract Labor," organized by PCH Training School at Karachi Marriott Hotel, 14 October 2000.
  22. Four day course "Introduction to Computers," organized by State Life Training Academy Karachi, 8-11 Feb., 2000.
  23. Workshop "Lateral Thinking" organized by KZR Associates 18 April 2000.
  24. Tripartite Meeting "Human Resource Development, Employment, & Globalization in hotel, catering & tourism sector": April 2-6, 2001 at **Geneva Switzerland**
  25. Seminar "Human Resource Management in Hotel, Tourism and Catering Sector": in ILO/EFP/PHA National Seminar on Human Resource Management Development 23 - 24 November 1999 at Avari



Towers, Karachi.

26. Training Course “Navigating Through Change”: April 7-8, 2000 at Karachi Marriott Hotel conducted by Marriott International.
27. Workshop “Basic Neurolingustic Programme”: 3-5 Nov. 1999 at PCH Rawalpindi.
28. Workshop “Motivation”: at PCH Karachi by Prof. Dr. Moiz Hussain.16 October 1999.
29. Workshop “Foundations of Leadership”: Organized by Marriott International Inc. at Karachi Marriott Hotel. 18-22 March, 1999.
30. Ten days Course “Human Resource Development and Systems”: at **Tokyo, Japan** arranged by NIKKEIREN INTERNATIONAL COOPERATION CENTRE-JAPAN November 11-20, 1998.
31. Workshop “Providing Quality Service”: Conducted by British Council at Pearl-Continental Hotel Karachi - 21 October 1998
32. Seminar “The Road to Success”: Organized by MAS Associates & Ace Consultants at PC Hotel Karachi 14 October 1998.
33. Workshop “New Education Policy and Vocational Training”: Organized by Skill Development Council, Karachi at Avari Towers on 09 September 1998.
34. Six days Course “Trainers’ Development Program on Human Resource Management”: At Avari Towers, Karachi Organized by Employers Federation of Pakistan, 20-25 July 1998.
35. Two days Training Course “Human Resources-Concepts and Practices”: Conducted by Sidat Hayder Morshed Associated (Pvt.) Limited at Sheraton Hotel, 20-21 August 1997.
36. Conference “Methods in Business Education”: in a conference on “50 years of Business Education in Pakistan”, organized by IBA, Karachi held on 15-16 October 1997.
37. Six days Management Course “Problem Solving and Decision Making”: Conducted by Pakistan Institute of Management Karachi 4-9 August 1997.
38. Workshop “Special Education: Adapting the Students in the Classroom for 21<sup>st</sup> Century”: Organized by Edinboro University of Pennsylvania, U.S.A. as part of 1995 Language Program.
39. Two day course “Design of Special Schools,” organized by STPRC Karachi, 1-2 April, 1995.
40. Five day course “Tactile perception Training & Tactile Diagram Development”, organized by STPRC Karachi, 27-31 March, 1995.

41. Four day course “Management of Special Schools / Institutions,” organized by STPRC Karachi, 24-26 Nov., 1994.
42. Seminar “Preventive Efforts for Disabling Conditions in Pakistan”, organized by Department of Special Education University of Karachi 30 & 31, October 1993.
43. Workshop “Portage Parent Program”, organized by Directorate General of Special Education, Islamabad & UNICEF , Karachi, 16- 18 Nov., 1993.
44. Workshop “MAKATON Communication at your finger tips”. organized by Makaton Vocabulary Development Project, at Karachi, 20 May, 1993
45. Seminar “Polio Mellitus – Cases and Rehabilitation”, organized by Al-Shifa, day Home for Disabled Karachi, 24 May 1993.
46. Seminar “Rehabilitation of cerebral Palsy”, organized by Al-Shifa, day Home for Disabled Karachi, 12 May 1993.
47. Workshop “Speech – Language Therapy Workshop”, organized by STPRC Karachi & National Institute of Handicapped Islamabad & Department of Special Education, University of Karachi, 24- 27 April, 1993.
48. Conference “12<sup>th</sup> Conference on Otolaryngology, Head & Neck Surgery,” Peshawar 1992.
49. Ten days “Speech Therapy Course”, at Karachi 1992 by Diane Shaffer Speech Therapist at National Institute of Handicapped Islamabad.
50. Six days Course “Teaching/Learning Process in Special Education”: Organized by National Institute of Special Education (D.G.S.E.) Islamabad 21-26 April 1991 in Lahore.
51. Six days Workshop “Paedo-audiology and Education of Hearing Impaired Children”: Organized by Goethe Institute(German) Karachi conducted by Professor Armin Lowe Heidelberg, Germany January 1990.

## **RESEARCH PUBLICATIONS/ BOOKS ETC.**

### **RESEARCH PAPERS PUBLISHED:**

1. *Stress Faced By Pakistani Mothers of Children with Intellectual Disabilities and its Impact on Their family Life*. The Journal of the International Association of Special Education, Vol.12,No.1, spring 2011. pp71-78.
2. *Effective Teaching Methods at Higher Education Level*, Pakistan Journal of Special Education, vol. 11, 2010. pp 29 –43.

3. *Availability of Professionally Trained Teachers in Schools of Hearing Impaired Children*. Pakistan Journal of Special Education, vol. 11, 2010. pp 09-17.
4. *Assessment and Therapy Facilities For Students With Disabilities Provided By The Special Schools In Pakistan*, Pakistan Journal of Special Education, vol. 10, 2009. pp 123 –132.
5. *Mobility Problems Experienced By Physically Handicapped People*, Pakistan Journal of Special Education, vol. 10, 2009. pp 33 –41.
6. *Pre-Service Teachers' Attitude and Concern about inclusive Education*, SCHEMA, An International Disciplinary Journal of Humanities and Social Sciences, vol 6, 2009. pp 67- 83.
7. *Facilities Provided For Pre-Vocational And Vocational Training Programs For The Disabled Persons In Pakistan*, Pakistan Journal of Special Education, vol. 9, 2008. pp 91 –110.
8. *Employment Opportunities, Employer's Attitude & Management of Disability Issues in the Workplace in Pakistan*, Pakistan Journal of Special Education, vol. 8, 2007. pp 111 – 125.
9. *Assessment Procedures for Special Children at the Time of Admission in Schools in Pakistan*, Pakistan Journal of Special Education, vol. 8, 2007. pp 09-20.
10. *In-Service Teachers' Training Program at higher Education Level in Pakistan – Issues and Challenges as Perceived by Participant Teachers*, Journal of Social Sciences & Humanities, vol. 46, Part-I June 2007. pp 157- 168.
11. *Teacher As Classroom Manager*, SCHEMA, An International Disciplinary Journal of Humanities and Social Sciences, vol 4, 2007. pp 151- 168.
12. *Nature and Environment of Jobs for Employees with Disabilities*, Pakistan Journal of Special Education, vol. 7, 2006. pp 85 –96.
13. *Vocational Aspiration of Students with Disabilities*, SCHEMA, An International Disciplinary Journal of Humanities and Social Sciences, vol 2, 2005. pp 29- 39.
14. *Speech Disorders in Children*, Pakistan Journal of Special Education, vol. 6, 2005. pp19 –24.
15. *A Study Of Parameters Related to Employment Success Among Employees With Disabilities*, SCHEMA, An International Disciplinary Journal of Humanities and Social Sciences, vol. 1, October- December, 2004, pp 151- 163.
16. *Dual Exceptionalities*, SCHEMA, An International Disciplinary Journal of Humanities and Social Sciences, vol. 1, October- December, 2004, pp 75- 82.
17. *Competencies Needed by the Teachers of Hearing Impaired Children*, Pakistan Journal of Special Education, vol. 4, 2002. pp 106-112.
18. *Survey of Hearing Aid Users of School age and their Parents in Karachi*, Pakistan Journal of Otolaryngology (Quarterly), vol. 9, No.2 1993. pp 60-62.

19. **Employers' Attitude towards Employees with Disabilities**, paper published in proceedings (peer reviewed) of Second Regional Seminar on Childhood Disability, organized by Bangladesh Protibondhi Foundation jointly with the Child Development Network from December 4 to 6, 2004 at Dhaka, Bangladesh, published in 2005, BPF, pp 523-539.

#### **BOOK and OTHER PUBLICATIONS:**

20. **A Critical Evaluation of Teacher's Training Programme In Special Education at Karachi University** M.Ed. Special Education Thesis 1996. Pages 162.
21. **What is Hearing Impairment**, Daily Dawn, July 13, 1996, pp 11.
22. **Pakistan main Khasoosi Taleem kay Asaatezah ki tarbiyat** (Training of Special Education Teachers in Pakistan) Mahnama Aagehee Jild No.3: - Karachi 1995 Jan.Feb. pp 31-38.
23. **Book published in Urdu – National language titled: "Smaatiyaat"** (on Audiology): first edition 23 November, 1995. Total pages 112.
24. **Aseteza ke Ausaf, Mujjallah Ilm-o-Agahi**, Government National College, Karachi, pp 243-250
25. **Counseling Parents of Hearing Impaired Children:** paper presented at National Conference Karachi held on 22-24 September 1993. SAARC YEAR OF DISABLED.
26. **Causes of Visual Impairment**, Naveed-e-Seher - Souvenir Shaheed-e-Millat Special Education Centre, Karachi - 1992. Pages 03
27. **Hearing Impairment: An Invisible Disability**, Better Education Karachi. Saad Publication Vol. VIII 9, 10 Sept. /Oct. 1992. pp 11-12.
28. **Deafness and the Social Development**, Special World Magazine, Vol. 2, July 1991, Department of Special Education.
29. **A study of the effectiveness of Secondary School science Teachers Training Program of Karachi Region:** M.A. Thesis, 1986. Pages 100.

#### **RESEARCH PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL CONFERENCES/ SEMINARS**

I got the opportunities to present my university and my country at various International and National levels:

1. **Implementation of Functional Behavioral Assessment (FBA) in Special Schools.** 9th Biennial International Conference on Children and Youth with Behavioral Disorders September 22--24, 2011. New Orleans, LA. Inter Continental New Orleans Hotel, USA
2. **Stress Faced By Mothers Of Children With Intellectual Disability And Its Impact On Their Family Life** .45th ASSID Australasian Conference 2010, 29 September – 1 October, 2010, Queensland, Australia.

3. ***Impact of Leadership Styles on Teachers' Motivation***, 2nd International Conference on Education, Economy and Society -2010. July 21-24 2010. Hotel Concorde La Fayette **Paris- France**. Organized by Prof. Guy Tchibozo, from Université de Limoges (France). ANALYTRICS.
4. ***“Effective Teaching Methods at Higher Education Level”***. Teacher Education in a Global Context: Challenges and Opportunities, 12-13 February, 2010, Chicago, Hilton Hotel. USA. (paper published & mentioned in Annex. D-1)
5. ***“Issues at Job Faced by the Disabled Persons - A Challenge for Human Resource Management”***, Ninth International Conference on “Management of Transformation”, January 3-5, 2008, **New Delhi-India**, organized by Delhi School of Professional Studies and Research.
6. ***“The Attitude and Concern of Special Education and Ordinary Education Teachers Towards Inclusion.”*** 31st Annual TED Conference. November 5 – 8, 2008, Hilton at Dallas Lincoln Centre, **Dallas, TX, USA** organized by Teacher Education Division, Council for Exceptional Children.
7. ***Employment Opportunities: Employers' Attitude & Management of Disability Issues at Workplace in Pakistan***, Paper presented at a conference on The Opportunities of Decent work for Persons with Disabilities in Pakistan: Achievement sand Challenges. December3, 2007, organized by Department of Special Education University of Karachi. (paper published & mentioned in Annex. D-1)
8. ***“Critical Analysis of the Stress Inducing Factors in Special and Inclusive Education System”***, Paper presented at 7<sup>th</sup> Biennial International Conference of the Council of Children with Behavioral Disorders (CCBD), **Dallas (Irving), Texas. U.S.A.** October 4-6, 2007.
9. ***Satisfaction Level In Accordance With Implementation of Quota System Among Disabled Persons In Pakistan***, Paper presented at 7<sup>th</sup> Biennial International Conference of the Council of Children with Behavioral Disorders (CCBD), **Dallas (Irving), Texas. U.S.A.** October 4-6, 2007.
10. ***Involvement of Women in Social Crimes- An Analytical Study***, Paper presented at Interdisciplinary Social Sciences International Conference. 4-5 September, 2007. Faculty of Arts, University of Karachi.
11. ***Pre-Vocational and Vocational Training Programs for the Persons with Disabilities in Pakistan***, paper presented at 10<sup>th</sup> Biennial International Association of Special Education's (IASE) Conference June 10-14, 2007, University of Hong Kong, Hong Kong.
12. ***Teacher as Classroom Manager***, paper presented at National Conference on "Changing Role of Teachers in the Era of Globalization" held on 16-17, April 2007 at IER, University of the Punjab, Lahore.
13. ***Staff Development Program at Higher Education Level In Pakistan- Issues And Challenges***, paper presented at a conference on Professional Development of Teachers at Higher Education in Pakistan, 16-18 January, 2007, Auditorium, Higher Education Commission, Islamabad.

14. *Job adjustment and persons with disabilities*, paper presented at 66th Annual MCEC Conference, March 1-3, 2006, Grand Rapids, USA
15. *Employers' Attitude towards Employees with Disabilities*, Creating Barrier Free Inclusive Community And Rights Based society For Children with Disabilities, paper presented & published in proceedings of Second Regional Seminar on Childhood Disability, organized by Bangladesh Protibondhi Foundation jointly with the Child Development Network from December 4 to 6, 2004 at Dhaka, Bangladesh, published in 2005, BPF, pp 523-539
16. *Leadership in the year 2000*, paper presented at National Institute of Labor Training, Karachi, organized by Lions Club,
17. *Human Resource Management in Hotel, Tourism and Catering Sector*, paper presented at ILO/EFP/PHA National Seminar on Human Resource Development 23 - 24 November 1999 at Avari Towers, Karachi.
18. *Problems Related to Personnel Management Systems and Practices in Pakistan*, paper presented at in Tokyo, Japan November 11, 1998.
19. *Methods in Business Education*, paper presented at a conference on 50 years of Business Education in Pakistan, organized by IBA, Karachi held on 15-16 October 1997.
20. *Counseling Parents of Hearing Impaired Children*, paper presented at National Conference Karachi held on 22-24 September 1993. SAARC YEAR OF DISABLED.

#### **RESEARCH STUDENTS SUPERVISED**

**Supervision of the following Students Enrolled in M.Phil. /Ph.D. in department of Education University of Karachi.**

<b>S.No.</b>	<b>Name of Student</b>	<b>Topic of Research</b>
1.	Afshan Rahat	"Vocational Rehabilitation and Employment for Women With Disabilities In Pakistan."
2.	Shamshad Khan	"Educational/Behavioral Interventions and Medicines Used for Children with Autism".

**Supervision of the following Students Enrolled in M.S in Department of Special Education University of Karachi.**

<b>S.No.</b>	<b>Name of Student</b>	<b>Topic of Research</b>
1.	Sadia Sidiqui	"Comparison of General and Special Head Teachers in Their Role as Pedagogical Leaders."
2.	Abid Hussain	"A Comparative Study of Hearing Impairment in Children belonging to Rural Areas and Urban Areas of Pakistan".

**Supervised research theses of the following students of M.A in the department of Special Education, University of Karachi.**

<b>S.No.</b>	<b>Names of Students</b>	<b>Topics of Research</b>
1.	Shumaila Hashim	“A Comparative Study Of Self Concept Among Hearing Impaired Adolescents And Visually Impaired Adolescents.” 2008-2009.
2.	Sarah Shamim Azmi	A Survey Of Community Based Projects Working For Rehabilitation of HIV (aids): Prevention And Services.2008-2009
3.	Sumera Latif Bhatti	“Anxiety Level Of Mothers Of Disabled Children And Its Impact On Their Family Life.” 2008-2009
4.	Samia Younus	“Relationship Between Leadership Style And Progress Of Special Education Institutions” 2008-2009.
5.	Hafiza MehreenIftikhar	“Use Of Information Technology In Special Education And Rehabilitation Of Hearing Impaired And Visually Impaired Children In Karachi” 2008-2009.
6.	Kaukab Saeed	“The Need of Continues Professional Development of Special Educators at Primary Level”. 2008-2009.
7.	Nighat Iftikhar	Perceptions And Expectations Of Youth With Disabilities.2007-2008.
8.	Humaira Alam	Stress Faced By Mothers Of Mentally Retarded Children.2007-2008.
9.	Saima Karim	The Influences On Student Teachers Decision Making During Their Teaching Practice. 2007-2008
10.	Mehvish Jalil	Contribution Of Government And Ngo’s In Sports For Mentally Retarded Persons.2007-2008.
11.	Erum Maqsood	Human Rights Approaches For Equal Education Opportunities For Disable Persons.2007-2008.
12.	Rubina Usman	Pre-Service Teachers’ Attitudes And Concerns About Inclusive Education.2007-2008.
13.	Hadi Hussain	Attitude Of In-Service Teachers Towards Inclusive Education. 2007-2008.
14.	Amreen	Attitude Of Special Students Towards Inclusive Education. 2007-2008.
15.	Huma Shan	In-Service Special Education Teachers' Attitude Towards Inclusive Education.2007-2008.
16.	Afshan, Bilquis, Erum, Fazila, Mehwish, Munzila, & Imran	Group Research On “Special Educational Needs Of Hearing Impaired Children As Perceived By Parents, Teachers, And Professionals.”2006-2007.
17.	Sumaira Gul	The Difficulties Faced By Teachers Of Cerebral Palsied Children.2005-2004.
18.	Umaira Naseem	Impact of Mobility Problems of Physically Handicapped in their Social Interaction. 2005-2004.
19.	Afsana Begum	Role of different organizations for visually handicapped persons. 2005-2004.
20.	Atifa	Reading problems faced by students with disabilities. 2005-2004.
21.	Aisha Manzoor	Educational problems faced by the parents of mentally retarded children. 2005-2004.
22.	Ambreen Naz	Social and economical problems faced by the parents of

- mentally retarded children.2005-2004.
23. Seema Ghori A Survey of Distribution of Hearing Loss Among Children in Different Districts of Karachi. 1996-97
  24. Saeed Akhtar Study of the Utilization of Equipment and Facilities for Hearing-Impaired Children in the Schools of Karachi. 1996-97
  25. Shaheen Sheikh Development of Hearing and Communication for the Screening of Pakistani Infants. 1995-96
  26. Asiya Farooqi Problems of Hearing-Impaired Girls After Completion of Secondary School Education.1995-96
  27. Shazia Farooqi Behaviour Problems of Hearing-Impaired Children In Classroom. 1995-96.
  28. Nadeem Mushtaq Hearing Loss Pattern Among the Children Coming from City Slums and Affluent Localities “A Socio Cultural Comparative Study”.1995-96.
  29. M. Sajeel How Parents Perceive the Causes of Handicaps of Their Hearing Impaired Children.1994-95
  30. Khalida Ali The Interrogation of Mild to Moderate Hearing-Impaired Children in ordinary Schools of Karachi. 1993-94
  31. Aqeela Ali Job Adjustment Problems of Hearing-Impaired People. 1993-94
  32. Munir Ahmed Auditory Verbal Approach. 1993-94
  33. Anjum Shehla Parents Awareness about their Children’s Hearing Impairment. 1993-94
  34. Safiullah Identification of Problems of Hearing-Impaired Children in use of Hearing Aid. 1992-93
  35. Bashir Ahmed Family Problems Associated with their Hearing-Impaired Children. 1992-93
  36. Shahana Wazir A study of the Training Provided for Hearing-Impaired Children in Special School of Karachi. 1992-93
  37. Iftikhar Mohammad The Effect of Hearing Impairment on Child’s personality. 1992-93
  38. S.M N. Uzair The Industrial Noise-Induced Hearing Loss in the S.I.T.E. Area of Karachi. (An experimental research). 1992-93
  39. Naushad Shaukat Effectiveness of Sign Language. 1991-92
  40. Farida Shaheen Problems of Teacher of Hearing-Impaired Children in Teaching. 1991-92
  41. Zubaida Hussain Identification of Hearing-Impaired Children in Teaching in Normal Schools of Nazimabad. 1991-92
  42. Shahid Muhammad The Environmental Noise Induced Hearing Losses in Karachi. 1991-92
  43. Azra Shakoor Effectiveness of play way method for Language Development of Hearing-Impaired Children. 1990-91
  44. Humera Yaqoob The Hearing-Impaired Children and Communication Problems. 1990-91.



## PROJECTS

1. **International Project on** Strengthening Regulation, Reinforcement & Governance of Non Banking Financial Market- A Project of Asian Development Bank & Securities Exchange Commissions of Pakistan (SECP) from 2004- 2006. As a Domestic Training Specialist from Pakistan, I was assisting International Training Experts in :
  - Collecting and analyzing data to assess the country's current training capacities.
  - Determine training needs, measure the magnitude of required training by types of expertise, geographic location and other criteria, preparing reports etc.
  - Conducting and organizing workshops on various Management skills.
2. **International Project on** Promoting Gender Equality in Private Sector – A project of Employers' Federation of Pakistan (EFP) & International Labor Organization (ILO). Participated as Resource Person for development of leadership skills in female of various business and community leaders from National & Provincial Assemblies and different organizations.
3. Management Training – A Project of Sindh Primary Education Development /World Bank/ODA. Program. I have been attached with this project from 1994-1997 and conducted workshops for Education Officers.

## ACHIEVEMENTS

I have a number of achievements in my credits during my 30 years of passionate carrier: glimpses of achievements are appended below:-

- Developed the syllabus of Ph.D and MS programme in the Department of Special Education University of Karachi.
- As a team member/ Faculty member launched first time in the history of Pakistan, the Masters' Degree Program in Special Education at University of Karachi.
- Authored: ever first Book in national language (Urdu) on Audiology "Samaatiat": first edition 23 November 1995. Pages 112.
- Trained more than 300 teachers of various Pakistani Universities.
- Being a certified Professional Trainer, imparted training to more than 13000 persons in corporate and financial sector.
- Facilitated more than 500 sessions
- Contributed 28 articles in international and local publications.
- Presented Pakistan/University of Karachi at International Forums in USA, France, Switzerland, Italy, Japan, Hong Kong, India, Bangladesh and UAE.
- Received "Commendation letter" from Georgia State University, USA.
- Nominated by Georgia State University for "The Distinguished Research in Teacher Education Award 2007"
- Achieved "Incentive Award" from University of Karachi.
- Received Shield from Deaf Education Welfare Association (DEWA) in recognition of my services in Special Education.
- Trained more than 14 batches of Teachers in the Department of Special Education University of Karachi.

- Supervised more than 45 students of Master of Special Education University of Karachi.

#### **MEMBERSHIP**

- Currently Vice President, Pakistan Chapter, International Public Management Association (IPMA) for Human Resources USA.
- Professional Membership of International Association of Special Education (IASE) USA.
- Member of Trainers Resource Group in Karachi.
- Member of Productivity Club of Employers Federation of Pakistan.
- Member of National Tourism Human Resource Development Committee (NTHRDC). 1997-2000.

#### **CO-CURRICULAR ACTIVITIES**

- Appeared as guest speaker on Geo & Indus Television in programs “Career on line” & “Career Counseling”.
- Assistant Warden in Islamia English School, Abu Dhabi, U.A.E. 1987.
- Member of the Executive Committee of the Students’ Union. 1971-72. Government College for Women, Sharah- E- Liaquat.
- As a student, participated in debates, dramas, quiz and drawing competitions.
- As an active member of Students’ Union, organized student’s functions.

#### **INTEREST**

Travel and Interacting with the people, listening to music.

Reading: I believe reading about anything that comes in the way from magazines to newspapers to brochures, is an important source of learning and excitement.

#### **PASSIONATE**

I am passionate to be a “**HELPING HAND**” for people on this planet.

**BIOGRAPHICAL SKETCH**

NAME	POSITION TITLE
Shagufta Shahzadi, Ph.D.	Professor

eRA COMMONS USER NAME (credential, e.g., agency login)

Shagufta

EDUCATION/TRAINING (*Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.*)

INSTITUTION AND LOCATION	DEGREE (if applicable)	MM/YY	FIELD OF STUDY
Univ. of Karachi,	Bachelor of Arts	09/85	Education, Psychology and Economics
Univ. of Karachi	Masters of Arts	09/88	psychology
Univ. of Karachi	Ph D	03/96	Special Education
Univ of South Florida, Infants and Young Children Inc.	Post Doctoral Fellowship	06/05	Early Childhood Education

**A. Personal Statement**

I have experience in educational research including designing, implementation, data analysis, and reporting of research work in early childhood education and home interventions performed by University of Karachi. I have also participated as a trainer in a large network, the BRAIN-HIT, an early neurodevelopment intervention trial of babies with asphyxia in developing countries. I have attended various trainings in use of early intervention and home based program for development of children with disabilities both at national and international levels. I have mentored many M Phil and Ph D students working in the field of special education, psychology and Education, helping doing research and preparing the dissertation. I am a member of International Portage Association from 1998 to date. I have carried out various research projects at the University of Karachi, and received research grants from Higher Education Commission, federal Government too.

**B. Positions and Honors****Positions:**

1.	Jinnah Post Graduate Medical Center, Neuro Psychiatric Ward	1987-88	Field Investigator / Psychologist
2.	Association for Retarded Children	March 1988 to Dec, 19988	Special Educator / Psychologist
3.	Department of Special Education, University of Karachi.	Dec 1988 to 1998	Lecturer/ Project Director

4.	Department of Special Education, University of Karachi.	1996 to 2000	Asst. Professor / Chairperson
5.	Department of Special Education, University of Karachi.	2000 to 2005	Associate Professor/ Chairperson
6.	Department of Special Education, University of Karachi	2005 to May 2010	Professor/ Chairperson
7.	Department of Special Education, University of Karachi.	June 2010, onward	Professor

#### Memberships:

- Member Professors Forum, Ministry of Special Education and Social Welfare, Islamabad.
- Research Director, Association for Special Children, Karachi.
- Consultant, Society for Children in Need of Special Attention, (SCINOSA).
- Member Advisory committee, Ma-Ayesha Trust for Physically and Mentally Retarded Children.
- Project Coordinator “Child Labor Schools” run by Ministry of Special Education, Islamabad

#### Honors:

- National Education Award, (1998-99), for ‘Best Research in the field of Education’, Pakistan Education Forum, Rawalpindi, Pakistan.
- LHRLA Award (2002) in appreciation of ‘Women for Social Work in the City’.
- Special People Award, Sindh Committee for Special People Award (2004), Aga Khan Social Welfare Board, Karachi.
- Member National Curriculum Revision Committee for Special Education (2010) of Higher Education Commission, Islamabad.
- The “Certificate of Merit” (1997).by International Bibliographical Center, Cambridge, England.

#### Awards:

- Research Work on Developing a Home Based Programme for Special Need Children in Rural Population of Karachi, displayed on the website of “IPA News” Portage Association, Civitan International Research Centre, UAB. (2000).
- Post Doctoral Fellowship, awarded by Higher Education Commission Of Pakistan (2004 &2005) with the Permission to Study in University Of South Florida, USA.

#### C. Selected Peer-reviewed Publications

- Shagufta S, (2010), **Possibilities of Setting up Inclusive Education in Ordinary Schools of Karachi**. Educators digest vol 6, ASC Press, Karachi.
- Shagufta S, (2009), **Survey of Early Intervention Facilities in Special Schools of Karachi**. Research Facility Centre, University of Karachi Press.
- Shagufta S, (2008), **Differences In Awareness Level Of Parents About Portage Model And Growth Of Mentally Retarded Children**, University Of Groningen Publication, and Netherlands.
- Shagufta S, (2006), **Identification and Screening of Children with Disabilities**, Pakistan Journal of Special Education, University Press, Vol. 7.
- Shagufta S, (2005), **Parents Guidance through Portage Guide to Early education**. Journal of Social Sciences, Faculty of Arts, University of Karachi.

- Shagufta s, (2005), **Use of Qualitative Methodologies in Special Educational Needs study**, Pakistan Journal of Special Education, University Press, vol, 6.
- Shagufta S, (2005) **Stress, Cortisol Health**, Educators Digest, vol 5, Association for Special Children, Karachi Press.
- Shahzadi, Shagufta (1998) **The Status of Disabled Women in Pakistan** (Research Paper) Journal of Special Education, Council for Exceptional Children. Vol, 3. Karachi.
- Shagufta, S. and Salman Nasir, (1994) **Developing Curriculum Based Assessment for Mentally Retarded Persons**. Journal of Special Education, Department of Special Education, University of Karachi.

#### **D. Research Support**

##### **Ongoing Research Support**

1. Field investigator, (1987-88), in the Project of UNICEF, entitled, “Rapid Epidemiological Assessment of Childhood Disability in Pakistan”, A Field Survey, using Intelligence testing, and developmental assessment for detection of Prevalence of disability between 2 to 9 years of ages.
2. Carried out Research on Perception of Disability, Expectations and Aspirations and problems faced by the Family and Siblings of Mentally Retarded Children residing in Karachi, as part of the Ph. D. course (1990-1992), in coordination with Dr. Wiqar Zaidi & Dr. Ismail Saad, from University of Karachi.
3. An Analytical Survey of Institutional Facilities for Rehabilitation of Special Need Children, University of Karachi, (1998-2000).
4. An Analytical Study of Identification of Disability in the Community, Infaq foundation and University of Karachi, 2000-2004
5. Parents Empowerment, through home based program, research facility centre, university of Karachi.2005-2007
6. Early intervention strategies and development of children with disabilities, Research Facility Centre, University Network.2009- to date
7. Developing library resources for special need children, Joint venture of Association for special children and University Research Facility centre, (2010).
8. Consultant for Brain Research to Ameliorate Impaired Neurodevelopment Home-Based intervention, July 2008 to July 2010. The project is targeting to identify infants at risk for neurodevelopmental disorders and to implement an innovative intervention trial in India, Pakistan, and Zambia. Needless to say, I have participated in the training sessions in Pakistan (2006) and Zambia (2008).

**NASIR SULMAN, Ph. D**  
**CURRICULUM VITAE: AUGUST 2010**

**1. CONTACT:**

Department of Special Education  
 University of Karachi  
 Shiekh Zayed Islamic Research Center  
 University Road, Karachi  
 Telephone: (Office) 021-99271085 , (Cell #) 0300-9292881  
 Email: [dr\\_nsalman@yahoo.com](mailto:dr_nsalman@yahoo.com), [dr\\_nsalman@hotmail.com](mailto:dr_nsalman@hotmail.com)

**2. WORK EXPERIENCE**

Department of Special Education, University of Karachi	Associate Professor	March 2010 to present
Department of Special Education, University of Karachi	Assistant Professor	March 2004 to March, 2010
Hamdard Institute of Education and Social Sciences, Hamdard University, Karachi	Assistant Professor	2000 - 2004
2. Hamdard Institute of Education and Social Sciences, Hamdard University, Karachi	Lecturer	1998 – 2000
3. Hamdard Institute of Education and Social Sciences, Hamdard University, Karachi	Research Associate	1997 – 1998
4. National Trust for Disabled Children. Government of Pakistan	Deputy Director	1995 - 1996
5. Department of Special Education University of Karachi	Cooperative Lecturer	1992 - 1994
6. Danish Gah, Centre for Mentally Retarded Children, Karachi	Special Educator	1990 - 1992

**2.3 Visiting Positions/Resource Person**

- Visiting Faculty Member, Hamdard Institute of Education & Social Science, Hamdard University Karachi.
- Visiting Faculty Member, New Ports Institute of Communication and Economics, Karachi
- Visiting Faculty Member, Ma Ayesha Institute of Education and Allied Health Sciences, Karachi
- Part Time Coordinator, Allama Iqbal Open University, Regional Campus Karachi
- Resource Person in the Staff Development Program, Resource Center, University of Karachi.

- Resource Person in the Pre-service Teachers' Training Courses, National Institute of Special Education, Islamabad.
- Resource Person in the Pre-service Teachers' Training Courses in Baheria Special Education, Karachi, PNS Karsaz.

### 3. EDUCATION

#### 3.1 Academic Qualification

- **Ph.D. Special Education**, Hamdard University Karachi, 1999.
- **M.A. Special Education**. University of Karachi, 1990.
- **Bachelor of Commerce**. Islamia Arts and Commerce College, Karachi, 1987.
- **Higher School Certificate (Pre-Medical)**. Shipowners Science College, Karachi, 1983.
- **Secondary School Certificate (Science Group)**. Government Boys' Secondary School No. 1, Karachi, 1981.

#### 3.2 Professional Courses:

<u>Course Title</u>	<u>Institution</u>
Effective Teaching Method (By Prof. Dr. Qaisar Sultana, University of Kentucky, USA)	Department of Special Education, University of Karachi with the collaboration of Ministry of Labor & Manpower Development (National Talent Pool), Govt. of Pakistan
Inclusion & a Rights' Based Approach to Education (By Prof. Mel Ainscow, Manchester University, London).	Federal Directorate of Education, Islamabad, with the collaboration of International Development Partner, Norway.
Children Resource International	Children Resource International with the collaboration of WHO, UNHCR, HEC & AIOU.
Portage Parent Program	Directorate General of Special Education, Govt. of Pakistan, in collaboration with UNICEF, Karachi
Helping Slow Learners	Teachers Resource Centre, Karachi
New Horizons in Caring and Sharing	Asian Federation for the Mentally Retarded.
Orientation course in Special Education	National Institute of Special Education, Karachi
Preventive Efforts for Disabling Conditions in Pakistan	Department of Special Education, University of Karachi, Pakistan
Adult Mentally Retarded Persons in Changing Society	Association for Special Children, Karachi.
Teaching Learning Process in Special Education	National Institute of Special Education, Lahore
21 <sup>st</sup> Century & Hearing Impairment	Department of Special Education, University of Karachi.

12. Practical Training in Handling and Care of Mentally Retarded Children Parents Voice, Karachi
13. Magnitude of Problems with Learning Disabled Children Department of Special Education, University of Karachi.

#### **4. RESEARCH SUPERVISION at Ph. D LEVEL**

##### **4.1 At the Department of Special Education, University of Karachi**

<b>S. #.</b>	<b>Student's Name</b>	<b>Research Topic</b>	<b>Class</b>	<b>Status</b>
01.	Kaniz Fizza Hashmi	Effectiveness of Methods and Approaches Used in the Education of Hearing Impaired Children	Ph. D.	Degree Awarded (2006)
02.	Kaniz Fatima	The Problems of Prevention and Treatment of Disabilities in Pakistan in an Environmental Perspective	Ph. D.	Degree Awarded (2007)
03.	Asma Imdad (Temporary Supervisor)	The Impact of Structured & Unstructured Teaching Program on the Development of Mentally Retarded Children	Ph. D.	Degree Awarded (2005)
04.	Zohra Begum (Temporary Supervisor)	Utilization of Human Resources in Special Education	Ph. D.	Degree Awarded (2005)
05.	Raheela Khatoon	Language and Speech Problems in Down Syndrome Children	Ph. D.	Submitted
06.	Tehmina Tabbish Latifi	Paradigm of Rehabilitation for Families and Adaptation to Childhood Disabilities and Chronic Illness	Ph. D.	In Process

##### **4.2 At the Department of Education, University of Karachi**

<b>S. #.</b>	<b>Student's Name</b>	<b>Research Topic</b>	<b>Class</b>	<b>Status</b>
07.	Safia Niazi	Development of Model of Professional Enhancement and School Leadership in a Context of Pakistan	Ph. D.	Submitted
08.	Mansoob Hussain Siddiqui	Organizational Commitment at Higher Education Level in Pakistani Universities	Ph. D.	Submitted
09.	Shahida Mushtaq Khan	A Comparison of Ideal & Real Pictures Related to the Quality of Science Education in Primary & Secondary Schools of Karachi	Ph. D.	In Process

##### **4.3 At the Department of Special Education, University of the Punjab, Lahore**

<b>S. #.</b>	<b>Student's Name</b>	<b>Research Topic</b>	<b>Class</b>	<b>Status</b>
10.	Hina Fazil	Development of Teaching Learning Resource Package for Children with Autism	Ph. D.	Degree Awarded



#### **4.4 At the Department of Education, Hamdard University, Karachi**

<b>S. #.</b>	<b>Student's Name</b>	<b>Research Topic</b>	<b>Class</b>	<b>Status</b>
11.	Aftab Ahmed Shiekh	To explore the influence of different major internal and external pedagogical factors on boys' secondary schools of Karachi	Ph. D.	In Process
12.	Nadeem Ghayas	Identification & Intervention of Oromotor Impairments related to Feeding Difficulties in Children with Cerebral Palsy	Ph. D.	In Process

#### **5. RESEARCH SUPERVISION AT M.PHIL LEVEL**

##### **5.1) At the Department of Special Education, University of Karachi**

<b>S. #.</b>	<b>Student's Name</b>	<b>Research Topic</b>	<b>Class</b>	<b>Status</b>
01.	Rahat Hussain	Problems & Prospects of Inclusive Education in Pakistan	M.Phil	Degree Awarded
02.	Saira Saleem	Childhood Experiences & Self-Acceptance of Teenagers with Visual Impairment	M.Phil	Degree Awarded
03.	Seema Ghauri	The Prevalence Rate of Hearing Impairment in Children with Disabilities	M.Phil	Degree Awarded

##### **5.3) At the Department of Library & Information Science, University of Karachi**

<b>S. #.</b>	<b>Student's Name</b>	<b>Research Topic</b>	<b>Class</b>	<b>Status</b>
05.	Shahana Shams Siddiqui	Existing & Prospective Library Services for Persons with Special Needs	M.Phil	Degree Awarded

##### **5.4) At the Department of Education, University of Karachi**

<b>S. #.</b>	<b>Student's Name</b>	<b>Research Topic</b>	<b>Class</b>	<b>Status</b>
06.	Aziz-Un-Nisa	Role of Principal in Effective Implementation of School Curriculum: A Study in School Leadership	M.Phil	Degree Awarded
07.	Imtiaz Ahmed	Quality Assurance in Teacher Education-A Case Study of Bachelor of Education (B.Ed) being offered by the Public and Private sector Universities in Karachi.	M.S	In Process

##### **5.5) At the Hamdard Institute of Education & Social Science, Hamdard University Karachi**

<b>S. #.</b>	<b>Student's Name</b>	<b>Research Topic</b>	<b>Class</b>	<b>Status</b>
08.	Muhammad Aslam Khan	Student Unrest at Different Levels of Institutions: A Study Based on Karachi	M. Phil.	Degree Awarded
09.	Mohammad Yousaf	Relationship between Academic Performance of Secondary School Students and Quality of Education	M. Phil.	Degree Awarded
10.	Javed Hussain Dayo	Evaluation of Computer Education Program on the Basis of Gagne's Model in Secondary Schools	M. Phil.	Degree Awarded
11.	Pervez Akhtar	An evaluation of the Actual Working of the Devolution Plan, Its Shortcomings and Remedial Measures	M. Phil.	Degree Awarded

12.	Naila Siddiqua	A Study of the Moral Development of School Children	M. Phil.	Degree Awarded
13.	Tehmina Tabish Latifi	Piaget's Theory of Cognitive Development and its Relationship to Mentally Retarded Children	M. Phil.	Degree Awarded
14.	Shehnila Naz	A Survey of Speech Disorders among Children with Mental Retardation	M. Phil.	Degree Awarded
15.	M. Azhar Siddiqui	Impact of the Concept of Technical Education on Special Education Curriculum	M. Phil.	Submitted for Evaluation
16.	Aftab Ahmed	Influence of Pedagogical Factors on Students' Academic Standards	M. Phil.	Degree Awarded
17.	Lubna Fazal	Factors that Influence Career Choice in College Freshmen	M. Phil.	Submitted for Evaluation
18.	Uzma Panhwar	A Study Examining the Use of Transformational Leadership Practices for Teacher Development	M. Phil.	Degree Awarded
19.	Naveed Abro	Relationship between Literacy & Democracy among South Asian Countries	M. Phil.	Degree Awarded
20.	Muhammad Anwar	Measuring Regular Schools' Teachers Attitude Towards Inclusive Education in the Region of Gilgit- Baltistan	M. Phil.	In Process
21.	Sadia Asghar	A Study to Find Out the Child Rearing Practices for Moderate Mentally Retarded and Normal Children in the Same Families	M. Phil.	In Process
22.	Shahid Ali	Pivotal Role of Parents – An Essential Prerequisite to Develop Listening Skills and Spoken Language Among audio-metrically Deaf Children	M. Phil.	In Process

## **6. SUPERVISED RESEARCH THESES AT M. A./M. Ed./B. Ed. LEVEL**

### **6.1 M.A Theses Supervised At Department of Special Education, University of Karachi**

#### **During the Year 1991 – 1992:**

1. Emotional Disturbances in Learning Disabled Children by Muhammad Murtaza.
2. A Small Scale Survey of Identification of Disabilities in Rural & Urban Areas by Syed Tayab Ali.
3. Problems Associated with Learning Disabled Children by Aftab Alam Khan.
4. Consanguineous Marriages and Disabilities in Children by Masood Iqbal Abbasi.
5. Nature of Differences in the Practices of Upbringing the Disabled and Normal Children in the Family by Moammar Salik Mirza.
6. Communication Deficiencies in Mentally Retarded Children by Nadeem Ghayas.
7. General Problems of Cerebral Palsed Children by Seema Rahim.
8. Social & Emotional Problems of Mentally Retarded Children by Anjum Ara.
9. Identification of Learning Disabled Children in Ordinary Schools of Karachi by Shaheen Haroon.
10. Identification of Problem – Behavior in Mentally Retarded Children by Zahida Abdullah.

**During the Year 1992 – 1993:**

1. A Study about Public Attitude towards the Education of Mentally Retarded Children by Akhtar Abbas.
2. A Study of Language Development in Ordinary and Special Children by Zahida Shah.
3. The Implementation of the Curriculum in Special School for Children with Mental Retardation by Qasim Mehmood.
4. The Comparative Study of Emotional Development in Normal and Mentally Retarded Children between Age 5 – 10 Years by Shazia Batool.
5. A Comparative Study of Cognitive Development in Normal and Mentally Retarded Children between Age 5 – 10 Years by Imtiaz Ahmed.
6. A Comparative Study of Social Development in Normal and Mentally Retarded Children between Age 5 – 10 Years by Lal Mohammad.
7. A Comparative Study of Self-Help Skills in Normal and Mentally Retarded Children between Age 5 – 10 Years by Shafreen Jamal.
8. A Comparative Study of Motor Development in Normal and Mentally Retarded Children between Age 5 – 10 Years by Munira Mazahir.
9. Status of Parental Care in Prevention of Developmental Retardation by Muhammad Waseem.

**During the Year 1993 – 1994:**

1. Prevailing Parental Misconceptions and their Consequences on Behavior by Muhammad Imran Baig.
2. The Problems Encountered by Mentally Retarded Children during Vocational Training by Farzana Siddiqui.
3. A Study of Sex Related Problems Associated with Adolescence and Adulthood in Institutionalized Mentally Retarded Female by Yasmeen.
4. Analysis of Self Help Deficiencies in Down's Syndrome Children by Syeda Abida Rehman.
5. Problems Associated with Autistic Children by Yasmeen Nighat.
6. Handicapping Conditions Associated with Leprosy Children and Obstacles in their Rehabilitation by Abdul Qayyum Khan.
7. Analysis of Socialization Deficiencies in Down's Syndrome Children by Irfan Elahi.
8. Analysis of Language Deficiencies in Down's Syndrome Children by Zakia Elahi.
9. Analysis of Cognitive Deficiencies in Down's Syndrome Children by Asma Imdad.
10. Analysis of Classroom Environment, Learning Methods, Materials and Curriculum in Special Schools for Mentally Retarded Children by Mumtaz Fatima.
11. A Study of Problems of Parents in Upbringing their Down's Syndrome Children by Fauzia Malick.
12. Teacher as "Assessor" in the Identification of Disabilities in Normal Schools by Aftab Hussain.
13. Problems of Parents of Children with Special Needs by Aman Ullah.
14. Study of Relevant Parameters in the Identification of Learning Disabled Children by Gohar Fatima.
15. Motivaitonal Factors of Deprived Child towards Life by Ikram Ullah Qureshi.
16. Personal & Environmental Variables Associated with Learning of Mentally Retarded Children by Matahir Aamri.
17. Screening of Special Children in Community Setting by Irfan Iqbal.
18. Rehabilitation of ADHD Children with the Collaboration of Teachers by Uzma Aziz.
19. Assessment of Physical Development in Down's Syndrome Children by Farzana Khawaja.
20. The Effect of Child Labor on Personality Development by Zia Sultana.

**During the Year 2003 – 2004:**

1. History of Pakistan Sign Language: Compilation of Materials by Mohd. Israr
2. Screening of Disability and Identification of Learning Disabilities in Regular Primary Schools of District Gilgit by Mohd. Anwar Nagri
3. Attitude & Problems Related to Social Interaction Among Children with Mental Retardation by Hafsa Farooq
4. Provision of Services in Special Schools of Karachi by Mehreen Farooq

**During the Year 2004 – 2005:**

1. Special Educational Needs of Children with Mental Retardation as Perceived by Regular School Teachers by Sadaf Nasir
2. Special Educational Needs of Children with Mental Retardation as Perceived by Special Education Teachers by Zohra Jabeen
3. Special Educational Needs of Children with Mental Retardation as Perceived by Their Parents by Samina Ahmed
4. Special Educational Needs of Children with Mental Retardation as Perceived by Parents of Normal Children by Sumera Bano
5. Special Educational Needs of Children with Mental Retardation as Perceived by Siblings by Sakina Bibi
6. Special Educational Needs of Children with Mental Retardation as Perceived by Peers by Saiqa Bano
7. Special Educational Needs of Children with Mental Retardation as Perceived by Physiotherapists by Ashrafi Mubarik
8. Special Educational Needs of Children with Mental Retardation as Perceived by Speech Therapists by Gul Nasreen
9. Special Educational Needs of Children with Mental Retardation as Perceived by Community Members by Hina Malik
10. Special Educational Needs of Children with Mental Retardation as Perceived by School's Supporting Staff by Shehla Rafiq
11. Special Educational Needs of Children with Mental Retardation as Perceived by Grandparents by Mohd. Hussain

**During the Year 2005 – 2006:**

1. Parents' attitude Towards Inclusive Education of Children with Special Needs by Asma Wakeel
2. Identification of Maternal Burnout in Families having a Child with Disability by Asma Agha
3. Preparation of a Source Book for Parents having a Child with Autism by Adnan Malik
4. Attitude of Students in Professional Studies Towards Persons with Disabilities by Hareem Anwar Khan
5. Estimation of Cost Involved in Raising a Child with Disability by Ghulam Fatima
6. Comparison between Attitude of Employed & Unemployed Persons with Disability by Beenish Iqbal
7. Nature of Job Related Task Performed by Special Educators in an Inclusive Setting by Huma Khan
8. Use of Technology for the Development & Education of Children with Hearing Impairment by Arneel Tasneem
9. Adolescence Attitude Towards Individual with Disability by Hina Khatri

## **6.2 M. Ed Theses Supervised At Hamdard Institute of Education & Social Science, Hamdard University Karachi**

### **During the Year 1997 – 1998:**

1. Impact of Higher Education on Manpower Planning & Economic Development in Pakistan by Amna Hamid
2. Situation of Higher Education in Pakistan by Alam Raza
3. Quality of Science Education in Pakistan by Jawed Ali Ghauri
4. Educational Prospects in SAARC Region by Fayyaz Hussain
5. Curriculum for Environmental Education by Victor Sabastian
6. Effect of Counseling & Guidance on Student Behavior by Dominic D' Silva
7. Problems & Prospects in Teaching Profession by Aslam Khan
8. Education & Society in Modern Era by Rashid Ali Rajput
9. Muslim Education in the 21<sup>st</sup> Century by Fauzia Zahoor
10. Concept of Lifelong Education by Amtul Khalil
11. Impact of Disability Awareness Programs on St. Jude's High School by Emmauel Bashir
12. Progress of Primary Education Reflect in Educational Policies by Mohd. Aamir
13. Muslim Tradition in Psychotherapy & Modern Trends by Amir Shafique
14. Degree of Correlation between Students' Achievements in English & Science Subjects by Shehla Shagufta

### **During the Year 1998 – 1999:**

1. An Epidemiological Study of Disabled Children in Pakistan by Mohd. Ishaque
2. Critical Issues of Women Education in Pakistan by Haroon Masih
3. Evaluation of Progress in Science Education at Secondary School Level by Kamal Azam
4. The Concept of Islamic University by Gloria Gladys
5. Career Education for Handicapped Individuals by Yousuf Youhanna
6. Reliability of Academic Achievement in Final Examination of Grade-VI Students by Maimoona Haider
7. Promotion of Girls' Education in the Context of Universalization of Primary Education by Shahnaz Hussain
8. Impact of Political Violence on Children by Michael Yousuf
9. Ethnicity and Education in Nation Building in Pakistan by Asia Ajmal
10. Teachers' Awareness of Creative Skills by Naila Siddiqua
11. Problem in Primary Schools of Rural Areas by Ejaz Ahsan
12. Teaching of Disabled Children: Problems Perceived by Regular School's Teachers by Perveen Akhtar
13. A Critical Analysis of Educational Development in Pakistan After 50 Years of Independence by Talat Nisar
14. Freedom of Thought in Islam by Helen Peter
15. Professional Development of In-service Primary Teachers by Marie D'Souza
16. Social Skills through Cooperative Learning: "Two Heads are Better than One" by Clare C. Juma
17. Special Needs of Children with Learning Difficulties by Rose Correa
18. Science & Technology and its Development in the Muslim World by Khurshid Bano
19. Education and Social Thought by Shakeela Jalil
20. Situational Analysis of Test Construction in Pakistan by Tariq Behzad Khan
21. Sexual thinking of Children Behavioral Effects of Modern Electronic Media by Shiekh Jamil Ahmed
22. Preparation of an Achievement Test of Mathematics for Elementary School Children by Hamid Mehmood

23. Understanding a Link between Educational Planning, Administration & Finance by Rodney Gonsalves
24. Situation of Child Labour in Pakistan by S. Tahir H. Zaidi
25. Role of Muslim Women in Development of a Society by S. Nigar Zehra Abidi
26. Education System of South Asian Countries by Abdur Rauf Khan
27. Concept of Team Teaching by Pervaiz Akhtar

**During the Year 1999 – 2000:**

1. An Outline of Health Education Program in Elementary Grades by Asra Khanam
2. Students' Attitude Towards Learning Mathematics by Patrick Pereira
3. Aptitude of Students in Secondary Schools' Science & Mathematics by Alexander A.R. D' Souza
4. Information Services in South Asia: A Situation Analysis by Terence Anthony
5. Teaching Dyslexic Students at Secondary Level by Bushra Khanam
6. Use of Information Technology in Schools by Shaheen Aziz
7. Process of Curriculum Development by Henry Pillay
8. Absorbent Mind by Anjum Khotak
9. A Comparative Study between 'O' Level and Matric System of Education in Karachi by Anjum Ghulam Muhammad
10. Growing Demands of Computer Education by Naseera Sharif
11. Historical Development & Future Implications of Guidance & Counseling by Yasmeen Nasrullah
12. Standard of Education in Public & Private Schools by M. Rafique Ansari

**During the Year 2000 – 2001:**

1. An impact Study of Intel Teach to the Future Program in Beharia College, N.O.R.E – 1, Karachi by Mumtaz Haider Ali
2. Behavior Modification Techniques in Classroom Management by Henrietta Lobo
3. Problems Associated with Learning Disabled Children by Nadira Dost Mohd.
4. Preparing school Leaders for Educational Improvement by Syed Naeem Ahmed
5. Prevention of Drug Abuse: Curriculum Intervention by Lubna Fazal
6. Teachers' Professional Development by Salma Diwan
7. An Investigation of Teachers' Attitude Towards Classroom Management by Shehnaz Sadruddin
8. Attitude Towards Information Technology among Karachi's Secondary School Teachers by Anthony D' Silva
9. Teachers as Designers in Self-directed Professional Development by Hazal Pinto
10. Task Based Learning English Language Teaching Classes by Yasmin Jamshedi
11. Comparative Education System by Craig Arnaz D'Sanges
12. Relationship between Students' Academic Performance & Socioeconomic Status by Ivan Isaac

**During the Year 2001 – 2002:**

1. Effect of Divorce on Children by Shazia Yousuf
2. Head Teacher Management Competencies by Imran Moin Siddiqui
3. Impact of Teacher Education on Students Grades by Rahila Akram
4. Teaching Techniques Used by Teachers of Mathematics by Naimat Waqasi
5. Strategic ELT Methodology & Multilingual Education Approach by M. Yousuf Sharjeel
6. Application of Psychological Methods to Improve Learning of Slow Learners by Syed Hasnain Naqvi

7. Effect of Parental Involvement on the Child's Academic Performance by Tehmina Saleem
8. Opinions of Teachers About Standard of College Education by Shahid Nadeem
9. Preparation of Low Cost Material in Primary Education by Yasmeen Hassan
10. Measurement of Art Aptitude among the Students of Pre-primary by Saima Maheen

**During the Year 2002 – 2003:**

1. Evaluation of Teacher Education Program by Ayesha Kausar
2. Guiding Young's' Children Learning by Azhar Ali
3. Constructivism and Teaching of Science by Nobel Khan
4. Perception of Students About Authoritarian Teachers by Elizabeth Majeed
5. Gender Differences & Discriminatory Practices in Education by Erum Azmi
6. A Study about Baithak School (Community Based Education) by Naila Jabeen
7. Challenges in Teaching of Mathematics by Salika Shamsuddin
8. Teaching & Learning of Science in Lower Secondary School Level by Samreen Nazar Ali
9. Study About Dropout Children by Najmunnisa
10. English as a Second Language by Irum Sabir
11. Impact of Newspapers' Children Magazine on Their Learning by Zarbina Shaheen

**During the Year 2003 – 2004:**

1. From Segregation to Inclusion: A Case Study on Pakistan by Syeda Nazish Hasan
2. Concept of Alternative Education by Mohd. Akhtar
3. A Study About Distance Education by Rana Khan
4. Stephen Hawking by Zubair Ahmed Bhatti
5. Teaching of English at Primary to Secondary Education Level by Huma Wilson
6. Integrated Literacy Model Developed by ESRA Implemented in Selected Districts by Shahida Maheen
7. Relationship between Attitude Towards Biology & Academic Performance of Secondary School Students by Saima Qurban Ali
8. Hidden Curriculum for Social Skills Training by Pamela Yousuf
9. Relationship between Students' Attitude & Academic Performance in Biology by Anita Wali
10. Achievement Motivation & Students' Performance in Biology by Irum Sadiq
11. Evaluation of Teachers Preferences for Lower or Higher Domains in Bloom's Cognitive Taxonomy by Rabia Ramzan Ali
12. Relationship between Motivation & Test Performance of Students in General Science by Barbara Yousuf
13. Relationship between Students' Study Habits & their Actual Performance in English by Elizebeth Yousuf
14. Financial Issues in Educational Administration by Aijaz Shaheen
15. A Study of Reading Skills at College Level with Special Reference to ICTs by Syed Nadeem Raza
16. Imam Ghazali & Modern thoughts of Education by Tanveer Kausar
17. Role of Creative & Critical Thinking in Education by Stella Younis
18. Facilitating Critical Reflection with Career Development Practitioners: A Critical Inquiry by Fatima Abdul Rehman

### **6.3 B. Ed Individual Projects Supervised At Hamdard Institute of Education & Social Science, Hamdard University Karachi**

#### ***During the Year 1996 – 1997:***

1. Emotional Problems of Secondary School Students by Gulzar Shah
2. Importance of Extra Curricular Activities by Kokab Usman
3. Need Assessment of Computer Education at Primary Level by Rizwana Parveen
4. Pedagogical Techniques for Teaching Mathematics by Mumtaz Ghauri
5. Transformation of Islamic Values in School Going Children by Mohd. Hussain
6. Educational Problems of People Live in Khawazakhela, District Swat

#### ***During the Year 1997 – 1998:***

1. A Brief Review of Iqbal's Educational Philosophy by Memoona Rashid
2. De-motivation Factors in Secondary School Students by Yousuf Ahmed
3. Objectives of Secondary Education in Pakistan by M. Sikandar Hussain
4. Comparison between Islamic & Formal Education System by Hafiz M. Siddique
5. Problems of Educated Married Women by Najmus Sehar
6. Socio-educational Problems of Children with Mental Retardation by Shabana Jahandad
7. Relationship between Education & Guidance by Hina Mushtaq
8. Influence of Political Parties in Educational Institutions by Nighat Ansari
9. Need of Change in Education System by Arif Gul

#### ***During the Year 1998 – 1999:***

1. Educational Philosophy of Hazrat Imam Ghazali by Shehnaz Bano
2. In-effective Teaching Styles of Secondary Schools' Teachers by Khadeeja Begum
3. Teachers' Perception About Environmental Education by Kulsoom
4. Relationship between Self Concept & Achievements in Mathematics by Waris Anjum
5. The Contributions of Sir Syed Ahmed Khan in the Muslim Education History by Mehnaz
6. Study About Curriculum Practices at Secondary School Level by Shagufta Jamil
7. Relationship between Education & Religion by Mubina Zareen
8. Problems of Teachers at Public Sector Schools by Shahida Perveen
9. Performance Evaluation of Trained & Untrained Teachers by Sara Ahmed
10. Employment Status of Urdu Medium Teachers in English Medium School by Parveen Akhtar

#### ***During the Year 1999 – 2000:***

1. Why we Fail in Transforming True Islamic Values among School Children by Shagufta Rani
2. Role of Government in Solving Problems Related to Education by Shan-e-Zehra
3. Comparison between Philosophy of Iqbal and other Muslim Scholars by Abid Haqani
4. Importance of Education in Islam by Saleh Afzal
5. Effect of Trained & Untrained Teachers' Pedagogical Practices on Students Learning by Asif Hussain Siddiqui
6. Physical Education Curriculum in Primary Schools by Tanveer Fatima
7. Discipline Problems in Schools of Baldia Town Karachi by Joseph Abid
8. Educational Achievements During the Period of Ashab-e-Saffa by Shahina Shehnaz
9. Hakim Said's Concept of Mosque Education by Afifa Nasreen
10. Status of Women in the Holy Qur'an by Sofia Hameed



***During the Year 2000 – 2001:***

1. Importance of Extra Curricular Activities at Secondary Education Level by Shabana Razzaq Abbasi
2. Role of Media in Solving Educational Problems by Rukhsana Rafi
3. Sources of Achievements in Education by Naveeda Yasmeen
4. Role of Dr. Mahmud Hussain in Establishing Jamia Milia by Yasmeen

**7. RESEARCH PROJECTS:**

1. Principal Investigator of the project, entitled “Development of an E-Learning Program in Special Education,” funded by Higher Education Commission, Islamabad in the year 2005. During the project, following activities were performed:

- Developed five modules on Autism
- Developed web site (URL [www.delp.edu.pk](http://www.delp.edu.pk))
- Registered participants from various cities of Pakistan
- Offered online video recorded lectures on each module delivered by Prof. Dr. Amin Gadit (Hamdard Medical College), Prof. Dr. Zahid Bashir (Aga Khan Medical University, Dr. Anjum Kazimi (Department of Special Education), Dr. Shahida Sultana (Pediatrician) & Dr. Shahida Sajjad (Department of Special Education).
- Launched the course
- Used messenger and email to provide guidance
- Evaluate participants progress through assignments on each module
- Conduct final examination
- Evaluate project’s effectiveness

2. Provincial Coordinator of the project entitled “Survey of Facilities for Special Children in Pakistan”. A study Conducted by Department of Special Education, University of the Punjab, funded by Directorate General of Special Education, Ministry of Social Welfare & Special Education, Govt. of Pakistan. During the project, performed following jobs:

Collect data from all institutions/centers of special education working in the Sindh province.  
Submit final report on ‘Facilities Available to Special Children in Sindh Province’  
Submit a report on ‘Situation of Teachers Training Program in Pakistan’  
Submit a report on ‘Curriculum for Special Children in Pakistan’

3. Working as Principal Investigator in the Project of “Dissemination of Material for the Parents of Special Children” funded by: Research Facility Center, Faculty of Arts, University of Karachi.
4. Worked as Project In-charge, titled, “Field Based Teachers’ Training Program in Northern Areas of Pakistan”. A Project of Hamdard University with the collaboration of Aga Khan Education Services, Pakistan, North (AKESP,N) Funded by European Union.

During the project, the following responsibilities fulfilled:

- a. Module Development
- b. Team Leader to conduct Orientation Workshops at Gilgit
- c. Regular Visits to Northern Areas Pakistan (almost monthly)
- d. Conducted Teaching Practice in all Five (now six) Districts
- e. Supervised Individual Projects (30 Students)
- f. Preparation of Final Report

5. Consultant in the project “Information and Communication Technologies (ICTs) Assisted Learning Tools for Deaf in Pakistan”, conducted by SDNP (UNDP), a part of IUCNP’s ECK Group , funded through the Pan Asia ICT R&D Grants Program Award. During the project, following assignments were completed:
  - First Phase Collated Data Sets of Sign Language Previous Work in Pak. Collection, from January – March 2003, Report Published and available on [www.special.net.pk](http://www.special.net.pk)
  - Second Phase Consisted of New Sign Development, its Micro Study Testing & Preparation of CD ROM, from May – August 2003, Report Published and available on [www.special.net.pk](http://www.special.net.pk)
  - Third Phase Consisted of Macro Level Testing at Karachi, Islamabad, Quetta & Lahore and Development of a Website, from September – November 2003, Report Published and available on [www.special.net.pk](http://www.special.net.pk)
6. Conduct Epidemiological Study of Childhood Disabilities in Baba Island, Karachi. A Project of Department of Special Education, University of Karachi, in collaboration of Community Health Sciences, Department of Aga Khan Medical University, Karachi.
7. In 1992, prepared ‘Research Instruments’ for the Assessment of Children with Mental Retardation with the Collaboration of UNICEF, Pakistan. The instruments are listed below:
  - Form 1: Screening of Special Children
  - Form 2: Case History Form
  - Form 3 (A): Questionnaire for Parents of Children with Mental Retardation not Attending Special School
  - Form 3 (B): Questionnaire for Parents of Children with Mental Retardation Attending Special School
  - Form 4: Medical Assessment Form
  - Form 5: Adaptive Behavior Scale
  - Form 6: Measurement of Cognition & Personality
  - Form 7: Performa for Assessment Report
  - Form 8: Training Program for Children
  - Form 9: Parents Satisfaction Questionnaire
8. Prepared Curriculum Based Assessment for Mentally Retarded Children.

## **8. ADMINISTRATIVE/PROFESSIONAL ACTIVITIES**

### **8.1 Administrative Experience**

- Look after the routine work of the Department of Special Education, University of Karachi when the Chairperson on leave, .
- Look after the routine work of the Department of Special Education, University of Karachi when the Chairperson on leave, 19<sup>th</sup> July 2010 to 31<sup>st</sup> August 2010.
- Student Advisor, Department of Special Education, University of Karachi from to todate.
- Coordinator Evening Program, Department of Special Education, University of Karachi, 2004 todate.
- Look after the routine work of the Department of Special Education, University of Karachi, 08<sup>th</sup> July 2004 to 17<sup>th</sup> August 2004.

- When the Director on leave, look after the affairs of the Hamdard Institute of Education & Social Sciences, Hamdard University Karachi
- Deputy Director, National Trust for Disabled Persons, Government of Pakistan, 1995-1996.

### **8.2 Editorial Positions:**

- Associate Editor, Pakistan Journal of Special Education, published by Department of Special Education, University of Karachi, 2004-todate.
- Editor, SCHEMA: Journal of Humanities & Social Sciences, published by Forum of Humanities & Social Sciences' Scholars, 2004-todate.
- Member Editorial Board of Harmony: Journal of Social Science & Humanities, published by Lions' Club, 2007-todate.
- Editor, Practitioners' Point (Quarterly Newsletter), published by Department of Special Education, University of Karachi, 2005-2006.
- Editor, Counseling (Monthly Newsletter), published by Hamdard Institute of Education & Social Sciences, Hamdard University Karachi, 1999-2000.

### **8.3 Academic Working**

- M.Phil Thesis Evaluation AIOU
- M.Phil Thesis Evaluation, AIOU
- Examiner B.Ed Teacher Training Program, Punjab University (2008 till date)
- Designed the following academic programs in the Department of Special Education, University of Karachi which are approved by Board of Studies of the Department, Board of Faculty of Arts & Academic Council of the University:
  - i) Post Graduate Diploma in Inclusive Education
  - ii) B.Ed in Special Education
  - iii) Four Year B.S in Audiology & Speech-Language Pathology
- Nominated by Federal Urdu University of Arts, Science & Technology, Karachi as a Subject Expert to advice the Selection Board to appoint Assistant Professor in the Department of Special Education, July 26, 2010.
- Ph.D External Examiner for Oral Defence of Ms. Tehsin Mehmood Aslam, Department of Special Education, University of the Punjab, Lahore held on
- Member, Board of Studies, Department of Special Education, University of Karachi. 2004-2006.
- Member, Board of Studies, Department of Special Education, Allama Iqbal Open University, Islamabad from 2007-todate.
- Member, Board of Faculty of Arts, University of Karachi, 2004-2006.
- Nominated by Office of the Affiliation Committee, university of Karachi as a Subject Expert for the inspection of institutions, 2005.
- Member, National Curriculum Revision Committee in Special Education, Higher Education Commission, Islamabad. The committee developed a uniform curriculum in Special Education at Graduate and Post Graduate Level.
- Nominated by University of the Punjab, Lahore as a Subject Expert to advice the Selection Board to appoint Assistant Professor in the Department of Special Education.
- Department of Special Education, University of the Punjab, Lahore appointed as an External Examiner for Ph.D Comprehensive Examination, 2005-2007.
- University of the Punjab, Lahore appointed as a Paper Setter/Examiner for B.Ed (Special Needs) Examination, 2006 & 2007.

- Department of Special Education, University of the Punjab, Lahore appointed as an Evaluator of Entry Test for the candidates of Ph.D program of studies.
- Member, Board of Baitul Hikmah Research Institute, Hamdard University Karachi, 1999-2000.
- Member, Board of Studies, Hamdard Institute of Education & Social Sciences, Hamdard University Karachi, 1999-2004.
- Member, Departmental Research Committee, Hamdard Institute of Education & Social Sciences, Hamdard University Karachi, 1999-2004.
- Member, Convocation Organizing Committee, Hamdard University Karachi, 1998-2004.
- Member, Admission Committee, Hamdard University Karachi, 1998-2004.
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#### **8.4 Professional Society/ Committee Memberships:**

1. Founder and Member of Pakistan Advancement of Audiology and Speech Pathology Association (PAASPA), 2005 to present
2. Pakistan Organization of Working in Educational Research, 2007 to present.
3. Hamdard University Alumni, 2007 to present.

#### **8.5 Seminar/Conferences/Workshops**

1. Organised National Conference on International Day of Disabled Persons, 2007, theme entitled, “Decent Work Opportunities for Persons with Disabilities.
2. Organized a 15 days Faculty Development Program from 5<sup>th</sup> January to 17<sup>th</sup> January 2008 with the collaboration of Ministry of Labor, Manpower & Overseas Pakistanis (National Talent Pool), Govt. of Pakistan
3. Attended Seminar on “Models of Language Development Used in Literacy Skills”, organized by Department of Special Education, University of Karachi, on February 16, 2005.
4. Attended Seminar on “Vocational Rehabilitation and Educational Development in Pakistan”, organized by Department of Special Education, University of Karachi, on February 19, 2005.
5. Attended Workshop on “Strategies to Overcome Speech and Language Problems”, organized by Department of Special Education, University of Karachi, on February 26, 2005.
6. Attended a 2-Day Workshop on ‘Anatomy and Physiology of Speech’, organized by Department of Special Education, University of Karachi, on September 12<sup>th</sup> & 14<sup>th</sup> 2006.

### **9. PUBLICATIONS:**

#### **9.1 Books Published**

1. Sulman, N. (2008). *Mental Retardation in Urdu*. Islamabad: Higher Education Commission.
2. Sulman, N. (2004). *The Concept of Special Education*. Karachi: Association for Special Children.
3. Sulman, N. (2004). *The Concept of Disability*. Karachi: Association for Special Children.
4. Sulman, N. & Shahzadi, S. (2005). *Categories, Causes and Prevention of Disabilities*. Karachi: Association for Special Children.
5. Sulman, N. ( 2005 ). *Curriculum and Instructional Practices in Special Education*. Karachi: Association for Special Children.
6. Sulman, N. & Zubairi, N. (2005). *Play, Leisure & Recreation, Collaboration, and Transition Services in Special Education*. Karachi: Association for Special Children.

7. Shahzadi, S.; Anwar, F. & Sulman, N. (2000). *Glossary of Special Education*. Karachi: Association for Special Children.
8. Sulman, N. & Shahzadi, S. (1998). *Curriculum Based Assessment for Mentally Retarded Children*.

### **9.2 Proceedings Edited**

7. Editor, Proceedings of the National Conference on International Day of Disabled Persons, 2007, theme entitled, "Decent Work Opportunities for Persons with Disabilities.
8. Editor, Proceedings of the Seminar on Special Education in Pakistan: Challenges and Opportunities (January 2005). Organized by Department of Special Education, University of Karachi.
9. Editor, Proceedings of the Seminar "A Psycho-Socio-Pharmacological Approach towards Special Children" (December 2004). Organized by Department of Special Education, University of Karachi.

### **9.3 Published Research Papers**

1. **Field Based Teachers' Training Program in the Northern Areas of Pakistan: An Experimental Study (In Press). *Journal of Social Science and Humanities (ISSN)*.**
2. *The Situation of Elderly Population in Pakistan: Problems and Prospects*. Pakistan Journal of Special Education (ISSN 1818-2860), Vol.9, 2008, pp. 57-71.
3. *Identification of Motivational Factors Influencing Student Participation in Sports Activities*. Schema: Journal of Humanities and Social Science (ISSN 1991-8461), Vol. 4, 2007, pp. 125-137.
4. *Clarifying Issues Related to Children with Special Needs*. The Harmony: Bi-Annual Research Journal of Social Science and Humanities, Vol.1, No. 2, 2007.
5. *How to Improve the Situation of Persons with Disabilities in Pakistan?* Pakistan Journal of Special Education (ISSN 1818-2860), Vol. 8, 2007, pp. 89-110.
6. *Evaluation of E-Learning Program in Special Education*. Journal of Social Sciences and Humanities (ISSN), Vol. 46, Part-I, June 2007, pp. 19-32.
7. *Consanguineous Marriages and Chances of Disability*. Journal of Social Sciences & Humanities (ISSN), Vol. 45, June 2006, pp. 65-80.
8. *National Policies for Persons with Disabilities in Pakistan*. Pakistan Journal of Special Education (ISSN 1818-2860), Vol. 7, 2006, pp. 51-74.
9. **The Debate of Labeling Mongol Child and its Influence on Teachers' Interaction with Down Syndrome Students. *Journal of Social Sciences & Humanities (ISSN), No. 2 (2005), pp. 57-68.***
10. *ICTs Assisted Learning Tool for the Deaf in Pakistan*. Pakistan Journal of Special Education (ISSN 1818-2860), Vol. 6, 2005, pp. 31-46.
11. *Pakistan Sign Language: Collated Data Sets*. Journal of Social Sciences & Humanities (ISSN). No. 1, June 2005, pp. 97-110.
12. *Assessing Children for the Presence of a Disability*. Schema, Journal of Humanities and Social Science (ISSN 1991-8461), Vol. 2, 2005, pp.07-24.
13. *Analyzing Teacher/Child Interaction: What Makes Communication Successful?* Co-author with Dr. Shagufta Shahzadi. SCHEMA: Journal of Humanities and Social Science (ISSN 1991-8461), Vol. 1, 2004, pp. 36-49.
14. *Situation of Disabled Children in Pakistan: Review of Prevalence Rate and National Policies*. SCHEMA: Journal of Humanities and Social Science (ISSN 1991-8461), Vol. 1, 2004, pp. 83-100.
15. *Cognition, Meta-Cognition and Related Aspects*. Pakistan Journal of Special Education (ISSN 1818-2860), Vol. 5, 2004, pp. 12-20.
16. *Parents' Expectations about Future of their Mentally Retarded Children in Pakistan*. Journal of Special Education, The Council for Special Education, Vol. 1, No. 1, 2004, pp. 17-25.

17. *The Effect of the Severely Mentally Retarded Child on His Family.* Journal of National Portage Association of Pakistan, Vol. 1, No. 1, 2004, pp. 13-19.
18. *The Mental Health of Siblings of Handicapped and Non-Handicapped Children.* Educators' Digest, Vol. 3, 2003, pp. 1-14.
19. *Severity of Retardation and Coping Mechanism Adopted by Families.* Pakistan Journal of Special Education (ISSN 1818-2860), Vol. 4, 2002, pp. 62-70.
20. *Effects of Sensory Motor Training on Adaptive Behavior in Children with Mental Retardation.* Pakistan Journal of Special Education (ISSN 1818-2860), Vol. 3, 2000, pp. 38-49.
21. *Comparative Study of the Parents' Attitude towards their Mentally Retarded Children.* Pakistan Journal of Special Education (ISSN 1818-2860), Vol. 2, 1999, pp. 21-34.
22. *Social Attitudes towards Disabled Population.* Pakistan Journal of Special Education (ISSN 1818-2860), Vol. 1, 1998, pp. 41-46

#### **9.4 Published Articles in Professional Magazine**

1. (August, 2009). *Development of Literacy Skills in Children with Mental Retardation.* Pakistan Special Magazine, pp. 17-21.
2. (July, 2009). *Redesigning the Curriculum for Physically Challenged Persons.* Pakistan Special Magazine, pp. 15-18.
3. (June, 2009). *Oral Language Development.* Pakistan Special Magazine, pp. 15-19.
4. (May, 2009). *How to Recognize & Address Child Maltreatment at Home?* Pakistan Special Magazine, pp. 23-26.
5. (April, 2009). *Strategies for Teaching Students with Behavior Problems.* Pakistan Special Magazine, pp. 17-19.
6. (March, 2009). *Developing Writing Skills through Universal Design for Learning* Pakistan Special Magazine, pp. 19-23.
7. (February, 2009). *Universal Design for Learning.* Pakistan Special Magazine, pp. 21-24.
8. (January, 2009). *Differentiated Instruction: Success for Every Student.* Pakistan Special Magazine, pp. 13-15.
9. (October, 2008). *Dysphagia in Children.* Pakistan Special Magazine, pp. 19-23.
10. (September, 2008). *Augmentative & Alternative Communication (AAC) Devices.* Pakistan Special Magazine, pp. 25-29.
11. (August, 2008). *Aphasia: A Language Disorder.* Pakistan Special Magazine, pp. 33-36.
12. (April, 2008). *Bulimia: Eating Disorder in children.* Pakistan Special Magazine, pp. 27-29.
13. (March, 2008). *PICA: An Eating Disorder.* Pakistan Special Magazine, pp. 17-20.
14. (February, 2008). *Ataxia: In-coordination of Muscle Movements.* Pakistan Special Magazine, pp. 18-20.
15. (January, 2008). *Opportunities of Decent Work for Persons with Disabilities in Pakistan Part II.* Pakistan Special Magazine, pp. 19-20.
16. (December, 2007). *Opportunities of Decent Work for Persons with Disabilities in Pakistan – Part I.* Pakistan Special Magazine, pp. 19-25.
17. (October, 2007). *Development of an ICT Assisted Learning Tool for Deaf in Pakistan – Part IV.* Pakistan Special Magazine, pp. 19-26.
18. (September, 2007). *Development of an ICT Assisted Learning Tool for Deaf in Pakistan – Part III.* Pakistan Special Magazine, pp. 18-24.
19. (August, 2007). *Development of an ICT Assisted Learning Tool for Deaf in Pakistan – Part II.* Pakistan Special Magazine, pp. 20-23.
20. (July, 2007). *Development of an ICT Assisted Learning Tool for Deaf in Pakistan – Part I.* Pakistan Special Magazine, pp. 09-11.
21. (June, 2007). *Why Don't People Who Need them Get Hearing Aid?* Pakistan Special Magazine, pp. 09-13.

22. (May, 2007). *Spina Bifida and Obesity*. Pakistan Special Magazine, pp. 09-11.
23. (April, 2007). *Attention Deficit Hyperactivity Disorder*. Pakistan Special Magazine, pp. 15-17.
24. (March, 2007). *Assistive Devices for People with Disabilities*. Pakistan Special Magazine, pp. 19-21.
25. (February, 2007). *Developmental Assessment of Young Children*. Pakistan Special Magazine, pp. 13-14.
26. (January, 2007). *Conceptual Models and Classification Systems*. Pakistan Special Magazine, pp. 24-25.
27. (December, 2006). *About Intensive Behavior Treatment*. Pakistan Special Magazine, pp. 17-20.
28. (September-October, 2006). *Leadership and Empowerment*. Pakistan Special Magazine, pp. 22-23.
29. (August, 2006). *Quality of Life for People with Disabilities*. Pakistan Special Magazine, pp. 11-12.
30. (July, 2006). *Self-Determination & Self-Advocacy*. Pakistan Special Magazine, pp. 21-23.
31. (June, 2006). *'Medical Model' Vs 'Social Model'*. Pakistan Special Magazine, pp. 22-23.
32. (May, 2006). *Mother's Burnout*. Pakistan Special Magazine, pp. 17-19.
33. (October, 2005). *Parents of Special Children*. Pakistan Special Magazine, pp. 29-30.
34. (September, 2005). *Idiot Savant*. Pakistan Special Magazine, pp. 21-25.
35. (August, 2005). *Evaluation & Management of the Child with Speech Delay*. Pakistan Special Magazine, pp. 27-30.
36. (June-July, 2005). *Echolalia in Autistic Children*. Pakistan Special Magazine, pp. 29-30.
37. (November, 2004). *Developmental Delay*. Pakistan Special Magazine, pp. 19-20.
38. (September-October, 2004). *Developmental Milestones*. Pakistan Special Magazine, pp. 19-21.
39. (August, 2004). *Child Psychology*. Pakistan Special Magazine, pp. 33-36.
40. (July, 2004). *Definitions of Mental Retardation: A Chronological Outlook*. Pakistan Special Magazine, pp. 23-26.
41. (June, 2004). *A Brief Introduction to Disabilities*. Pakistan Special Magazine, pp. 30-35.
42. (May, 2004). *The Definitions of Disability*. Pakistan Special Magazine, pp. 23-25.
43. (December, 2003). *Understanding Children's Functioning and Learning Disabilities*. Pakistan Special Magazine, pp. 24-27.
44. (October-November, 2003). *Developmental Sequence*. Pakistan Special Magazine, pp. 17-19.
45. (June, 2003). *Minimal Hearing Loss*. Pakistan Special Magazine, pp. 27-29.
46. (May, 2003). *Rett's Disorder*. Pakistan Special Magazine, pp. 19-20.
47. (April, 2003). *Teaching Children with Learning Difficulties*. Pakistan Special Magazine, pp. 32-34.
48. (January, 2003). *How to Handle Temper Tantrums*. Pakistan Special Magazine, pp. 31-35.
49. (December, 2002). *Every Teacher should Know*. Pakistan Special Magazine, pp. 31-34.
50. (July, 2002). *Speech Therapy for the Mentally Retarded Children*. Pakistan Special Magazine, pp. 24-26.
51. (May, 2002). *Modern Beliefs about Disability*. Pakistan Special Magazine, pp. 35-37.
52. (March, 2002). *Research Facilities in Special Education*. Pakistan Special Magazine, pp. 31-35.
53. (February, 2002). *Memory Process in Children with Mental Retardation*. Pakistan Special Magazine, pp. 22-25.

54. (December, 2001). Learning Difficulties of Mentally Retarded Children. Pakistan Special Magazine, pp. 27-29.
55. (October-November, 2001). Competencies of Special Education Teachers. Pakistan Special Magazine, pp. 15-20.
56. (September, 2001). Counseling with Exceptional Children. Pakistan Special Magazine, pp. 25-28.
57. (April, 2001). Home and School Coordination. Pakistan Special Magazine, pp. 39-40.
58. (May-June, 2001). Increasing Desirable Behavior. Pakistan Special Magazine, pp. 21-24.
59. (November, 2000). The Importance of Leisure & Recreational Activities for Mentally Retarded Children. Pakistan Special Magazine, pp. 29-33.
60. (October, 2000). Practical Task Analysis. Pakistan Special Magazine, pp. 21-23.

### **9.5 Articles Published in English Newspapers**

1. (2003, February 09). The Leadership Crisis. The Daily Dawn, Sunday Magazine.
2. (2002, November 24). Collective Neurosis. The Daily Dawn, Sunday Magazine.
3. (2002, October 20). The Rise of Narcissism. The Daily Dawn, Sunday Magazine.
4. (2002, September 01). Cognitive Dissonance: Dawn Essay. The Daily Dawn, Sunday Magazine.
5. (2002, July 21). Preventing International Conflict. The Daily Magazine, Sunday Magazine.
6. (2002, June 30). A Study of Modern War. The Daily Dawn, Sunday Magazine.
7. (2002, January 27). Hostility Potential. The Daily Dawn, Sunday Magazine.
8. (2001, November 25). Strength can be Weakness. The Daily Dawn, Sunday Magazine.
9. (2001, October 28). Rumors and Hearsay. The Daily Dawn, Sunday Magazine.
10. (2001, October 16). Ghost of Unemployment. The Daily Dawn, Folio.
11. (2001, July 08). Helping Others: Why? The Daily Dawn, Sunday Magazine.
12. (2001, May 13). Mechanics of Prejudice. The Daily Dawn, Sunday Magazine.
13. (2000, July 30). Special Kids, Special Parents. The Daily Dawn, Sunday Magazine.
14. Catch them young. The Daily Dawn, Special Supplement.
15. Reaching out to Teachers. The Daily Dawn, Of Education Page.
16. Human Spatial Behavior. The Daily Dawn, Sunday Magazine.
17. Human Isolation. The Daily Dawn, Sunday Magazine.
18. The Power of Deindividuation: Dawn Essay. The Daily Dawn, Sunday Magazine.
19. Inculcating Morality: Dawn Essay. The Daily Dawn, Sunday Magazine.
20. The Secret of Charisma. The Daily Dawn, Sunday Magazine.
21. From Taboos to Awareness. The Daily Dawn, Sunday Magazine.
22. Political Alienation. The Daily Dawn, Sunday Magazine.
23. The Universal Language. The Daily Dawn, Sunday Magazine.
24. The Cult Phenomenon. The Daily Dawn, Sunday Magazine.
25. The Hearing Pleasure. The Daily Dawn, Sunday Magazine.
26. War and Poverty. The Daily Dawn, Sunday Magazine.

### **9.6 Articles Published in Urdu Newspapers/Magazine**

#### **10. HONORS AND AWARDS**

- Scholarship received in secondary school level
- First Class First Position in Master's in Special Education



**11. COMPUTER SKILLS:**

- **Operating System:** Windows 98/2000/XP/XP Vista  
**Softwares: Microsoft Office**( MS Word XP, MS Powerpoint XP, MS Excell XP, MS Access XP)
- **Statistics:** SPSS version 13

**12. INTERESTS:**

- Personal Interests: Readings, Internet, Traveling, Art (Music, Film, Literature)
- Professional Interests in Special Education Research
- Professional Interests in Educational Research

## **SURVEY RESULTS**

**Department of Special Education  
University of Karachi  
Employer's Opinion Survey**

S. No.	Particulars	Excellent	Very Good	Good	Fair	Poor	Total
<b>Knowledge</b>							
1.	Math & English	51.00%	17.67%	31.33%	0.00%	0.00%	100.00%
2.	Problem formulation and solving skills	29%	31%	20%	20%	0%	100%
3.	Collecting and analyzing appropriate data	13.11%	55.56%	20.22%	11.11%	0%	100%
4.	Ability to link theory to practice	9.5%	29.5%	31%	30%	0%	100%
5.	Ability to design a system component or process	13%	20%	30%	37%	0%	100%
6.	Computer Knowledge	9%	49%	31%	0%	11%	100%
<b>Communication Skills</b>							
7.	Oral Communication	52%	31%	10%	5%	2%	100%
8.	Report Writing	12%	45%	30%	10%	3%	100%
9.	Presentation Skills	25%	44%	11%	17%	3%	100%
<b>Interpersonal Skills</b>							
10.	Ability to work in teams	37%	38%	25%	0%	0%	100%
11.	Leadership	30%	33%	8%	26%	3%	100%
12.	Independent thinking	6%	42%	20%	22%	10%	100%
13.	Motivation	41.27%	31.27%	14%	9.46%	4%	100%
14.	Reliability	1%	32.33%	42.44%	13.11%	11.11%	100%
15.	Appreciation of ethical values	0%	50%	20%	20%	10%	100%
<b>Work Skills</b>							
16.	Time management skills	55%	25%	20%	0%	0%	100%
17.	Judgment	15%	55%	5%	25%	0%	100%
18.	Discipline	20%	30%	35%	15%	0%	100%

**Department of Special Education  
University of Karachi  
Teacher's Evaluation Survey**

**Semester July-December 2011**

S. No.	Particulars	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	Remarks
1.	The instructor is prepared for each class	10%	52%	-	8%	-	70%	30% - not responded
2.	The instructor demonstrates knowledge of the subject	36%	56%	-	8%	-	100%	
3.	The instructor has completed the whole course	20%	40%	12%	20%	8%	100%	
4.	The instructor provides additional material apart from the textbook	16%	28%	12%	32%	12%	100%	
5.	The instructor gives citations regarding current situations with reference to Pakistani context	16%	40%	12%	12%	4%	84%	16% - not responded
6.	The instructor communicates the subject matter effectively	20%	56%	4%	16%	4%	100%	
7.	The instructor shows respect towards students and encourages class participation	48%	40%	4%	4%	4%	100%	
8.	The instructor maintains an environment that is conducive to learning	40%	32%	20%	8%	-	100%	
9.	The instructor arrives on time	44%	44%	4%	-	8%	100%	
10.	The instructor leaves on time	36%	36%	16%	4%	8%	100%	
11.	The instructor is fair in examination	40%	36%	16%	-	8%	100%	
12.	The instructor returns the graded scripts etc. in a reasonable amount of time	20%	40%	32%	8%	-	100%	
13.	The instructor was available during the specified office hours and for after class consultations	28%	40%	16%	16%	-	100%	
14.	The subject matter presented in the course has increased your knowledge of the subject	56%	44%	-	-	-	100%	
15.	The syllabus clearly states course objective requirements, procedures and grading criteria	32%	40%	16%	12%	-	100%	
16.	The course integrates theoretical course concepts with real-word applications	20%	48%	12%	4%	16%	100%	
17.	The assignments and exams covered the material presented in the course	36%	44%	-	12%	8%	100%	
18.	The course material is modern and updated	24%	28%	16%	16%	16%	100%	

**Department of Special Education  
University of Karachi  
Faculty Survey**

S. No	Particulars	Very Satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied	Total
1.	To what extent you are satisfied with teaching in the department	25%	75%	0%	0%	0%	100%
2.	How for you are satisfied with research work you are currently engaged in?	1%	65.67%	15.67%	17.67%	0%	100%
<b>How would you evaluate the followings?</b>							
3.	Your mix of research, teaching and other universities	2%	25%	48%	25%	0%	100%
4.	The intellectual stimulation of your work	31.33%	35.33%	16.67%	16.67%	0%	100%
5.	Your interaction with students	81.33%	18.67%	0%	0%	0%	100%
6.	The degree of cooperation you receive from colleagues	17%	50%	33%	0%	0%	100%
7.	The administrative support form the department	35.33%	16.67%	14.67%	15.67%	17.67%	100%
8.	Providing clarity about the faculty promotion process	Zero %	34%	16%	17%	33%	100%
9.	Your prospects for advancement and progress through ranks	16.67%	15%	1.67%	0%	66.67%	100%
10.	Salary and compensation package	0%	25%	15%	60%	0%	100%
1.	Job security and stability at the department	70%	10%	2%	0%	18%	100%
2.	Rank the time you have for yourself and family	16.67%	14.67%	51%	16.67%	1%	
3.	The academics activities of the department	19.67%	50%	13.67%	0%	16.67%	100%
	The social climate at the department	30%	30%	20%	20%	0%	100%
	The overall environment in the university	17%	16.67%	33%	33.33%	0%	100%

## **COURSE'S DETAILS**