UNIVERSITY OF KARACHI

MS Programme
2011
Department of Special Education
University of Karachi

Self Assessment Report

Submitted to:
Quality Enhancement Cell
University of Karachi

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<th>Description</th>
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- Survey Results
- Courses details
- Annexure I- List of M.Phil/ Ph.D. Students
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 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 (MS in Special Education):

To train competent, ethical, research oriented and passionate professionals in the field of special education with the frontier of knowledge, reflective professionalism and socio-educational reforms.

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

Aims and Objectives of MS Programme in Special Education are:

MS Program is designed:
1. To train knowledgeable, competent and research oriented teachers in the field of special education.
2. To assess and diagnose various developmental or acquired disabilities in children.
3. To provide rehabilitation services to children having developmental or acquired disabilities enabling them to live an independent and decent life.
4. To design and implement curriculum for children with special needs.
5. To conduct research in the area of special education and develop recommendations for the welfare of special children.
6. To provide community based services of highly professional standards to the persons with disabilities.
7. To develop leadership skills in students as future administrators in the field of special education.
### Table: Program Objectives Assessment (MS)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Objectives</th>
<th>How Measured</th>
<th>When Measured</th>
<th>Improvement Identified</th>
<th>Improvement Made</th>
</tr>
</thead>
</table>
| 1.    | To train knowledgeable, competent and research oriented teachers in the field of special education. | • Employer’s Opinion Survey  
• Students Survey | 2011          | Deficiency to link theory and practice. | • Books by local writers are needed to give theoretical knowledge related to Pakistan  
• More practical work is needed. |
| 2.    | To assess and diagnose various developmental or acquired disabilities in children. | Employer’s Opinion Survey | 2011          | Lack of judgment as work skills | Problem oriented questions and case studies are included in different courses. |
| 3.    | To provide rehabilitation services to children having developmental or acquired disabilities enabling them to live an independent and decent life. | • Department is working in collaboration with other NGOs on rehabilitation of persons with disabilities  
• Course evaluation | 2011          | Enhanced circle to collaborate with more NGOs. | Meeting with NGOs to identify resources needed by them. |
| 4.    | To design and implement curriculum for children with special needs. | • Employer’s Opinion Survey  
• Students Survey | 2011          | Deficiency to link theory and practice. | • Books by local writers are needed to give theoretical knowledge related to Pakistan  
• More practical work is needed. |
| 5.    | To conduct research in the area of special education and develop recommendations for the welfare of special children. | Course Evaluation | 2011          | Individual and group research conducted but still more areas need to be explored for further research. | Better quality of research work and more areas can be explored for future projects. |
| 6.    | To provide community based services of highly professional standards to the persons with disabilities. | • Course Evaluation  
• Projects on Community based services were conducted. | 2011          | Parents need more involvement. | Parents were personally called and invited to participate in CBR Projects. |
| 7.    | To develop leadership skills in students as future administrators in the field of special education. | Employer’s Survey | 2011          | Lack of leadership skills. | Seminars arranged to enhance leadership skills. |
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: MS. (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.

Standard 1-3: The results of program's assessment and the extent to which they are 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

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Year</th>
<th>MS</th>
<th>Degree (MS)</th>
<th>Ph.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2009</td>
<td>07</td>
<td>----</td>
<td>03</td>
</tr>
<tr>
<td>2.</td>
<td>2010</td>
<td>No admission Allowed</td>
<td>----</td>
<td>No admission Allowed</td>
</tr>
<tr>
<td>3.</td>
<td>2011</td>
<td>10</td>
<td>----</td>
<td>------</td>
</tr>
</tbody>
</table>

b) Student / Faculty Ratio 20/2 (One teacher on leave)

c) i) Time for M.S. / M.Phil 02 Years
   ii) Time for Ph.D (2Years) 02 Years

d) Employer’s Satisfaction
   Employer’s Opinion Survey conducted (survey results is included in report)

e) Student / Faculty Satisfaction Survey Conducted (survey results is included in report)

f) Research Activities CVs of Regular Faculty Members are included in report

(List of M.Phil/ Ph.D. students is at Annexure- I)
CRITERION -2

CURRICULUM DESIGN AND ORGANIZATION
CRITERION-2: CURRICULUM DESIGN AND ORGANIZATION

Program of Studies Offered

MS Syllabus
Course Outline

A. Core Courses

711. Research Methodology I 03 Credit Hours
721. Research Methodology II 03 Credit Hours
731. Communication Skills 03 Credit Hours

B. Compulsory Courses

712. Statistical Practices in Research 03 Credit Hours
722. Basic Computer Skills 03 Credit Hours
732. Writing a Research Paper 03 Credit Hours

C. Optional Courses
Note: Candidate will select TWO of the following:

742. Foundations of Special education 03 Credit Hours
752. Psychological Aspects of Exceptionalities 03 Credit Hours
762. Curriculum and Instructional Practices 03 Credit Hours
772. Inclusive Education 03 Credit Hours
782. Community Based Rehabilitations 03 Credit Hours
792. Early Intervention 03 Credit Hours
Ph.D Syllabus
Course Outline

A. Faculty Courses

811. Advanced Research Method I 03 Credit Hours
821. Advanced Research Method II 03 Credit Hours
831. Advanced Communication Skills 03 Credit Hours

B. Courses Offered by Department
Note: Candidate has to select any Three of the following:

812. Policy and trends in Special Education 03 Credit Hours
822. Management and Leadership in Special Education 03 Credit Hours
832. Contemporary Issues in Special Education 03 Credit Hours
842. Advanced Computer Skills 03 Credit Hours

Second Year

C. Dissertation 12 Credit Hours.

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

Table: Program Objectives Assessment (MS in Special Education)
The following table manifests how the program content (Courses) meets the Program Objectives.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Objectives of MS in Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Major courses (No.)</td>
<td></td>
</tr>
<tr>
<td>711, 721,</td>
<td></td>
</tr>
<tr>
<td>731,</td>
<td></td>
</tr>
<tr>
<td>Compulsory Courses (No.)</td>
<td></td>
</tr>
<tr>
<td>712, 722,</td>
<td></td>
</tr>
<tr>
<td>732,</td>
<td></td>
</tr>
<tr>
<td>Elective Courses (No.)</td>
<td></td>
</tr>
<tr>
<td>742, 752,</td>
<td></td>
</tr>
<tr>
<td>762, 772,</td>
<td></td>
</tr>
<tr>
<td>782, 792</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Elements</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Theoretical Background</td>
<td>711-Research Methodology I, 721-Research Methodology II</td>
</tr>
<tr>
<td></td>
<td>731-Communication Skills</td>
</tr>
<tr>
<td></td>
<td>722-Basic Computer Skills</td>
</tr>
<tr>
<td></td>
<td>732-Writing a Research Paper</td>
</tr>
<tr>
<td>ii) Problem Analysis</td>
<td>712-Statistical Practices in Research</td>
</tr>
<tr>
<td></td>
<td>732-Writing a Research Paper</td>
</tr>
<tr>
<td></td>
<td>722-Basic Computer Skills</td>
</tr>
<tr>
<td></td>
<td>721-Research Methodology II</td>
</tr>
<tr>
<td>iii) Solution Design</td>
<td>711-Research Methodology I, 721-Research Methodology II</td>
</tr>
<tr>
<td></td>
<td>731-Communication Skills</td>
</tr>
<tr>
<td></td>
<td>722-Basic Computer Skills</td>
</tr>
<tr>
<td></td>
<td>732-Writing a Research Paper</td>
</tr>
<tr>
<td></td>
<td>732-Writing a Research Paper</td>
</tr>
</tbody>
</table>
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 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.

<table>
<thead>
<tr>
<th>Program</th>
<th>Math and Basic Science</th>
<th>Other topics relevant to the subject</th>
<th>General Education</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS-4 years</td>
<td>300.2, 400.1, 400.2 (ES)</td>
<td>400.1 (E), 612, 601</td>
<td>400.1 (E), 300.2</td>
<td></td>
</tr>
</tbody>
</table>

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

One course is being offered (722)

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

Two courses are being offered on Communication Skills.(731,732)
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/
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:

- M.S. / M.Phil (Special Education)
- Ph.D. (Special Education)

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Classes per week</th>
<th>Practical classes per week</th>
<th>Research Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS. in Special Education</td>
<td>6</td>
<td>-</td>
<td>6 Credit Hours</td>
</tr>
<tr>
<td>Ph. D. in Special Education</td>
<td>6</td>
<td>-</td>
<td>12 Credit Hours</td>
</tr>
</tbody>
</table>

**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 MS: Two years after B.S.
   - For Ph.D: Two years after M.S.

2. However, a student unable to complete his / her degree requirement within the validity of his / her enrollment, will have to revalidate / extend / his / her enrollment 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 of 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 of 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 in unable to complete the attendance requirement in any course, he / she shall be required to attend the entire course whenever it is offer 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. 1st 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 3rd 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 3rd division in the Academic Career from HEC recognized University / Institution. During the next two years (i.e., until June 30th, 2008) if no candidate is available without 3rd 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 or in journals approved by University of Karachi.

D. Professor (BPS-21)
Minimum Qualification

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

Experience

15-years teaching / research experience n 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 feedback 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
Faculty members of the department of Special Education are active in teaching and research has 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**

<table>
<thead>
<tr>
<th>Regular Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prof. Dr. Shahida Sajjad  Professor</td>
</tr>
<tr>
<td>2. Prof. Dr. Shagufta Shahzadi  Professor (On leave)</td>
</tr>
<tr>
<td>3. Dr. Nasir Sulman  Associate Professor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers on Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dr. Aqila Khatoon  (w.e.f. January-2011)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fulltime Cooperative Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dr. K.F. Viqar Hashimi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visiting Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prof. Dr. Anjum Bano Kazimi</td>
</tr>
</tbody>
</table>

**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.

Teachers are there as resource person. 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. 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

INSTUTIONAL FACILITIES
CRITERION-7       INSTITUTIONAL FACILITIES

Institutional facilities, including library, class rooms and offices are adequate to some extent to support the objectives of the program but still need improvement.

**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 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. There is lack of internet facility for student.

**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 1800 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

Although there is a departmental support and some financial resources for the program but more resources are required 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. Further requirements are given in implementation plan.

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.
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

PERSONAL PROFILE

Father’s Name : Sajjad Ullah Khan  
Husband’s name : Kunwar Abu Bakr Saeed Khan  
Date & Place of Birth : 14th 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

<table>
<thead>
<tr>
<th>Certificate/Degree/Diploma</th>
<th>Grade</th>
<th>Honor</th>
<th>Year</th>
<th>Name of institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D (Special Education)</td>
<td></td>
<td>-</td>
<td>2004</td>
<td>University of Karachi</td>
</tr>
<tr>
<td>M.B.A(Human Resource Management)</td>
<td>3.8</td>
<td>1st Position</td>
<td>2002</td>
<td>PIMSAT Karachi</td>
</tr>
<tr>
<td>M.Ed. (Special Education)</td>
<td>First</td>
<td>Division</td>
<td>1997</td>
<td>Allama Iqbal Open University</td>
</tr>
<tr>
<td>Post Graduate Diploma in Public Administration</td>
<td>First</td>
<td>Division</td>
<td>1994</td>
<td>University of Karachi</td>
</tr>
<tr>
<td>M.A. (Education)</td>
<td>First</td>
<td>Division</td>
<td>1986</td>
<td>University of Karachi</td>
</tr>
<tr>
<td>Bachelor of Education (B.Ed)</td>
<td>First</td>
<td>Division</td>
<td>1978</td>
<td>University of Karachi</td>
</tr>
<tr>
<td>Bachelor of Science B.Sc</td>
<td>First</td>
<td>Division</td>
<td>1972</td>
<td>University of Karachi</td>
</tr>
<tr>
<td>Higher Secondary Certificate(HSC)</td>
<td>First</td>
<td>Division</td>
<td>1970</td>
<td>Karachi Board</td>
</tr>
</tbody>
</table>

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

1. **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)

I.1 PROFESSIONAL/ ADMINISTRATIVE RESPONSIBILITIES:


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.


9. Member Departmental Research Committee 2010.


11. Member Board of Studies, Department of Special Education, University of Karachi, 2009 till date.

12. Panelist Six One-Day workshop for youth 14th March 2009 conducted by the City Institute of Management to celebrate Hamara Festival Karachi 2009.


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.


20. **Member Seminar Committee** of Karachi University in the year 1995.


**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.


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
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
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


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.


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 and Challenges. December 3, 2007 organized by Department of Special Education University of Karachi.

10. Conference 7th 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.


16. 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  “Conflict Management” Sept., 8 –12, 2000 at ILO Turin Centre Italy.


25. Training Course  “Navigating Through Change”: April 7-8, 2000 at Karachi Marriott Hotel conducted by Marriott International.
<table>
<thead>
<tr>
<th>No.</th>
<th>Type of Event</th>
<th>Title</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.</td>
<td>Workshop</td>
<td>“Basic Neurolinguistic Programme”: 3-5 Nov. 1999 at PCH Rawalpindi.</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Workshop</td>
<td>“Motivation”: at PCH Karachi by Prof. Dr. Moiz Hussain. 16 October 1999.</td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>Six days Management Course</td>
<td>“Problem Solving and Decision Making”: Conducted by Pakistan Institute of Management Karachi 4-9 August 1997.</td>
<td></td>
</tr>
</tbody>
</table>
42. Seminar  “Preventive Efforts for Disabling Conditions in Pakistan”, organized by Department of Special Education University of Karachi 30 & 31, October 1993.


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:**


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

BOOK and OTHER PUBLICATIONS:


24. **Aseteza ke Ausaf, Mujjallah** Ilm-o-Agahi, Government National College, Karachi, pp 243-250


**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.


11. Pre-Vocational and Vocational Training Programs for the Persons with Disabilities in Pakistan, paper presented at 10th 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.


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


### RESEARCH STUDENTS SUPERVISED

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

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of Student</th>
<th>Topic of Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Afshan Rahat</td>
<td>“Vocational Rehabilitation and Employment for Women With Disabilities In Pakistan.”</td>
</tr>
<tr>
<td>2.</td>
<td>Shamshad Khan</td>
<td>“Educational/Behavioral Interventions and Medicines Used for Children with Autism”</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of Student</th>
<th>Topic of Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sadia Sidiqui</td>
<td>“Comparison of General and Special Head Teachers in Their Role as Pedagogical Leaders.”</td>
</tr>
</tbody>
</table>
Supervised research theses of the following students of M.A in the department of Special Education, University of Karachi.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Names of Students</th>
<th>Topics of Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Samia Younus</td>
<td>“Relationship Between Leadership Style And Progress Of Special Education Institutions” 2008-2009</td>
</tr>
<tr>
<td>5.</td>
<td>Hafiza MehreenIftikhar</td>
<td>“Use Of Information Technology In Special Education And Rehabilitation Of Hearing Impaired And Visually Impaired Children In Karachi” 2008-2009.</td>
</tr>
<tr>
<td>9.</td>
<td>Saima Karim</td>
<td>The Influences On Student Teachers Decision Making During Their Teaching Practice. 2007-2008</td>
</tr>
<tr>
<td>12.</td>
<td>Rubina Usman</td>
<td>Pre-Service Teachers’ Attitudes And Concerns About Inclusive Education.2007-2008.</td>
</tr>
<tr>
<td>13.</td>
<td>Hadi Hussain</td>
<td>Attitude Of In-Service Teachers Towards Inclusive Education. 2007-2008.</td>
</tr>
<tr>
<td>15.</td>
<td>Huma Shan</td>
<td>In-Service Special Education Teachers' Attitude Towards Inclusive Education.2007-2008.</td>
</tr>
</tbody>
</table>
29. M. Sajeel How Parents Perceive the Causes of Handicaps of Their Hearing Impaired Children. 1994-95
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
37. Iftikhar Mohammad The Effect of Hearing Impairment on Child’s personality. 1992-93
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.


- 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.

CO-CURRICULAR ACTIVITIES

- Appeared as guest speaker on Geo & Indus Television in programs “Career on line” & “Career Counseling”.
- 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
Shagufta Shahzadi, Ph.D.

POSITION TITLE
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.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tbody>
<tr>
<td>Univ. of Karachi,</td>
<td>Bachelor of Arts</td>
<td>09/85</td>
<td>Education, Psychology and Economics</td>
</tr>
<tr>
<td>Univ. of Karachi</td>
<td>Masters of Arts</td>
<td>09/88</td>
<td>psychology</td>
</tr>
<tr>
<td>Univ. of Karachi</td>
<td>Ph D</td>
<td>03/96</td>
<td>Special Education</td>
</tr>
<tr>
<td>Univ of South Florida,</td>
<td>Post Doctoral Fellowship</td>
<td>06/05</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Infants and Young Children Inc.</td>
<td></td>
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</tbody>
</table>

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:

<p>| 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 |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Department of Special Education, University of Karachi</th>
<th>Period</th>
<th>Position</th>
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<tbody>
<tr>
<td>4.</td>
<td></td>
<td>1996 to 2000</td>
<td>Asst. Professor / Chairperson</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>2000 to 2005</td>
<td>Associate Professor/ Chairperson</td>
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<tr>
<td>6.</td>
<td></td>
<td>2005 to May 2010</td>
<td>Professor/ Chairperson</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>June 2010, onward</td>
<td>Professor</td>
</tr>
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</table>

**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:**

- Special People Award, Sindh Committee for Special People Award (2004), Aga Khan Social Welfare Board, Karachi.

**Awards:**

- 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**


**D. Research Support**

**Ongoing Research Support**

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 (1990-1920), in coordination with Dr. Wiqar Zaidi & Dr. Ismail Saad, from University of Karachi.
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
Sheik Zayed Islamic Research Center
University Road, Karachi
Telephone: (Office) 021-99271085 , (Cell #) 0300-9292881
Email: dr_nsalman@yahoo.com, 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
Hamdard Institute of Education and Social Sciences, Hamdard University, Karachi
Lecturer 1998 – 2000
Hamdard Institute of Education and Social Sciences, Hamdard University, Karachi
Research Associate 1997 – 1998
National Trust for Disabled Children, Government of Pakistan
Deputy Director 1995 - 1996
Department of Special Education, University of Karachi
Cooperative Lecturer 1992 - 1994
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.
- **Higher School Certificate (Pre-Medical)**, Shipowners Science College, Karachi, 1983.

3.2 Professional Courses:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Effective Teaching Method (By Prof. Dr. Qaisar Sultana,</td>
<td></td>
</tr>
<tr>
<td>University of Kentucky, USA)</td>
<td>Department of Special Education, University of Karachi with the collaboration</td>
</tr>
<tr>
<td>Inclusion &amp; a Rights’ Based Approach to Education</td>
<td>of Ministry of Labor &amp; Manpower Development (National Talent Pool), Govt. of</td>
</tr>
<tr>
<td>(By Prof. Mel Ainscow, Manchester University, London)</td>
<td>Pakistan</td>
</tr>
<tr>
<td>Children Resource International</td>
<td>Children Resource International with the collaboration of WHO, UNHCR, HEC &amp;</td>
</tr>
<tr>
<td>Portage Parent Program</td>
<td>AIOU.</td>
</tr>
<tr>
<td>Helping Slow Learners</td>
<td>Teachers Resource Centre, Karachi.</td>
</tr>
<tr>
<td>New Horizons in Caring and Sharing</td>
<td>Asian Federation for the Mentally Retarded.</td>
</tr>
<tr>
<td>Orientation course in Special Education</td>
<td>National Institute of Special Education, Karachi.</td>
</tr>
<tr>
<td>Preventive Efforts for Disabling Conditions in Pakistan</td>
<td>Department of Special Education, University of Karachi, Pakistan</td>
</tr>
<tr>
<td>Adult Mentally Retarded Persons in Changing Society</td>
<td>Association for Special Children, Karachi.</td>
</tr>
<tr>
<td>Teaching Learning Process in Special Education</td>
<td>National Institute of Special Education, Lahore.</td>
</tr>
<tr>
<td>21st Century &amp; Hearing Impairment</td>
<td>Department of Special Education, University of Karachi.</td>
</tr>
<tr>
<td>Practical Training in Handling and Care of Mentally Retarded Children</td>
<td>Parents Voice, Karachi</td>
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<tr>
<td>Magnitude of Problems with Learning Disabled Children</td>
<td>Department of Special Education, University of Karachi.</td>
</tr>
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</table>
4. RESEARCH SUPERVISION at Ph. D LEVEL

4.1 At the Department of Special Education, University of Karachi

<table>
<thead>
<tr>
<th>S. #.</th>
<th>Student’s Name</th>
<th>Research Topic</th>
<th>Class</th>
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<tbody>
<tr>
<td>01</td>
<td>Kaniz Fizza Hashmi</td>
<td>Effectiveness of Methods and Approaches Used in the Education of Hearing Impaired Children</td>
<td>Ph. D.</td>
<td>Degree Awarded (2006)</td>
</tr>
<tr>
<td>02</td>
<td>Kaniz Fatima</td>
<td>The Problems of Prevention and Treatment of Disabilities in Pakistan in an Environmental Perspective</td>
<td>Ph. D.</td>
<td>Degree Awarded (2007)</td>
</tr>
<tr>
<td>04</td>
<td>Zohra Begum (Temporary Supervisor)</td>
<td>Utilization of Human Resources in Special Education</td>
<td>Ph. D.</td>
<td>Degree Awarded (2005)</td>
</tr>
<tr>
<td>05</td>
<td>Raheela Khatoon</td>
<td>Language and Speech Problems in Down Syndrome Children</td>
<td>Ph. D.</td>
<td>Submitted</td>
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<tr>
<td>06</td>
<td>Tehmina Tabbish Latifi</td>
<td>Paradigm of Rehabilitation for Families and Adaptation to Childhood Disabilities and Chronic Illness</td>
<td>Ph. D.</td>
<td>In Process</td>
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4.2 At the Department of Education, University of Karachi

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

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

<table>
<thead>
<tr>
<th>S. #.</th>
<th>Student’s Name</th>
<th>Research Topic</th>
<th>Class</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>Hina Fazil</td>
<td>Development of Teaching Learning Resource Package for Children with Autism</td>
<td>Ph. D.</td>
<td>Degree Awarded</td>
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4.4 At the Department of Education, Hamdard University, Karachi

<table>
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<th>Student’s Name</th>
<th>Research Topic</th>
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<tbody>
<tr>
<td>11</td>
<td>Aftab Ahmed Sheik</td>
<td>To explore the influence of different major internal and external pedagogical factors on boys’ secondary schools of Karachi</td>
<td>Ph. D.</td>
<td>In Process</td>
</tr>
<tr>
<td>12</td>
<td>Nadeem Ghayas</td>
<td>Identification &amp; Intervention of Oromotor Impairments related to Feeding Difficulties in Children with Cerebral Palsy</td>
<td>Ph. D.</td>
<td>In Process</td>
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</table>
5. RESEARCH SUPERVISION AT M.PHIL LEVEL

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

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

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

<table>
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<th>Research Topic</th>
<th>Class</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>05.</td>
<td>Shahana Shams Siddiqui</td>
<td>Existing &amp; Prospective Library Services for Persons with Special Needs</td>
<td>M.Phil</td>
<td>Degree Awarded</td>
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5.4) At the Department of Education, University of Karachi

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<th>Student’s Name</th>
<th>Research Topic</th>
<th>Class</th>
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<tbody>
<tr>
<td>06.</td>
<td>Aziz-Un-Nisa</td>
<td>Role of Principal in Effective Implementation of School Curriculum: A Study in School Leadership</td>
<td>M.Phil</td>
<td>Degree Awarded</td>
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<tr>
<td>07.</td>
<td>Imtiaz Ahmed</td>
<td>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.</td>
<td>M.S</td>
<td>In Process</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>S. #.</th>
<th>Student’s Name</th>
<th>Research Topic</th>
<th>Class</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.</td>
<td>Muhammad Aslam Khan</td>
<td>Student Unrest at Different Levels of Institutions: A Study Based on Karachi</td>
<td>M. Phil.</td>
<td>Degree Awarded</td>
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<tr>
<td>09.</td>
<td>Mohammad Yousaf</td>
<td>Relationship between Academic Performance of Secondary School Students and Quality of Education</td>
<td>M. Phil.</td>
<td>Degree Awarded</td>
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<tr>
<td>12.</td>
<td>Naila Siddiqua</td>
<td>A Study of the Moral Development of School Children</td>
<td>M. Phil.</td>
<td>Degree Awarded</td>
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<tr>
<td>13.</td>
<td>Tehmina Tabish Latifi</td>
<td>Piaget’s Theory of Cognitive Development and its Relationship to Mentally Retarded Children</td>
<td>M. Phil.</td>
<td>Degree Awarded</td>
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<tr>
<td>14.</td>
<td>Shehnila Naz</td>
<td>A Survey of Speech Disorders among Children with Mental Retardation</td>
<td>M. Phil.</td>
<td>Degree Awarded</td>
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<tr>
<td>15.</td>
<td>M. Azhar Siddiqui</td>
<td>Impact of the Concept of Technical Education on Special Education Curriculum</td>
<td>M. Phil.</td>
<td>Submitted for Evaluation</td>
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<td>No.</td>
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<td>Title</td>
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<tr>
<td>16.</td>
<td>Aftab Ahmed</td>
<td>Influence of Pedagogical Factors on Students’ Academic Standards</td>
<td>M. Phil.</td>
<td></td>
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<tr>
<td>17.</td>
<td>Lubna Fazal</td>
<td>Factors that Influence Career Choice in College Freshmen</td>
<td>M. Phil.</td>
<td></td>
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<td>18.</td>
<td>Uzma Panhwar</td>
<td>A Study Examining the Use of Transformational Leadership Practices for Teacher Development</td>
<td>M. Phil.</td>
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<tr>
<td>19.</td>
<td>Naveed Abro</td>
<td>Relationship between Literacy &amp; Democracy among South Asian Countries</td>
<td>M. Phil.</td>
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<tr>
<td>20.</td>
<td>Muhammad Anwar</td>
<td>Measuring Regular Schools’ Teachers Attitude Towards Inclusive Education in the Region of Gilgit- Baltistan</td>
<td>M. Phil.</td>
<td></td>
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<tr>
<td>21.</td>
<td>Sadia Asghar</td>
<td>A Study to Find Out the Child Rearing Practices for Moderate Mentally Retarded and Normal Children in the Same Families</td>
<td>M. Phil.</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Shahid Ali</td>
<td>Pivotal Role of Parents – An Essential Prerequisite to Develop Listening Skills and Spoken Language Among audiometrically Deaf Children</td>
<td>M. Phil.</td>
<td></td>
</tr>
</tbody>
</table>

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.
7. General Problems of Cerebral Palsed Children by Seema Rahim.
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.
5. A Comparative Study of Cognitive Development in Normal and Mentally Retarded Children between Age 5 – 10 Years by Intiaz Ahmed.
6. A Comparative Study of Social Development in Normal and Mentally Retarded Children between Age 5 – 10 Years by Lal Mohammad.

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.
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.
15. Motivaional 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 Sebastian
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 21st 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 Emmanuel 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 Youusuf
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
19. Education and Social Thought by Shakeela Jalil
20. Situational Analysis of Test Construction in Pakistan by Tariq Behzad Khan
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
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. Absorbert Mind by Anjum Khotak
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
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 Jamshed
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
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 Elizabeth 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
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
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)
   - 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
• 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
• 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

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, 19th July 2010 to 31st 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, 08th July 2004 to 17th 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.
- Editor, Practitioners’ Point (Quarterly Newsletter), published by Department of Special Education, University of Karachi, 2005-2006.

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.
- 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.

8.4 Professional Society/Committee Memberships:
1. Founder and Member of Pakistan Advancement of Audiology and Speech Pathology Association (PAASPA), 2005 to present
3. Hamdard University Alumni, 2007 to present.

8.5 Seminar/Conferences/Workshops
2. Organized a 15 days Faculty Development Program from 5th January to 17th 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 12th & 14th 2006.

9. PUBLICATIONS:

9.1 Books Published
9.2 Proceedings Edited
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.

9.3 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).


9.4 Published Articles in Professional Magazine

49. (December, 2002). Every Teacher should Know. Pakistan Special Magazine, pp. 31-34.
52. (March, 2002). Research Facilities in Special Education. Pakistan Special Magazine, pp. 31-35.

9.5 Articles Published in English Newspapers

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
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Particulars</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Total</th>
</tr>
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<tr>
<td></td>
<td>Knowledge</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Math &amp; English</td>
<td>51.00%</td>
<td>17.67%</td>
<td>31.33%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>2</td>
<td>Problem formulation and solving skills</td>
<td>29%</td>
<td>31%</td>
<td>20%</td>
<td>20%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>Collecting and analyzing appropriate data</td>
<td>13.11%</td>
<td>55.56%</td>
<td>20.22%</td>
<td>11.11%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>Ability to link theory to practice</td>
<td>9.5%</td>
<td>29.5%</td>
<td>31%</td>
<td>30%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>5</td>
<td>Ability to design a system component or process</td>
<td>13%</td>
<td>20%</td>
<td>30%</td>
<td>37%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>6</td>
<td>Computer Knowledge</td>
<td>9%</td>
<td>49%</td>
<td>31%</td>
<td>0%</td>
<td>11%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Communication Skills</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>Oral Communication</td>
<td>52%</td>
<td>31%</td>
<td>10%</td>
<td>5%</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>8</td>
<td>Report Writing</td>
<td>12%</td>
<td>45%</td>
<td>30%</td>
<td>10%</td>
<td>3%</td>
<td>100%</td>
</tr>
<tr>
<td>9</td>
<td>Presentation Skills</td>
<td>25%</td>
<td>44%</td>
<td>11%</td>
<td>17%</td>
<td>3%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Interpersonal Skills</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>10</td>
<td>Ability to work in teams</td>
<td>37%</td>
<td>38%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>11</td>
<td>Leadership</td>
<td>30%</td>
<td>33%</td>
<td>8%</td>
<td>26%</td>
<td>3%</td>
<td>100%</td>
</tr>
<tr>
<td>12</td>
<td>Independent thinking</td>
<td>6%</td>
<td>42%</td>
<td>20%</td>
<td>22%</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>13</td>
<td>Motivation</td>
<td>41.27%</td>
<td>31.27%</td>
<td>14%</td>
<td>9.46%</td>
<td>4%</td>
<td>100%</td>
</tr>
<tr>
<td>14</td>
<td>Reliability</td>
<td>1%</td>
<td>32.33%</td>
<td>42.44%</td>
<td>13.11%</td>
<td>11.11%</td>
<td>100%</td>
</tr>
<tr>
<td>15</td>
<td>Appreciation of ethical values</td>
<td>0%</td>
<td>50%</td>
<td>20%</td>
<td>20%</td>
<td>10%</td>
<td>100%</td>
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<tr>
<td></td>
<td>Work Skills</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>Time management skills</td>
<td>55%</td>
<td>25%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>17</td>
<td>Judgment</td>
<td>15%</td>
<td>55%</td>
<td>5%</td>
<td>25%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>18</td>
<td>Discipline</td>
<td>20%</td>
<td>30%</td>
<td>35%</td>
<td>15%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Department of Special Education
### University of Karachi
### Regular Masters Students Survey-MSS-2011

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Particulars</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The work in the program is too heavy and induces a lot of pressure</td>
<td>6.2%</td>
<td>37.5%</td>
<td>40.6%</td>
<td>15.6%</td>
<td>100%</td>
</tr>
<tr>
<td>2.</td>
<td>The program is effective in enhancing team-working abilities</td>
<td>21.8%</td>
<td>50%</td>
<td>28.1%</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>3.</td>
<td>The program administration is effective in supporting learning</td>
<td>12%</td>
<td>50%</td>
<td>28%</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>4.</td>
<td>The program is effective in developing analytic and problem solving skills</td>
<td>21.8%</td>
<td>53.1%</td>
<td>21.8%</td>
<td>3.2%</td>
<td>100%</td>
</tr>
<tr>
<td>5.</td>
<td>The program is effective in developing written communication skills</td>
<td>4.50%</td>
<td>79.6%</td>
<td>6.20%</td>
<td>9.6%</td>
<td>100%</td>
</tr>
<tr>
<td>6.</td>
<td>The program is effective in developing written communication skills</td>
<td>12%</td>
<td>46%</td>
<td>34%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>7.</td>
<td>The program is enhancing oral communication</td>
<td>31%</td>
<td>60%</td>
<td>9%</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>8.</td>
<td>The program is effective in developing planning abilities</td>
<td>16%</td>
<td>39.5%</td>
<td>37.5%</td>
<td>7%</td>
<td>100%</td>
</tr>
<tr>
<td>9.</td>
<td>The course outline was in conformity with the professional requirement</td>
<td>31%</td>
<td>59%</td>
<td>10%</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>10.</td>
<td>Course outline was followed during lectures</td>
<td>34%</td>
<td>39%</td>
<td>15%</td>
<td>12%</td>
<td>100%</td>
</tr>
</tbody>
</table>

11. **The internship experience is effective in enhancing**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Particulars</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11(a)</td>
<td>Ability to work in teams</td>
<td>80%</td>
<td>10%</td>
<td>-</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>11(b)</td>
<td>Independent Thinking</td>
<td>40%</td>
<td>47%</td>
<td>3%</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>11(c)</td>
<td>Professional development</td>
<td>40.7%</td>
<td>41.6%</td>
<td>14%</td>
<td>3.7%</td>
<td>100%</td>
</tr>
<tr>
<td>11(d)</td>
<td>Time management skills</td>
<td>25%</td>
<td>59%</td>
<td>-</td>
<td>16%</td>
<td>100%</td>
</tr>
<tr>
<td>11(e)</td>
<td>The link between theory and practice</td>
<td>33%</td>
<td>27%</td>
<td>24%</td>
<td>16%</td>
<td>100%</td>
</tr>
</tbody>
</table>

12. **The Seminars and Workshops organized by the department help:**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Particulars</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>12(a)</td>
<td>Update the current knowledge on issues</td>
<td>33%</td>
<td>48%</td>
<td>11%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>12(b)</td>
<td>Professional development</td>
<td>8.7%</td>
<td>48%</td>
<td>27.3%</td>
<td>16%</td>
<td>100%</td>
</tr>
<tr>
<td>12(c)</td>
<td>The link between theory and practice</td>
<td>14.8%</td>
<td>60.6%</td>
<td>14.8%</td>
<td>9.8%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Department of Special Education  
University of Karachi  
Faculty Survey

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Particulars</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Uncertain</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To what extent you are satisfied with teaching in the department</td>
<td>25%</td>
<td>75%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>2.</td>
<td>How for you are satisfied with research work you are currently engaged in?</td>
<td>1%</td>
<td>65.67%</td>
<td>15.67%</td>
<td>17.67%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>How would you evaluate the followings?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Your mix of research, teaching and other universities</td>
<td>2%</td>
<td>25%</td>
<td>48%</td>
<td>25%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>4.</td>
<td>The intellectual stimulation of your work</td>
<td>31.33%</td>
<td>35.33%</td>
<td>16.67%</td>
<td>16.67%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>5.</td>
<td>Your interaction with students</td>
<td>81.33%</td>
<td>18.67%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>6.</td>
<td>The degree of cooperation you receive from colleagues</td>
<td>17%</td>
<td>50%</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>7.</td>
<td>The administrative support form the department</td>
<td>35.33%</td>
<td>16.67%</td>
<td>14.67%</td>
<td>15.67%</td>
<td>17.67%</td>
<td>100%</td>
</tr>
<tr>
<td>8.</td>
<td>Providing clarity about the faculty promotion process</td>
<td>Zero %</td>
<td>34%</td>
<td>16%</td>
<td>17%</td>
<td>33%</td>
<td>100%</td>
</tr>
<tr>
<td>9.</td>
<td>Your prospects for advancement and progress through ranks</td>
<td>16.67%</td>
<td>15%</td>
<td>1.67%</td>
<td>0%</td>
<td>66.67%</td>
<td>100%</td>
</tr>
<tr>
<td>10.</td>
<td>Salary and compensation package</td>
<td>0%</td>
<td>25%</td>
<td>15%</td>
<td>60%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>11.</td>
<td>Job security and stability at the department</td>
<td>70%</td>
<td>10%</td>
<td>2%</td>
<td>0%</td>
<td>18%</td>
<td>100%</td>
</tr>
<tr>
<td>12.</td>
<td>Rank the time you have for yourself and family</td>
<td>16.67%</td>
<td>14.67%</td>
<td>51%</td>
<td>16.67%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The academics activities of the department</td>
<td>19.67%</td>
<td>50%</td>
<td>13.67%</td>
<td>0%</td>
<td>16.67%</td>
<td>100%</td>
</tr>
<tr>
<td>14.</td>
<td>The social climate at the department</td>
<td>30%</td>
<td>30%</td>
<td>20%</td>
<td>20%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>15.</td>
<td>The overall environment in the university</td>
<td>17%</td>
<td>16.67%</td>
<td>33%</td>
<td>33.33%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>
COURSE’S DETAILS