

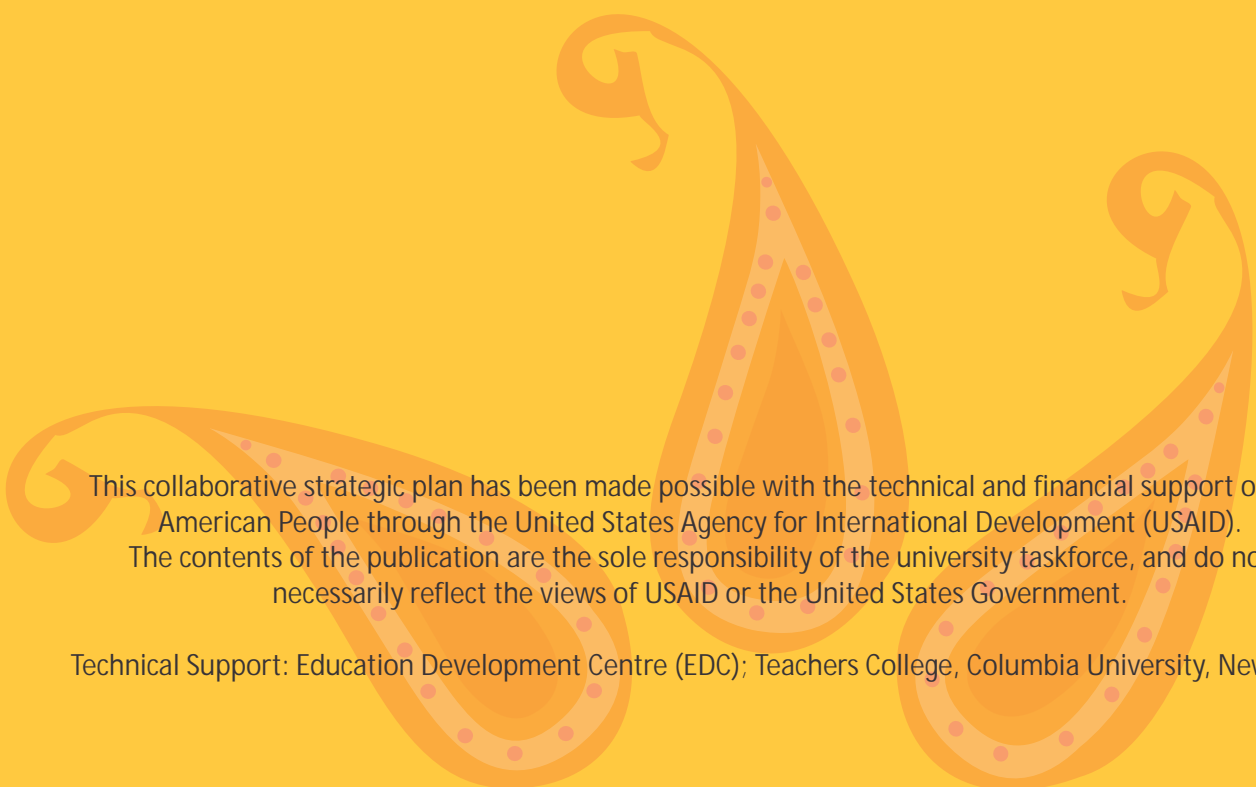
INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD



DEPARTMENT OF
EDUCATION

STRATEGIC
PLAN 2022





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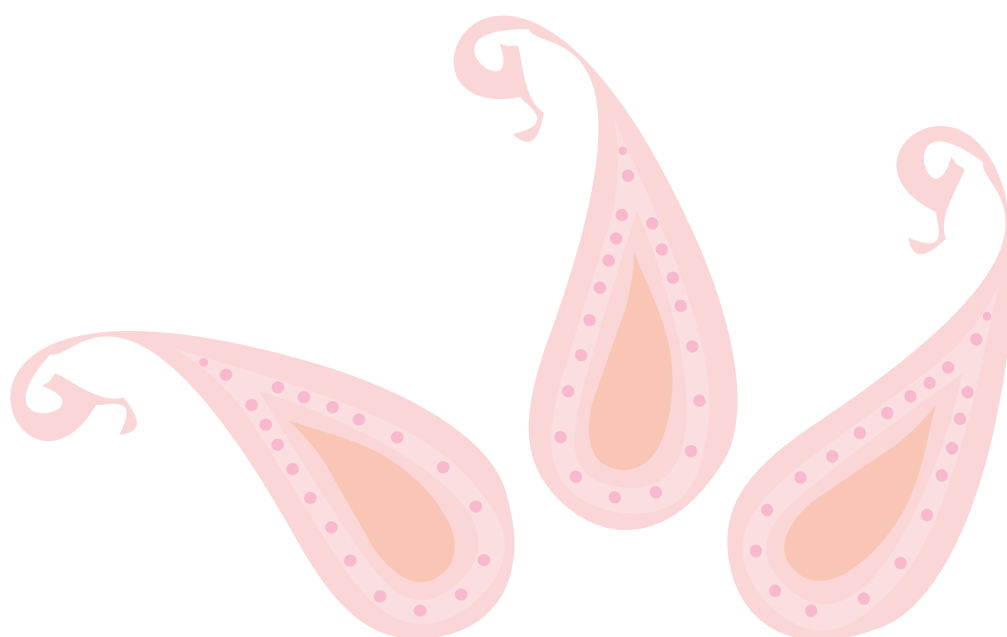
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List of Abbreviations and Acronyms

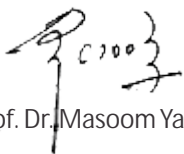
ADE	Associate Degree in Education
AY	academic year
BA	Bachelor of Arts
BBA	Bachelor of Business Administration
B.Ed.	Bachelor of Education
BoQ	Bill of Quantity
BS	Bachelor of Science
B.Sc.	Bachelor of Science
CCPC	Career Counselling and Placement Centre
DoE	Department of Education
DQEC	departmental Quality Enhancement Cell
F.A.	Faculty of Arts
F.Sc.	Faculty of Science
HEC	Higher Education Commission
HR	human resources
HSSC	Higher Secondary School Certificate
IIUI	International Islamic University, Islamabad
LL B	Bachelor of Laws
LL M	Master of Laws
MA	Master of Arts
MBA	Master of Business Administration
M&E	monitoring and evaluation
M.Ed.	Master of Education
MOU	memorandum of understanding
M.Phil.	Master of Philosophy
MS	Master of Science
NACTE	National Accreditation Council for Teacher Education
ORIC	Office of Research, Innovation and Commercialization
PC	Planning Commission
P&D	Planning and Development
P&P	Project and Planning
Ph.D.	Doctor of Philosophy
P&PR	Protocol and Public Relations
QEC	Quality Enhancement Cell
SWOC	Strengths, Weaknesses, Opportunities, and Challenges
TRAs	teaching/research associates
USAID	United States Agency for International Development
VP	Vice President

Rector's Message

On behalf of International Islamic University, Islamabad (IIUI), I would like to thank the U.S. Agency for International Development (USAID) for the support and its long term commitment to assist the Government of Pakistan in strengthening its education sector. The Department of Education IIUI, with the help of USAID, has successfully launched a strategic plan and as a part of it, the four-year Degree in Education (B.Ed.) has been launched to equip our future teachers with latest techniques and modern methods.

A task force was constituted in 2013 for the development of Strategic Plan 2023 to achieve the objectives keeping in view the milieu of IIUI. I am pleased to announce that after valuable input by experts, consultation with concerned stakeholders and continued support by USAID, the task force has developed a comprehensive strategic plan for the Department of Education. The main aim of this plan is to undertake innovations for the improvement of standards of teachers' education by equipping our faculty with latest techniques and strategies for effective teaching. The Department of Education is committed to focus on professionalism and academic excellence to deliver a qualitative education system for Future teachers.

It is my commitment that the University will provide the best possible quality of education and training in a very competitive environment. The University is a hub of international communities drawn from 48 countries of the world. The department of education also represents the same international character. This unique characteristic of our university is unmatched by any institution of higher education in Pakistan. The university has over 625 faculty of which 150 holding Ph.D. degrees in their respective discipline. Besides, in the classrooms our students are supported, appreciated and valued which creates a positive environment of learning. I extend my full cooperation, wishes and prayers for successful implementation of Strategic Plan 2023 and assure required assistance to the Department of Education.



Prof. Dr. Masoom Yasin Zai

Rector
Islamabad
March, 2013

President's Message

Assalam-o-Allikum

It is a matter of great pleasure and satisfaction for me that a lot of work is going on for the promotion of Teacher Education. A professional and competent teacher can lead the nation to glory. I do appreciate the earnest efforts of the United States Agency for International Development (USAID) Teacher Education Project in promoting the cause of education by providing wide-ranging assistance to the Institutes of Education and Research. I acknowledge the efforts of USAID in launching B.Ed. (4Year), Elementary, Secondary and ADE programmes in International Islamic University and also its assistance in developing strategic plan for next ten years. I have a firm belief that it will bring dreams into reality.

The foundation of the University was laid on the first day of the 15th Hijrah Century, Muharram 1, 1401 (November 11, 1980). This landmark of the beginning of the new century symbolizes the aspirations and hopes of the Muslim Ummah for an Islamic renaissance. The desire to produce scholars and practitioners, imbued with Islamic learning, character and personality, and capable to meet the economic, social, political, and intellectual needs of modern times is the aim of this University. Presently, the University has nine (9) faculties and six (6) autonomous academies, institutes and centers. The University is conducting around one hundred twenty (120) academic programmes with enrollment of over 17,000 students that include around 7,000 female students. In addition around 2,000 are enrolled in the Iqra College of Technology.

In 2000, The Department of Education was established with an aim of providing current and future teachers with new opportunities for enhanced training and professional development. It inducted its first batch of (M.A Program) students in Spring Semester 2001. Six batches of students have already been graduated and they are serving the country. In a short period of less than three years, the Department established its credibility and launched new programs in Fall Semester 2003. Presently the Department of Education offers also four-Year B.Ed. (Hons.), B.Ed. (1 year), M.Ed, M.A, M.S, and Ph.D Programs.

I am fully aware about the potential of the Department of Education and the quality of its faculty. They are committed and devoted teachers ready to serve Pakistan and Ummah. They are working extremely well with the limited available resources. The launch of the B.Ed. (Hons.) elementary four-year degree programme addresses an acute need in coping with upcoming challenges in the field of teacher education and bringing the standards of teacher education up to par with other parts of the world by introducing advanced syllabi, sophisticated techniques, and current teaching methodologies.

To empower the Department of Education and meet the challenges in future, it was imperative to plan the strategies and determine the means of implementation to achieve high-quality standards and successfully meet target objectives. I appreciate the role of USAID Teacher Education Project in Pakistan—specifically Dr. Mahmood-ul-Hassan Butt, Dr. Khalid Mahmood and his team—for asking to establish a task force for developing the strategic plan and in providing valuable guidance and assistance in developing a virtual and pragmatic strategic plan for the Department of Education. Finally, I pray for success in meeting the plan's established targets and assure my heartiest cooperation as well as the full assistance of my team in its implementation.



Prof. Dr. Ahmad Yousif A. Al-Draiweesh
President
Islamabad
March 27, 2013

Acknowledgments

I feel this as matter of honor on the behalf of my university that we are a partner university with USAID. We not only started B.Ed four years but have also taken a step towards a future vision in the form of strategic planning. In the process of the development of the strategic plan for ten years, we have revisited our vision and mission. It is a team effort and I would like to acknowledge the efforts of all.

First I would like to pay my special thanks to Almighty Allah for His blessings and strengths and then Professor Dr. Ahmad Yousif A. Al-Draiweesh. President. International Islamic university for his trust in me and his practical participation in the closing event.

Dr. Sahibzada Sajid-ur-Rehman (Vice President AF&P), Dr. Mumtaz Ahmad (Vice President Academics), Mrs. Shagufta Haroon (Director Academic), Mr. Tabraz Aslam (Director HR), Mr. Khurshid Alam (Director Finance), Dr. Irshad Ahmad (Director QEC), Raja Khalid (Director Administration), Mr. Raja Zahoor (Deputy Director HR), Hassan Aftab (Deputy Director Academic) for their moral and technical support in the preparation of this plan.

I appreciate the role of the USAID Teacher Education Project in Pakistan—specifically Dr. Mahmood-ul-Hassan Butt. Dr. Khalid Mahmood and his team—for asking us to establish a task force for developing the strategic plan and in providing valuable guidance and assistance in developing a virtual and pragmatic strategic plan for the Department of Education.

I am also thankful to my all faculty members who worked very hard and made this dream into reality. I am grateful to Dr. Samina Malik, Chairperson Department of Education (Female Campus) Member/ Secretary and Sheikh Tariq Mahmood, In-charge Department of Education (Male Campus) for their coordination.

I would like to thank all those persons once again who were directly or indirectly provided their unconditional support.



Professor Dr. N. B. Jumani
Dean. Faculty of Social Sciences

Endorsements

The latest National Education Policy (2009) and the National Accreditation Council for Teacher Education in Pakistan (NACTE) have shown a firm commitment to uplift the quality of teacher education in Pakistan. The United States Agency for International Development (USAID) and The Higher Education Commission (HEC), Pakistan have made serious efforts to raise the standards of teacher education in Pakistan and introduced the B.Ed. (Hons) 4-years degree program. The International Islamic University Islamabad has also launched this program in 2012 to compete with the other institution in the region. The graduate of this program would be well-versed in their knowledge and professional skills to revolutionize the education in the country.

For developing a feasible strategic plan, all Faculty members of the Department of Education and senior administrators of the International Islamic University Islamabad together shouldered the responsibility and with serious deliberation remained involved in the preparation of the strategic plan for next ten Years.

In this regard I would endorse the efforts of all the team members for their hard work and dedication towards this cause. The dynamic and fascinating leadership of the honorable Rector Prof. Dr. Masoom Yasinzaï and worthy President Prof. Dr Al- Derawish, who not only assure their full cooperation and assistance in meeting the set targets but also offered all technical support for this academic purpose.

I am really thankful to and endorse the efforts of respected Dr Sahibzada Sajid-ur Rehman (VP Administration) and Dr Mumtaz (VP Academics) for their moral and practical support throughout the development process of this strategic plan.

I'd like to express special appreciation for the well-timed guidance and technical assistance the USAID Teacher Education Project Pakistan has made, so that our collective efforts led to success.

I also endorse the efforts of my administration colleagues and my faculty members for their commitment to this task.



Dr. Samina Malik
Chairperson,
Department of Education

Chapter 1.

Background of International Islamic University, Islamabad, and Department of Education

1.1 History

The foundation of the International Islamic University, Islamabad (IIUI), was laid on the first day of the 15th Hijrah Century, Muharram 1, 1401 (November 11, 1980). This landmark of the beginning of the new century symbolizes the aspirations and hopes of the Muslim Ummah for an Islamic renaissance. The desire to produce scholars and practitioners, imbued with Islamic learning, character, and personality, and capable of meeting the economic, social, political, and intellectual needs of modern times is the aim of this university.

The university started as “Islamic University” with only nine students in its Master of Laws (LL M) (Shariah and Law) degree program and classes held at the campus of Quaid-i-Azam University, Islamabad. The university was given the status of the seat of international learning with the promulgation of the International Islamic University Ordinance by the President of the Islamic Republic of Pakistan in March 1985.

Presently, the university has nine faculties and six autonomous academies, institutes, and centres. The university conducts around 120 academic programmes with enrollment of more than 24,000 students, of whom approximately 11,000 are female. The enrolment also includes roughly 2,000 foreign students from 42 different countries.

Currently these faculties are offering the following programmes:

Faculty	Programs
1. Arabic	Bachelor of Science (BS) Master of Arts (MA) Master of Science (MS) Doctor of Philosophy (Ph.D.)
2. Basic and Applied Sciences	BS, MS, Ph.D.
3. Engineering and Technology	BS, MS, Ph.D.
4. International Institute of Islamic Economics	BS, MA, MS, Ph.D.
5. Islamic Studies	BS, MA, MS, Ph.D.
6. Languages and Literature	BS, MA, MS, Ph.D.
7. Management Sciences	Bachelor of Business Administration (BBA), Master of Business Administration (MBA), MS, Ph.D.
8. Shariah and Law	BS, MA, Bachelor of Laws (LL B), LL M, MS, Ph.D.
9. Social Sciences	BS, MA, Bachelor of Education (B.Ed.), Master of Education (M.Ed.), BS (Hons.), Associate Degree in Education (ADE), MS, Ph.D.

These are the significant developments at the university:

- The addition of new departments
- Foreign qualified teachers inducted
- Development of a Quality Enhancement Cell (QEC)
- Ranking by the Higher Education Commission (HEC) as the fifth-best university in Pakistan

1.2 Organization

The organizational chart of the university is given below in Figure 1, with the university's management structure in Figure 2:

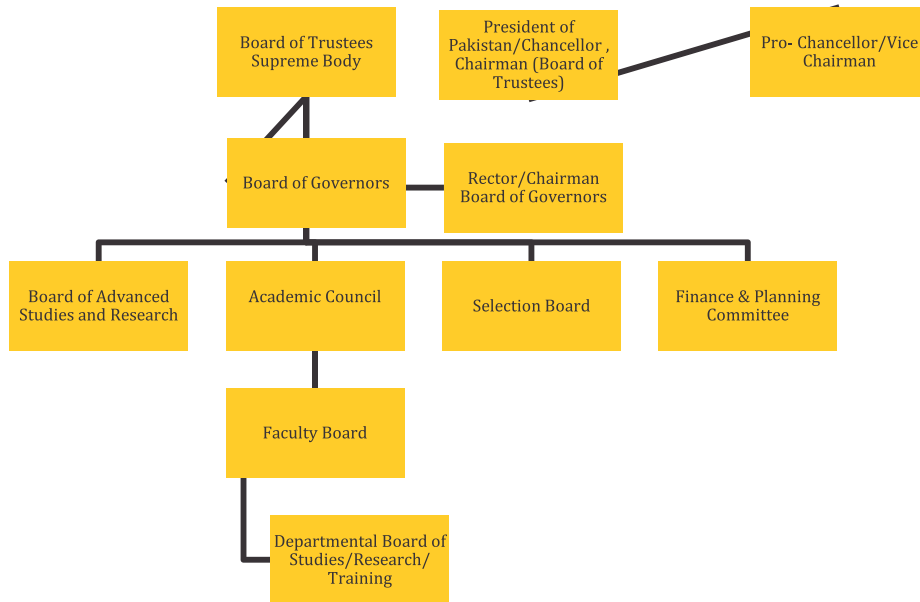


Figure 1. Hierarchy of statutory bodies of the university

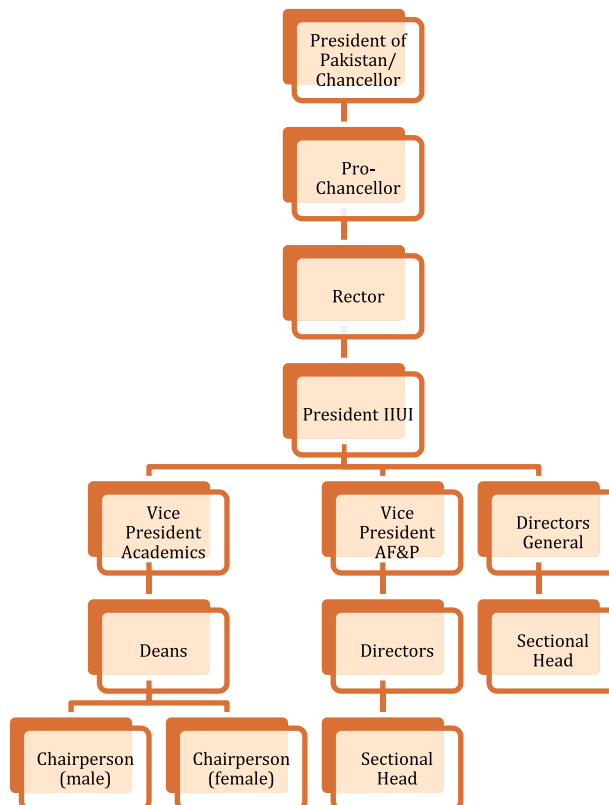


Figure 2. Management structure of the university

¹ Board of Advanced Studies and Research, Academic Council, Selection Board, and Finance and Planning Committee are chaired by the president of IIUI.

1.3 Brief Introduction of the Faculty of Social Sciences

The Faculty of Social Sciences provides a challenging and supportive learning environment for students, including leading-edge collaborations with local, national, and international communities. The faculty supports and encourages innovative faculty research and scholarship reflecting the wide breadth of interests and expertise in the social sciences. The faculty is committed to enhancing the quality of life through its varied educational and research activities.

The Faculty of Social Sciences was established in 2000, initially with two departments: Department of Education and Department of Political Science and International Relations (now renamed as the Department of Politics and International Relations). Both departments offered MA degree programs. With the passage of time the faculty has made tremendous academic growth. Now it consists of seven departments on the male and female sides as follows:

1. Education
2. Politics and International Relations
3. Media and Mass Communication Studies
4. Sociology
5. Psychology
6. History and Pakistan Studies
7. Islamic Arts and Architecture

These seven departments all offer undergraduate and graduate programmes up to Ph.D. levels. Presently, the Faculty of Social Sciences has the strength of more than 2,500 national and international students, with 90 permanent faculty members.

1.4 Department of Education

The Department of Education (DoE) was established in 2000. It inducted its first batch of (MA program) students in the spring semester of 2001. Six batches of students have already graduated and they are serving the country. Presently the department offers six degree programs: four-year B.Ed. (Hons.), B.Ed., M.Ed., MA (Education), MS (Education), and Ph.D. (Education). The BS programme has been accredited in Y Category by NACTE, and other programmes are also in the pipeline for accreditation.

1.5 University-wide Recent Developments

1. IIUI is seriously committed to the cause of promoting education and research in line with its vision and mission. In order to meet the current needs and future challenges IIUI continually engages in development of various aspects. The university is engaging itself in the development of physical, financial, and human resources.
2. In the recent past the university has developed one faculty block for females and a gymnasium for female faculty and students (at the cost of 260 million Rs.), and one faculty block for males and a hostel block for male students with the capacity to accommodate 300 students (at the cost of 237 million Rs.). A network of roads and allied facilities was also developed for 80 million Rs.
3. Currently the university is undertaking the development of a faculty block for the engineering department at an estimated cost of 94 million Rs., and three more female hostels at the cost of 398 million Rs.
4. Human resources (HR) hold a central place in the development activities, and a variety of programs is designed for its faculty and staff members. The biggest is the faculty development program with resources of 202 million Rs. for fully funded Ph.D. sponsorship of 29 faculty members.
5. The Institute of Professional Development, an integral part of IIUI, is engaged in continual training of its staff members at various operational levels. The schedule of training programs is prepared regularly, and staff members from all sections go through the training. The university has made this training mandatory for promotion of all sorts.
6. To promote a culture of research and enhanced research output, the university has established the Office of Research, Innovation and Commercialization (ORIC), and for improvement of quality, a QEC has been established.

Chapter 2.

Mission, Vision, Goals, Strategies and Activities for Institutional Analysis: DoE

2.1 Existing Mission and Vision Statements

Mission Statement

No mission statement for the department exists.

Vision Statement

The Department endeavours to pursue and attain the following aims:

1. To perform a lead role in preparing and updating competent teachers of different levels and types of Education deeply nurtured in the Islamic ethos and vision and strongly committed to the obligations of the teaching profession.
2. To provide state of the art training and education in educational development management and governance to produce dynamic and efficient educational administrators and leaders.
3. To design, test and develop innovative curricula, instructional methods and materials and educational assessment, tests and evaluation techniques in step with the modern advancements.
4. To conduct studies and research on educational theories and practices of different schools of thought, the contemporary issues and problems of education and the challenges and opportunities in the future and to contribute to the expansion of frontiers of knowledge in the field of education.
5. To organize and participate in national, regional and international seminars and conferences in different aspects of education to share experiences and forge academic bonds with the community of educators.
6. To write and publish articles, papers, monographs and books on different themes on various levels, types, issues and trends on education to fill the void of Pakistan based professional literature in the field of education.

Desired Outcomes

Graduates of the DoE's various programs are expected to meet international standards as follows:

1. Understand the central concepts, tools of inquiry, and structures of the discipline they teach and can create meaningful experiences that make these aspects of subject matter meaningful to the students.
2. Understand how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
3. Understand how children differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
4. Understand and use a variety of instructional strategies to encourage student development of reading, writing, critical thinking, and problem-solving skills.
5. Use an understanding of individual and group motivation and behaviour to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use their knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. Understand and use formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and physical development of the learners.
9. Be reflective practitioners who continually evaluate the effects of their choices and actions on others and who actively seek opportunity to grow professionally.
10. Foster relationships with the school, colleagues, parents, and agencies in the larger community to support student learning and well-being.

2.2 Degree Programs Offered at DoE

DoE offers 10 different programmes. Below is the list of the programmes and their entry requirements.

Programme	Eligibility Criteria
Ph.D.	3 years MS/Master of Philosophy (M.Phil.) (Education) with minimum CGPA 3.00/4.00 or 65% marks in annual system. GRE/GAT (Subject) with minimum 60% score.
MS	MA/M.Ed./BS (Education) with minimum CGPA 2.50/4.00 or 60% marks in annual system. GAT (General) with minimum 50% score.
MA	Bachelor of Arts/Bachelor of Science (BA/B.Sc.) or equivalent with minimum CGPA 2.00/4.00 or 50% marks in annual system
M.Ed.	B.Ed. with minimum CGPA 2.00/4.00 or 50% marks in annual system
B.Ed. 1 year	BA/B.Sc. with minimum CGPA 2.00/4.00 or 50% marks in annual system
B.Ed. (weekend) 2 years	BA/B.Sc. or equivalent degree from a recognized institution with CGPA 2.00/4.00 or 50% marks in annual system
BS (Education)	Faculty of Arts/Faculty of Science (F.A./F.Sc.)/A-Level with minimum 50% marks
B.Ed. (Hons.) Elementary Education 4 years	F.A./F.Sc./A-Level with minimum 50% marks
B.Ed. (Hons.) Secondary Education 4 years	F.A./F.Sc./A-Level with minimum 50% marks
ADE	F.A./F.Sc. with 2 nd Division

2.3 Enrolment Trends and Patterns

Table 1 shows the program-wise enrolment trend at DoE in the last four years (2008-2012):

Table 1. Enrollment trends at DoE for regular programmes

A – Applied for admission E – Enrolled C – Completed

Program	Status	Gender	Academic Year				Total
			2008–2009	2009–2010	2010–2011	2011–2012	
B.Ed.	A	M	10	6	4	9	29
		F	85	71	25	37	218
	E	M	0	0	0	0	0
		F	61	19	7	13	100
	C	M	0	0	0	0	0
		F	27	23	2	1	53
BS	A	M	12	6	10	9	37
		F	78	60	51	84	273
	E	M	6	0	2	2	10
		F	12	27	18	54	111
	C	M	0	0	0	0	0
		F	0	0	0	13	13
M.Ed.	A	M	6	10	0	5	21
		F	46	38	15	34	133
	E	M	0	4	7	0	11
		F	22	24	0	18	64
	C	M	0	3	0	0	3
		F	13	25	0	13	51
MA	A	M	12	13	6	7	38
		F	166	145	23	120	454
	E	M	7	5	2	2	16
		F	71	48	23	59	201
	C	M	4	3	5	13	25
		F	111	109	16	8	244
MS	A	M	0	26	26	10	62
		F	0	9	58	48	115
	E	M	16	8	10	3	37
		F	25	3	12	9	49
	C	M	0	5	10	2	17
		F	0	3	2	12	17
Ph.D.	A	M	63	15	11	11	100
		F	83	3	4	6	96
	E	M	4	9	7	5	25
		F	0	0	1	1	2
	C	M	1	2	11	2	16
		F	1	1	4	3	9

DoE is currently offering regular programs. It does not offer self-financed programs.

2.4 Stakeholder Identification

The strategic planning taskforce of DoE identified the following internal and external stakeholders of DoE:

Internal Stakeholders	External Stakeholders
<ol style="list-style-type: none"> 1. University leadership (Rector, President, Vice President Academics, Dean, Chairman/Chairperson) 2. Faculty 3. Students 4. Support staff 5. Quality Assurance Department (Departmental) 6. Board of Studies 7. Departmental committees for various functions of the department 	<ol style="list-style-type: none"> 1. Faculty of the university other than DoE faculty 2. University administration (Vice President Administration & Finance, all directors) 3. HEC 4. Federal government: Statistics Division, Capital Administration and Development Division (CADD), Economic Affairs Division (EAD), Ministry of Education and Training 5. Academy of Education Planning and Management 6. Federal Directorate of Education 7. Federal and Garrison Educational Institutions (Cantonments and Garrisons) (FGEI (C&G)) 8. Federal Government Audit 9. Departmental Accounts Committee 10. Public Accounts Committee 11. Provincial education departments 12. Executive District Officer (Education) Rawalpindi 13. Potential employers (public, private, overseas) 14. Parents, including overseas Pakistanis 15. Educational industry 16. Institute for Professional Development 17. International donors: <ul style="list-style-type: none"> United States Agency for International Development (USAID) Department for International Development (DFID) Canadian International Development Agency (CIDA) Australian Agency for International Development (AUSAID) British Council Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) Japan International Cooperation Agency (JICA) Organization of the Islamic Conference (OIC) etc. 18. Development partners: <ul style="list-style-type: none"> United Nations Educational, Scientific and Cultural Organization (UNESCO) United Nations Children's Fund (UNICEF) Common Wealth of Learning Organisation for Economic Co-operation and Development (OECD) World Bank Asian Development Bank (ADB) Islamic Development Bank South Asian Association for Regional Cooperation (SAARC) International Labour Organization (ILO) United Nations Development Programme (UNDP) Save the Children OXFAM etc. 19. National donors (Peace & Education Foundation, philanthropists) 20. Accreditation agencies (national, international) 21. Potential students (Feeding Institution, Catchment Areas) 22. Competitors (institutions and universities with teacher education departments) 23. Pressure groups (student association, teacher association, university staff association, political leaders) 24. QEC 25. Alumni 26. Support staff other than those at DoE 27. Statutory bodies (Board of Governors, Academic Council, Finance and Planning Committee, Board of Advance Studies and Research (BASR), Faculty Board) 28. Print and electronic media 29. Visiting faculty 30. Senate Committee 31. Education support industry (publishers, education material suppliers)

2.5 Faculty Profile

The department has 16 faculty members. A brief profile of each faculty member is available in Appendix 1.

2.6 Physical Facilities

A survey was conducted at DoE, with the help of the faculty, to document the existing facilities. Table 2 summarizes the physical facilities available to students and faculty at DoE.

Table 2. Summary of physical facilities at DoE²

Physical Facility	Availability/Number	
	Male Section	Female Section
1. Classrooms		
Number of classrooms allocated to the department	1	6
Capacity (appropriate learner-centered approach to teaching) in terms of number of students per room	40–45	
Number of seating furniture (movable) per room	40–45	
Provision for use of audio-visual aids including multimedia	1 multimedia	2 multimedia
Heating/cooling equipment per room	Available	
2. Departmental Library	Not available	
Separate space for library	Not available	
Number of books	9,800 in university library	
Stocked with books & non-book material relevant to B.Ed. & ADE	17	
Number of journals/periodicals (teacher education)	Available/18,130	
On-line access to e-journals & books	Available	
Efficiency of storage & retrieval system	Manual	
Linkages with other libraries	Available	
Number of skilled library staff	14	
Availability of computer for browsing library for teachers	175	
Number of computers if catalogue is available online	10	
3. Science lab	Not available	
General science lab	-	
Physics lab	-	
Chemistry lab	-	
Biology lab	-	
Subject-wise status of equipment/apparatus	-	
4. Computer lab		
Separate room for computer lab for faculty and students of DoE	Available	
Number of computers (computer-to-student ratio)	1:20	
Number of workstations	20	
Internet access	Available	
Skills of computer lab assistant	Available	
5. Meeting Room		
Number of meeting rooms	2	
Mechanism to book these rooms for meeting exists	Available	
6. Faculty offices		
Number of faculty rooms/work places	5	6
Internet facility in the room	Available	
7. Seminar Room/Multipurpose hall	Not at the disposal of	
Capacity of the hall	DoE	
Audio system	Yes	
Video system	Yes	
8. Facility of videoconferencing	Not available	

² Like other departments of the IIUI, DoE has two separate building blocks for male and female students.

2.6.1 Services

The following facilities are not exclusive to students of DoE. These are for all IIUI students.

Computer Labs

Students at the IIUI campuses enjoy a computer-friendly environment, apart from access to computers in the labs. Research centres and libraries also have proper computer facilities for students.

Language Laboratories

The university maintains two separate language laboratories for the Arabic and English departments. These laboratories are well-equipped with modern techniques of teaching languages. Well-trained teachers skilfully use these laboratory techniques and supplement classroom teaching in listening and training skills.

Libraries

The university maintains four well-equipped libraries with Internet facilities and access to international databases and digital libraries. The central library maintains all important texts and recommended books, and reading material is also made available by the Photostat Service Units. In addition, there is a book bank on the university's main campus that lends books to the students on a semester basis. The library is continually updated with the latest editions of relevant books. The library is available for students till 10 p.m.

Hostels

The university has a number of male and female hostels. Due to heavy demand from the number of overseas and existing students, availability of seats for new students cannot be guaranteed.

Medical Care

The university has well-equipped, separate medical centres for male and female students with a team of qualified doctors who provide free outpatient treatment of minor ailments. Cases of a serious nature are referred to government hospitals in Islamabad for hospitalization and treatment. The medical centres have also set up a laboratory to conduct various tests. The medical centres have three ambulances at their disposal to meet any emergency.

Banking Facility

For payments, receipt, and remittances, Habib Bank Limited maintains its main branch at the H-10 campus of the university for male students. Profit and Loss Savings Bank accounts are opened, and deposits accepted under normal banking procedures. A branch of *First Women Bank* is also stationed at the female campus exclusively for female students and teachers. Students admitted to the university are advised to open their accounts with these banks. An ATM facility is also provided at H-10 campus for the convenience of the students.

Sports/Recreation and Academic Competition

The university has extensive facilities for indoor and outdoor games for males as well as females. IIUI students participate in the inter-university competitions and win medals, trophies, and leading positions in these competitions. A modern gymnasium is under construction for females and one shall subsequently be provided for males as well. Coaching facilities have also been made available on both campuses. Recreation trips are arranged by the faculties for male and female students, especially on weekends or during vacations. Cultural week is celebrated every year. The IIUI also encourages participation of students in academic competitions, seminars, workshops, and curriculum activities.

Transport

The university provides transport facilities for students living in Rawalpindi and Islamabad on specified routes only.

Financial Assistance

Requests for partial financial assistance to deserving students are considered after completion of the first semester, on the basis of academic performance with a minimum CGPA of 3.00/4.00 and based on need (to be determined by the DoE). No financial assistance is given by the university to any student during the first semester. Those who are granted financial assistance are required to maintain a minimum CGPA of 3.00/4.00 for continuation of financial assistance.

2.6.2 Use of IT

On both male and female campuses, no separate computer lab is available and students have limited access to the shared computer lab.

2.7 Research Capacity

IIUI is well aware of and fully sensitive to the current day requirements of research and innovation in order to keep pace with the modern world. The university has shifted its focus to research-based teaching and development. The university has established an office of research and innovation in recent past.

DoE is also a proactive participant of the activities initiated by ORIC. The faculty at its own level as well as the students are engaged in research activities that are an integral component of all programmes offered by DoE.

2.7.1 Student Research

Table 3 displays the number of theses completed by students in the 2011/2012 academic session.

Table 3. Number of theses completed to date under various programs

Program	Male	Female	Total
MA (Education)	10	231	241
M.Ed.	0	15	15
MS (Education)	17	17	34
Ph.D. (Education)	16	9	25

2.7.2 Faculty Research

There are currently 10 Ph.D. and six 6 M.Phil. and MS faculty members. Thirteen of the 16 faculty members are HEC-approved supervisors. The majority of faculty members have attended conferences and published research outputs in the form of research papers both nationally and internationally. While employed at the university the faculty has published 91 international and 35 national papers. Senior faculty members are involved in two ongoing research projects.

2.8 Alumni Affairs Office

At IIUI, the university Alumni Affairs Office works under the Directorate of Development and Strategic Planning. Nevertheless, DoE has no departmental alumni office of its own.

2.9 QEC

IIUI established the QEC in March 2010. The QEC is entrusted with the task to promote education for the effective management of the standards and quality of programmes at all levels. Such a task requires developing quality assurance processes and methods of evaluation to maintain and improve the high quality of provision and the standards of IIUI education. It includes curriculum development, and subject and staff development together with research and other activities. Further, the academic activities of the IIUI will be monitored by the quality assurance agency of the HEC through the QEC.

Quality Assurance at DoE

DoE is a part of the ongoing quality enhancement activities taking place at the university level. DoE has already started to develop quality standards that define the proper functioning and evaluation of its performance, and is in the process of establishing its own Directorate of Quality Enhancement, which will properly implement these standards to enhance the quality of the department.

Quality Assurance at Affiliated Colleges

There is no affiliated college with DoE, so quality assurance in this category is not applicable for now.

2.10 Accreditation Plans

The BS, MA, and B.Ed. programs have been accredited. The rest of the academic programs are in the accreditation process.

2.11 Academic Linkages

There are no formal linkages with universities, but faculty exchanges and lectures by faculty from sister universities do take place. Currently the department is in the process of signing a memorandum of understanding (MOU) with the University of Bedfordshire.

2.12 Outreach

No outreach activities conducted by DoE.

2.13 Affiliations

There are currently no colleges or institutions affiliated with DoE.

2.14 DoE's Future Plans

1. DoE plans to expand into a Faculty of Education.
2. DoE endeavours to perform a lead role in preparing and updating competent teachers nurtured in the Islamic ethos and vision and strongly committed to the obligations of the teaching profession.
3. DoE is committed to providing state-of-the-art training and education in educational development management and governance to produce dynamic and efficient educational administrators and leaders.
4. DoE wants to design, test, and develop innovative curricula, instructional methods and materials, and educational assessments, tests, and evaluation techniques in step with modern advancements.
5. DoE plans to enhance the quality of teaching and research by organizing and participating in regional, national, and international seminars and conferences in different aspects of education to share experiences and forge academic bonds with the community of educators.
6. DoE is planning to enhance its capacity and operations by offering new academic programs.

2.15 DoE's SWOC (Strengths, Weaknesses, Opportunities, and Challenges) Analysis

A summary of the SWOC analysis done by the task force in consultation with identified stakeholders is given below:

Major Strengths of DoE

- a. Highly qualified teachers, nine holding a Ph.D., six with an MS or M.Phil., one MA
- b. Availability of budget for routine activities
- c. Access to Internet
- d. Availability of e-resources for the faculty
- e. University rules and regulations are prescribed
- f. Strong, transformative leadership
- g. Organizational procedures are clear
- h. Competitive and good working environment
- i. Lots of research work being conducted
- j. Informal national and international linkages

Major Weaknesses of DoE

- a. Lack of senior faculty, associate professors
- b. Lack of funds for professional development, research grants, and student scholarships
- c. Lack of classrooms and faculty offices, no building for lab school
- d. Limited equipment and bandwidth capacity, and no videoconferencing facility
- e. Poor IT maintenance and troubleshooting
- f. Lack of awareness among the faculty about structural rules
- g. Lack of job descriptions
- h. Limited participation in conferences, seminars, workshops
- i. Limited subscriptions to journals and access to databases, departmental research
- j. Lack of audio-visual aids
- k. Limited opportunities for continual professional development
- l. Communication gap between academic staff and administration
- m. No linkages/MOUs yet signed
- n. No outreach activities
- o. Absence of community service

Major Opportunities for DoE

- a. Tapping funding from/through federal government, HEC, donors, research projects, alumni
- b. Availability of university resources
- c. Collaboration with national and international institutes
- d. Videoconferencing facilities of university available
- e. Availability of general labs for DoE students
- f. Technical input about rules and regulations from other institutes
- g. Availability of good practices and experts in various fields of education
- h. Improvement of organizational culture through research teachers, learning opportunities, sports, co-curricular activities, social group
- i. Joint research projects
- j. Experts from other institutes
- k. University collaboration/MOUs with other national and international institutes
- l. Increase of community interaction
- m. Establishment of lab school
- n. Procurement of more books, journals

Major Challenges to DoE

- a. Better competitive opportunities from peer institutions for faculty and staff
- b. Lack of incentives to retain/hire qualified team
- c. Lack of consistency in policies and the supply of funds
- d. Shortage of funds
- e. Peer institutions' equipped and multiple resources
- f. Rapid development in technology
- g. Pressure groups, media, and legal pressure
- h. Political effects
- i. Conservative mindset about research
- j. Mismatch of philosophy and values that hinders linkages
- k. Lack of demand and opportunities to conduct outreach activities

The complete SWOC analysis has been placed as Appendix 2.

Chapter 3.

Mission, Vision, Goals, Strategies and Activities for Strategic Plan DoE

3.1 Revised Mission, Vision, and Values Statements

Mission Statement

The Department of Education provides a challenging learning environment infused with Islamic values and research-based practices to produce balanced, harmonious educational leaders who are proactively motivated toward innovation, research, and development of the national and international community.

Vision Statement

The Department of Education will be the leading teacher education institution of Pakistan with highly qualified human resources, allied infrastructure equipped with modern technology, and research-based practices to produce balanced, harmonious educational leaders serving the community.

Values Statement

The Department of Education promotes Islamic values, innovation, competence, and integrity in achieving excellence.

The definition of DoE values is given in Appendix 3.

3.2 Growth of the Department

Keeping in view the envisioned role of DoE under which teacher education programs will be started, the task force made its first strategic decision to rename it as the “*Faculty of Education*” with the introduction of new departments starting in 2014/2015. The establishment of the Faculty of Education is in line with the Statutes 2006 approved by the Board of Trustees. The faculty will have the following departments functional by the academic year listed below in Table 4:

Table 4. Plan to open new departments

Department	Programme to Be Started in Academic Year
1. Teacher Education	2014–2015
2. Distance Education	2014–2015
3. Early Childhood Education	2015–2016
4. Curriculum and Evaluation	2016–2017
5. Educational Organization and Leadership	2017–2018
6. Special Education	2018–2019
7. Science Education	2021–2022

3.3 DoE Strategic Issues and Problems

In light of the mission, vision, and values statements, the task force identified five strategic issues, based on the following analyses: SWOC, institutional, stakeholder, and political.

1. Strengthening of HR

- How can DoE meet the high academic and management requirements it has set for its faculty and support staff in the absence of a proper professional development mechanism?
- What mechanism must be developed to maintain faculty interest in staying in DoE?

2. Infrastructural Development

- How can DoE meet its requirement of separate infrastructures for the following:
- Academic block (classrooms, faculty offices, labs, library)
- IT resources
- Sports facilities
- Hostels
- Model/practicing school

3. Financial Sustainability

- What measures can be taken to ensure financial sustainability of DoE?

4. Quality Enhancement

- How can the quality of teaching learning practices be improved? A model/practicing school and in-house labs are required. Teaching aid equipment is also required.
- How can the research culture be enhanced? There is a dire need of supporting research facilities, and resource material (books, journals, etc.).

5. Development of Collaborations

- How can DoE improve its liaison with stakeholders in a beneficiary manner and in order to meet its strategic objectives?
- How can marketing and ad placement be improved and made more attractive to increase enrolment?

3.4 Focus Areas, Goals, and Strategies

Keeping in mind the vision, mission, and values statements and in consultation with members of the university administration and faculty, DoE identified the above strategic issues and problems; the task force then agreed on the following five goals for each different area and envisaged strategies to accomplish each goal.

Focus Area 1: Strengthen HR

Ongoing successful recruitment is fundamental to a higher education institution's success in achieving its aim to be a competitive, research-intensive and quality institution with the highest academic standards. Human resource is the essential element toward the success of an organization; it can contribute to the overall improvement of an institution. Highly qualified faculty and support staff are essential for making a leading institution. The expertise of trained and qualified faculty and support staff will produce quality output which can bring excellence in teaching and in research service to the community.

Every institution obviously needs a certain level of turnover to ensure fresh thinking and appropriate challenges to traditional ways of working. However, too high a level of turnover can be seriously damaging to the institution's ability to retain key skills and knowledge and can also impact negatively on DoE's reputation as an employer. In order to achieve the key objective of recruiting and retaining high-quality staff, the task force deliberated to understand what attracts and retains the faculty and staff. The task force feels a great need to put HR-motivated policies in place. The task force thinks that DoE should be equally committed to providing each staff member with every opportunity to make fuller his or her personal and professional self, and his or her capacity to contribute to the work of the institution.

Projections for the required number of faculty to meet growing enrolment are as follows in Table 5 and Table 6:

Table 5. Year- and position-wise number of faculty required with respect to enrollment (M)

Academic Year	Enrollment Projections	Professor	Associate Professor	Assistant Professor	Lecturer	Total No. of Required Faculty
2012–2013	83	0	0	1	2	3
2013–2014	257	1	1	2	5	9
2014–2015	420	2	2	4	7	15
2015–2016	507	2	2	4	9	17
2016–2017	530	2	2	5	9	18
2017–2018	540	2	2	5	9	18
2018–2019	500	2	2	5	9	18
2019–2020	510	2	2	5	9	18
2020–2021	500	2	2	5	9	18
2021–2022	510	2	2	5	9	18
2022–2023	500	2	2	5	9	18

Table 6. Year- and position-wise number of faculty required with respect to enrolment (F)

Academic Year	Enrollment Projections	Professor	Associate Professor	Assistant Professor	Lecturer	Total No. of Required Faculty
2012–2013	337	1	1	3	6	11
2013–2014	509	2	2	4	9	17
2014–2015	719	3	3	6	12	24
2015–2016	840	4	4	7	14	29
2016–2017	870	4	4	7	15	30
2017–2018	890	4	4	8	15	31
2018–2019	880	4	4	7	15	30
2019–2020	900	4	4	8	15	31
2020–2021	960	4	4	8	16	32
2021–2022	960	4	4	8	16	32
2022–2023	960	4	4	8	16	32

Projections for the required number of faculty to meet growing enrolment are as follows in Table 5 and Table 6:

Effective teaching is a central responsibility of DoE, and a key component of each individual faculty member's professional activity. It is an established fact that each faculty member remains actively involved in teaching across his or her career, recognizing that loads may vary due to other responsibilities or research. DoE needs to ensure that the best scholars are in the classroom, where they have an important impact on students' education and serve as good models for junior faculty.

Goal 1

DoE will develop leading practices in the recruitment, retention, and recognition of qualified faculty and support staff, promote an inclusive and non-discriminatory workplace, and continue employee recognition programs to strengthen its HR.

Strategies

G1-S1: Recruit and select qualified faculty and staff

G1-S2: Ensure retention of the faculty

G1-S3: Develop and implement effective HR management practices

Focus Area 2: Develop Infrastructure

The quality of an institution can be verified by the facilities provided to the students, human capital possessed by the department, and the whole infrastructure. A higher education institution is only as strong as the people who populate it and the tools both physical and professional they are given to work effectively. So for effective delivery of a quality program, DoE will need quality infrastructure and highly qualified HR to become the leading institution among the community of institutions. Physical facilities are vital; these facilities increase the image of the institution and also increase catchment areas for the enrolment. This can be verified by the number of students enrolled and the facilities and resources available to students in the form of books, sports, hostels, and practicing schools. The task force considers excellence in the provision of IT, library resources, and facilities to be central to DoE operations, recognizing that human talent flourishes most readily in facilities where the most effective tools exist. Of equal importance is the call to be an exemplar in the application of sustainability principles and practices and to establish an institutional culture of sustainability. Infrastructure is to be established keeping in view the priorities, availability of funds, and needs. The task force recommends creating and sustaining a work environment at DoE that positions faculty and staff for success.

Tables 7 and 8 show the number of classrooms required to fulfil the needs of the projected student body, which will be discussed later in Focus Area 4: Enhance Quality.

Table 7. Enrollment projection and required number of classrooms (M)

Academic Year	Projected Enrollment	Number of Classrooms Required
2012–2013	83	2
2013–2014	257	4
2014–2015	420	7
2015–2016	507	8
2016–2017	530	9
2017–2018	540	9
2018–2019	500	8
2019–2020	510	9
2020–2021	500	8
2021–2022	510	9
2022–2023	500	10

Note: The basis of the calculation for the required number of classrooms is that each classroom will hold 2530 students and will be used twice a day for four to five hours at a time.

Table 8. Enrollment projection and required number of classrooms (F)

Academic Year	Projected Enrollment	Number of Classrooms Required
2012–2013	337	6
2013–2014	509	8
2014–2015	719	12
2015–2016	840	14
2016–2017	870	15
2017–2018	890	15
2018–2019	880	15
2019–2020	900	15
2020–2021	960	16
2021–2022	960	16

Goal 2

DoE will work diligently to provide to faculty, staff, and students the infrastructure necessary for individual and collective advancement.

Strategies

G2-S1: Mobilize resources from the university, and national and international donors

G2-S2: Implement Planning Commission (PC)-I for a faculty building and supporting infrastructure

Focus Area 3: Maintain Financial Sustainability

Due to inconsistency in the flow of funds, measures need to be taken to maintain DoE's financial sustainability. Finances are required to develop quality infrastructure and to ensure the quality of HR, including support staff. A sustainable cash flow in DoE will assist in making vision into reality. The task force recommends the approach to the management of DoE finances must support everyone across all areas of the department in taking responsibility for achieving the best value in all that the faculty and staff do. At the same time, the department should focus on creating new revenue streams to radically reduce its reliance on IIUI and other public funds. The task forces recommends such financial strategy that could ensure that the faculty and staff can continue to invest in the department's ambitious growth and change programme, while maintaining a secure and financially sustainable position. These include (1) identifying a range of efficiency measures to improve the financial performance of the department, including evidence-based disinvestment when appropriate; (2) setting objectives for income generation across all revenue-earning areas of the department; (3) developing innovative and resourceful ways to diversify income streams; (4) identifying novel approaches to meet the department's cash and capital needs; and (5) implementing an integrated suite of financial systems to support all aspects of financial management across the department.

Tables 9 and 11 display student projections for male and female sections respectively.

Table 9. Enrolment projection at DoE through distance education programs (M)

FE Fresh Enrolment in the year AE Already Enrolled students in the year

Program		2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023
BS (Education) (4-year) after Higher Secondary School Certificate (HSSC)	FE	3	30	30								
	AE	10	43	70	87	60	30					
	Total	13	73	100	87	60	30					
MA (Education) (2-year) after BA/B.Sc.	FE	15	30	30	30	30	30	30	30	30	30	30
	AE	16	15	30	30	30	30	30	30	30	30	30
	Total	31	45	60	60	60	60	60	60	60	60	60
B.Ed. (Hons.) Elementary (after 12 years of schooling)	FE		30	30	30	30	30	30	30	30	30	30
	AE		0	30	60	90	90	90	90	90	90	90
	Total		30	60	90	120	120	120	120	120	120	120
B.Ed. (Hons.) after 2-year BA/B.Sc./4 semesters in any other BS program	FE		30	30	30	30	30	30	30	30	30	30
	AE		0	30	30	30	30	30	30	30	30	30
	Total		30	60	60	60	60	60	60	60	60	60
B.Ed. (Hons.) Elementary (2-year) after ADE	FE			30	30	30	30	30	30	30	30	30
	AE			0	30	30	30	30	30	30	30	30
	Total			30	60	60	60	60	60	60	60	60
B.Ed. Secondary (Science & Arts) (4-year)	FE			30	30	30	30	30	30	30	30	30
	AE			0	30	60	90	90	90	90	90	90
	Total			30	60	90	120	120	120	120	120	120
MS (2-year) after 16 years	FE	19	30	30	30	30	30	30	30	30	30	30
	AE	0	19	30	30	30	30	30	30	30	30	30
	Total	19	49	60	60	60	60	60	60	60	60	60
Ph.D. (3-year)	FE	0	10	0	10	0	10	0	10	0	10	0
	AE	20	20	20	20	20	20	20	20	20	20	20
	Total	20	30	20	30	20	30	20	30	20	30	20
Grand Total		83	257	420	507	530	540	500	510	500	510	500

Red = Program to be phased out; red fill = will no longer exist.

Blue = New program or one to be initiated; blue fill = program will be offered after this period.

Black = Programs the department offers and will continue to offer.

Table 10 reflects the number of boys' schools required to accommodate DoE students in their teaching practice semesters.

Table 10. Required number of teaching practicum schools (M)

Academic Year	Number of Students Enrolled in Practicum Semester ³	Required Number of Practicum Schools ⁴
2012–2013	18	2
2013–2014	150	13
2014–2015	240	20
2015–2016	210	18
2016–2017	210	18
2017–2018	210	18
2018–2019	210	18
2019–2020	210	18
2020–2021	210	18
2021–2022	210	18
2022–2023	210	18

³This number was calculated from Fresh Enrollment every year on the following basis: B.Ed. one-year programme + stream from two-year BA/B.Sc. for B.Ed. (Hons.) programme + stream from two-year ADE graduates for B.Ed. (Hons.) programme + 2x (B.Ed. Elementary (Hons.) Programme + B.Ed. Secondary (Hons.) programme).

⁴On average 12 students per school will go for their practicum.

Table 11. Enrollment Projection at DoE through distance education programs (F)

FE Fresh Enrollment in the year

AE Already Enrolled students in the year

Program		2012– 2013	2013– 2014	2014– 2015	2015– 2016	2016– 2017	2017– 2018	2018– 2019	2019– 2020	2020– 2021	2021– 2022	2022– 2023
B.Ed. (1-year) after BA/B.Sc.	FE	33	40	40	40							
	AE	0	0	0								
	Total	33	40	40	40							
M.Ed. (1-year) after B.Ed.	FE	15	20	20	20	20						
	AE	0	0	0	0	0						
	Total	15	20	20	20	20						
BS (Education) (4-year) after HSSC	FE	30	30	30								
	AE	70	80	90	90	60	30					
	Total	100	110	120	90	60	30					
MA (Education) (2- year) after BA/B.Sc.	FE	60	60	60	60	60	60	60	60	60	60	60
	AE	60	60	60	60	60	60	60	60	60	60	60
	Total	120	120	120	120	120	120	120	120	120	120	120
B.Ed. (Hons.) Elementary (after 12 years of schooling)	FE	9	60	60	60	60	60	60	60	60	60	60
	AE	0	9	89	120	120	120	120	120	120	120	120
	Total	9	69	149	180	180	180	180	180	180	180	180
B.Ed. (Hons.) after 2-year BA/B.Sc./4 semesters in any other BS program	FE		30	30	30	30	30	30	30	30	30	30
	AE		0	30	30	30	30	30	30	30	30	30
	Total		30	60	60	60	60	60	60	60	60	60
B.Ed. (Hons.) Secondary (Science & Arts) (4-year)	FE		60	60	60	60	60	60	60	60	60	60
	AE		0	60	120	180	180	180	180	180	180	180
	Total		60	120	180	240	240	240	240	240	240	240
B.Ed. (Hons.) Elementary (2- year) after ADE	FE			30	30	30	30	30	30	30	30	30
	AE			0	30	30	30	30	30	30	30	30
	Total			30	60	60	60	60	60	60	60	60
B.Ed. (4-year) Early Childhood Education	FE				30	30	60	60	60	60	60	60
	AE				0	40	80	100	120	180	180	180
	Total				30	70	140	160	180	240	240	240
MS (2-year) (after 16 years of schooling)	FE	30	30	30	30	30	30	30	30	30	30	30
	AE	30	30	30	30	30	30	30	30	30	30	30
	Total	60	60	60	60	60	60	60	60	60	60	60
Grand Total		337	509	719	840	870	890	880	900	960	960	960

Red = Programs to be phased out; red fill = will no longer exist.

Blue = New program or one to be initiated; blue fill = program will be offered after this period.

Black = Programs the department offers and will continue to offer.

Table 12 reflects the number of girls' schools required to accommodate DoE students in their teaching practice semesters.

Table 12. Required number of teaching practicum schools (F)

Academic Year	Number of Students Enrolled in Practicum Semester	Required Number of Practicum Schools ⁵
2012–2013	171	14
2013–2014	430	36
2014–2015	460	38
2015–2016	460	38
2016–2017	420	35
2017–2018	480	40
2018–2019	480	40
2019–2020	480	40
2020–2021	480	40
2021–2022	480	40
2022–2023	480	40

The task force recommends that to meet DoE's requirements and expectations for an effective finance function, DoE should have sustained focus on developing finance capabilities, refining its consultative and collaborative processes across the department, and building a high-performance culture.

Goal 3

DoE will be allocated based on strategic priorities established within a structure of shared governance. Stable enrollment, sound business practices, and increased philanthropy from alumni and other friends of the university will help ensure financial sustainability.

Strategies

G3-S1: Financial management through proper use of available finances⁶

G3-S2: Encourage income-generating activities

Focus Area 4: Enhance Quality

Quality brings excellence. Leading institutions are known by their quality outputs and it is quality in faculty, research capacity, and infrastructure that will be reflected in outputs. Quality can be measured through the services provided by the output, quality results, and the feedback of the employer. The quality work is based on a culture of quality characterized by continual re-evaluation and renewal driven by teachers, staff, and students. Research activity and the training of research students are fundamental to the identity of higher education. Quality work must satisfy internal and external quality demands and contribute to the achievement of the goals formulated in DoE's strategic plan. The task force recommends that DoE should provide a high-quality, research-informed curriculum at both undergraduate and graduate levels, built upon knowledge creation and application and achieving real impact in the outside world; and embed research, scholarship, practice, and consultancy in all its activities. DoE's long-term success is entirely dependent on the culture of academic quality that is reproduced and developed in the collegial forums responsible for research and education in departments and faculties.

DoE must continue to recruit, reward, and support outstanding faculty, staff, and students committed to research, scholarship, and graduate education, especially faculty involved in training graduate students who apply for and receive research/training grants. It is equally important that both male and female heads ensure that all faculty members have sufficient time allocated as part of their faculty appointments to perform scholarly work. Collaborative partnerships should be encouraged and facilitated in order to involve undergraduates in research and scholarly endeavours.

⁵ On an average 12 students per school will go for their practicum.

⁶ Increased interest from donors, satisfactory audit result.

Goal 4

DOE will recruit quality students and will provide them, whether residential, off-campus, or online, with rigorous, relevant curricula and personal attention in a collaborative, supportive educational environment. Its academic programs will be developed by an accomplished faculty who use their research and creative activities to inform their teaching and engage students, and it will develop and improve its objective assessments of students.

Strategies

- G4-S1: Attract quality students
- G4-S2: Implement quality measures for teaching learning process
- G4-S3: Provide relevant resources
- G4-S4: Promote research activities
- G4-S5: Strengthen student assessment and evaluation

Focus Area 5: Develop Collaborations

No institution can survive without collaboration of sister institutions and government agencies; linkages in the educational industry; incorporation of new trends; and outreach programmes. To serve the community it is vital that DoE has a liaison with other institutions and employers through which DoE can get insight about new trends and explore the opportunities in the market. The task force recommends that the proactive involvement of faculty, students, and staff in different collaborative activities will have an impact on the world outside the university, from local to global communities. For this reason, the task force considers DoE as an accessible, comprehensive research department with the characteristics of a high-quality teacher education institution, combining undergraduate and graduate education, fundamental and applied research, and engagement with community, industry, and governments. DoE should also increase service and support to alumni.

Goal 5

DOE will continue to emphasize local, national, and international partnerships that reflect its ambition not only to become a global leader in scholarship of application but also to improve its liaison with stakeholders for its graduate's placement.

Strategies

- G5-S1: Develop linkages with sister institutions and collaboration with international organizations
- G5-S2: Involve alumni in developing and creating collaborations
- G5-S3: Develop a Career Counselling and Placement Centre (CCPC)
- G5-S4: Create liaison with educational industry

3.5 Goal, Strategies, and Activities

Table 13 gives the summary of the DoE's strategic plan:

Table 13. DoE's focus areas, strategies, and activities

Focus Area	Strategy	Activity
Focus Area 1: Strengthen HR	1.1 Recruit and select qualified faculty and staff	a. Create positions according to student projections
		b. Use all possible means to invite applications to fill the available positions
		c. Follow an effective selection process ⁷
	1.2 Ensure retention of the faculty	a. Improve mechanism for continual professional development of faculty and staff
		b. Provide support to participate in national and international academic events
		c. Provide opportunities ⁸ to faculty and staff for improved qualifications
		d. Increase incentives ⁹
	1.3 Develop and implement effective HR management practices	a. Develop position-wise job descriptions
		b. Launch induction training program for new faculty and staff
		c. Review and revise faculty performance evaluation reports
		d. Provide feedback/advisory remarks on the performance evaluation of faculty and staff

⁷ Determine eligibility and ineligibility; create a shortlist of candidates (by test, demo); evaluate their research work; present the shortlisted candidates to selection boards.

⁸ University will not only encourage the staff and faculty to enrol at the university but also to explore national and international opportunities outside the university.

⁹ Research incentives, appreciation letters, best teacher award, best researcher award, best community service award.

Focus Area	Strategy	Activity
Focus Area 2: Develop infrastructure	2.1 Mobilize resources from the university, and national and international donors	a. Develop separate PC-I for physical infrastructure ¹⁰ of male and female campuses
		b. Prepare proposals and concept papers through networking
		c. Develop and launch an advocacy campaign
		d. Solicit tenders, bids, comparative statements, supply
Focus Area 3: Maintain financial sustainability	2.2 Implement PC-I for a faculty building and supporting infrastructure	a. Construct a faculty building and supporting infrastructure
		b. Develop PC-III, -IV, and -V
	3.1 Financial management through proper use of available finances ¹¹	a. Use resources seeking to gain optimal results
		b. Explore potential donors
		c. Submit projects to donors
		d. Implement internal protocols for financial management (allocate resources based on priority)
		e. Hold orientation for all stakeholders, including faculty and staff, on national and international financial standards
	3.2 Encourage income-generating activities	a. Introduce distance education programmes
		b. Provide and maintain resources for distance education offering
		c. Develop and offer modular degree programmes and short courses ¹²
		d. Tap alumni ¹³ to develop collaborations and to identify and win projects
		e. Develop linkages with national and international agencies to seek funding for various programmatic activities
		f. Develop national and international research projects
		g. Approach international agencies to improve programmes, facilities, and infrastructures
		h. Launch joint degree program
		i. Access funding schemes ¹⁴
Focus Area 4: Enhance quality	4.1 Attract quality students	a. Constitute committees for each program to develop market-oriented courses
		b. Increase awareness of different programs through print and electronic media
		c. Organize marketing of programs by participating in and organizing educational expos and visits
	4.2 Implement quality measures for teaching learning process	a. Establish departmental QEC
		b. Adapt QEC assessment tools for teachers, support staff, and managers
		c. Improve mechanisms for quality assurance to ensure QEC protocols
		d. Seek alumni's and employers' feedback ¹⁵
		e. Periodically review curriculum (through a curriculum review committee) and update it based on modern trends and market needs
	4.3 Provide relevant resources	a. Establish resource rooms
		b. Provide IT equipment in resource rooms/department
	4.4 Promote research activities	a. Establish departmental Research Cell
		b. Launch HEC-recognized education research journal
		c. Subscribe to more education databases
		d. Organize events to enhance research skills, including writing research articles
		e. Establish research collaborations
	4.5 Strengthen student assessment and evaluation	a. Review existing assessment mechanism
		b. Develop new assessment mechanism for students in consultation with internal/external stakeholders
		c. Develop assessment and evaluation items/protocols

¹⁰ As per these priorities: (1) academic block with IT resources, (2) hostel, and (3) lab school.

¹¹ Increase interest from donors, obtain satisfactory audit result.

¹² Outreach professional development trainings for public and private sector.

¹³ This activity will be carried out based on the database developed under Focus Area 5 of the strategic plan.

¹⁴ Erasmus mundus, Deutscher Akademischer Austausch Dienst (DAAD), Australian Awards, Fulbright, Commonwealth, Japan International Cooperation Agency (JICA), etc.

¹⁵ Develop a follow-up mechanism with employers through Alumni Affairs Office.

Focus Area	Strategy	Activity
Focus Area 5: Develop collaborations	5.1 Develop linkages with sister institutions and collaborations with international organizations	a. Identify areas and venues of collaboration
		b. Establish collaboration with national and international teacher education institutions
		c. Launch faculty exchange programme with national and international universities
		d. Launch student exchange programme with national and international universities
		e. Participate in consultations organized by provincial and federal government, non-governmental organisations, and donors
		f. Seek accreditation from professional teacher education bodies
	5.2 Involve alumni in developing and creating collaborations	a. Establish and maintain departmental Alumni Affairs Office ¹⁶
		b. Increase interaction with alumni ¹⁷
	5.3 Develop a CCPC	a. Get approval for the CCPC
		b. Provide educational and occupational information services
		c. Provide counselling and advisory services ¹⁸
		d. Create a job bank
	5.4 Create liaison with educational industry	a. Explore collaboration opportunities with the educational industry
		b. Offer suggestions to influence government policies on education
		c. Establish linkage with the worldwide university network

3.6 Resource Plan for Achieving Strategic Goals

Technical and financial resources for successful execution of the strategic plan will be required from the following five key stakeholders:

1. The IIUI will have to play a vital role to support core activities of DoE.
2. The federal and provincial government and the HEC would carry a high share of the burden of The IIUI in developing DoE.
3. Faculty members will do their part through excellent work and ensure success in winning grants and contracts.
4. The IIUI should approach donors, philanthropists, foundations, grant- and scholarship-awarding organizations, and/or development partners to fund the activities in line with their mandate.

The resources deployment plan of the entire strategic plan has been given in Appendix 4.

The estimated budget required to materialize the envisaged activities is given in Appendix 5.

¹⁶ Assign one of the faculty members to work as coordinator and to maintain database of alumni.

¹⁷ By regular newsletters, website page for alumni, electronic network (employ sms, e-mails, social networking websites, etc.), annual dinners.

¹⁸ May include help for personal, social, emotional, and financial problems.

Chapter 4.

Baseline, Targets, and Benchmarks

This section of the *Strategic Plan: Vision 2022* presents the following for each of the five goals:

- The baseline data or the current situation for academic year (AY) 2012-2013
- Immediate targets for AYs 2013-2014
- Short-term targets for AYs 2014-2016
- Midterm targets for AY 2016-2019
- Benchmarks for AY 2019-2023

An emphasis is placed on measurable progress indicators.

Baseline and Benchmarking

Note: Targets mentioned in most of the columns include cumulative targets of previous columns.

Focus Area 1: Strengthen HR

Strategy	Output Indicator	2012–2013 Baseline	2013–2014 Immediate Targets	2014–2016 Short Term Targets	2016–2019 Midterm Target	2019–2023 Benchmark
1.3 Develop and implement effective HR management practices	<ul style="list-style-type: none"> # of positions with job descriptions # of faculty and staff members who go through induction program 	<ul style="list-style-type: none"> 0 0 	<ul style="list-style-type: none"> All positions All members 	<ul style="list-style-type: none"> All positions All members 	<ul style="list-style-type: none"> All positions All members 	<ul style="list-style-type: none"> All positions All members

Focus Area 2: Develop infrastructure

2.1 Implement PC-I for a faculty building and supporting infrastructure ¹⁹	<ul style="list-style-type: none"> Volume of Bill of Quantity for each facility # contract deeds 	<ul style="list-style-type: none"> 0 0 	<ul style="list-style-type: none"> Preparation of PC-I Contract signed 	<ul style="list-style-type: none"> Preparation of PC-II Construction work started 	<ul style="list-style-type: none"> Infrastructure available 	
2.2 Mobilize resources from the university, and national and international donors	<ul style="list-style-type: none"> # of events/visits arranged Minimum # of donors/funding agencies reached 	<ul style="list-style-type: none"> 0 0 	<ul style="list-style-type: none"> 3 events/visits 6 donors 	<ul style="list-style-type: none"> 6 events/visits 12 donors 	<ul style="list-style-type: none"> 9 events/visits 18 donors 	<ul style="list-style-type: none"> 12 events/visits 24 donors

¹⁹ As per this priority: (1) academic block with IT resources, (2) hostel, (3) lab school.

Focus Area 3: Maintain financial sustainability

Strategy	Output Indicator	2012–2013 Baseline	2013–2014 Immediate Targets	2014–2016 Short Term Targets	2016–2019 Midterm Target	2019–2023 Benchmark
3.1 Financial management through proper use of available finances ²⁰	<ul style="list-style-type: none"> # of donors reached Amount of grant committed Return on investment of the selected activities Percentage of decreased audit observations # of orientation sessions conducted 	<ul style="list-style-type: none"> 0 0 0 0 0 	<ul style="list-style-type: none"> 6 donors 10 million Rs. 5% 20% 5 sessions 	<ul style="list-style-type: none"> 12 donors 20 million Rs. 10% 15% 10 sessions 	<ul style="list-style-type: none"> 18 donors 30 million Rs. 15% 10% 15 sessions 	<ul style="list-style-type: none"> 24 donors 40 million Rs. 20% 5% 20 sessions
3.2 Encourage income-generating activities	<ul style="list-style-type: none"> # of programs offered # of students increased # of short courses offered # of MOUs signed # of projects awarded Amount generated through collaborative activities # of research projects won and completed 	<ul style="list-style-type: none"> 0 0 0 0 1 project 11 million Rs. 1 project in process 	<ul style="list-style-type: none"> 2 programmes 100 students 2 courses 2 MOUs 2 projects 15 million Rs. 2 projects 	<ul style="list-style-type: none"> 4 programmes 200 students 4 courses 4 MOUs 4 projects 17 million Rs. 4 projects 	<ul style="list-style-type: none"> 8 programmes 400 students 6 courses 6 MOUs 6 projects 20 million Rs. 6 projects 	<ul style="list-style-type: none"> 12 programmes 600 students 8 courses 8 MOUs 8 projects 30 million Rs. 8 projects

²⁰ Increase interest of donors, obtain satisfactory audit result.

Focus Area 4: Enhance quality

Strategy	Output Indicator	2012–2013 Baseline	2013–2014 Immediate Targets	2014–2016 Short Term Targets	2016–2019 Midterm Target	2019–2023 Benchmark
4.1 Attract quality students	<ul style="list-style-type: none"> # of committees formulated # of programs revised # of awareness programs executed # of expos participated in # of ads organized # of ads appearing # of institutions visited 	<ul style="list-style-type: none"> 6 committees 5 programmes 1 awareness program 0 0 5 ads 1 visit 	<ul style="list-style-type: none"> 6 committees 2 programmes 2 awareness programs 2 expos 1 expo 6 ads 2 visits 	<ul style="list-style-type: none"> 6 committees 4 programmes 4 awareness programs 3 expos 2 expos 6 ads 4 visits 	<ul style="list-style-type: none"> 6 committees 6 programmes 6 awareness programs 6 expos 3 expos 6 ads 6 visits 	<ul style="list-style-type: none"> 6 committees 8 programmes 8 awareness programs 8 expos 4 expos 6 ads 8 visits
4.2 Implement quality measures for teaching learning process	<ul style="list-style-type: none"> # of activities improved Percentage improvement in student performance # of tools used # of modifications made 	<ul style="list-style-type: none"> 3 activities 5% 5 tools 2 modifications 	<ul style="list-style-type: none"> 5 activities 10% 7 tools 4 modifications 	<ul style="list-style-type: none"> 7 activities 20% 9 tools 6 modifications 	<ul style="list-style-type: none"> 9 activities 25% 11 tools 8 modifications 	<ul style="list-style-type: none"> 11 activities 30% 13 tools 10 modifications
4.3 Provide relevant resources	<ul style="list-style-type: none"> # of resource rooms developed # of IT equipment pieces used 	<ul style="list-style-type: none"> 0 IT facilities available; 14 IT equipment pieces used (7 male, 7 female) 	<ul style="list-style-type: none"> 1 resource room Improved IT facilities (AV aids, videoconferencing facility, etc.) 	<ul style="list-style-type: none"> 2 resource rooms Improved IT facilities (AV aids, videoconferencing facility, etc.) 	<ul style="list-style-type: none"> Improved IT facilities (AV aids, videoconferencing facility, etc.) 	<ul style="list-style-type: none"> Improved IT facilities (AV aids, videoconferencing facility, etc.)
4.4 Promote research activities	<ul style="list-style-type: none"> # of activities carried out by the Research Cell # of issues (journal) # of subscribers Percentage of contributors among the faculty # of databases subscribed to # of research 	<ul style="list-style-type: none"> 0 0 0 0 18 databases 	<ul style="list-style-type: none"> 5 activities 2 issues 50 subscribers Not more than 50% 20 databases 	<ul style="list-style-type: none"> 10 activities 2 issues 80 subscribers Not more than 50% 	<ul style="list-style-type: none"> 15 activities 2 issues 100 subscribers Not more than 50% 	<ul style="list-style-type: none"> 25 activities 2 issues 200 subscribers Not more than 50% 26 databases

Strategy	Output Indicator	2012–2013 Baseline	2013–2014 Immediate Targets	2014–2016 Short Term Targets	2016–2019 Midterm Target	2019–2023 Benchmark
	outputs by the faculty ▪ # of jointly supervised research activities	▪ 1 research project ▪ 2 projects submitted	▪ 2 research projects ▪ 2 projects won	▪ 22 databases ▪ 4 research projects ▪ 3 projects won	▪ 24 databases ▪ 6 research projects ▪ 4 projects won	▪ 8 research projects ▪ 6 projects won
4.5 Strengthen student assessment and evaluation	▪ # of consultations held ▪ # of assessment practices approved by the bodies ▪ Subject-wise # of items/protocols	▪ 2 consultations ▪ 3 assessment practices ▪ 0	▪ 4 consultations ▪ 4 assessment practices ▪ 2 protocols	▪ 6 consultations ▪ 5 assessment practices ▪ 4 protocols	▪ 8 consultations ▪ 6 assessment practices ▪ 6 protocols	▪ 10 consultations ▪ 7 assessment practices ▪ 8 protocols
Focus Area 5: Develop collaborations						
5.1 Develop linkages with sister institutions and collaborations with international organizations	▪ # of collaborations ▪ # of MOUs signed ▪ # of faculty exchanges ▪ # of student exchanges ▪ # of events attended ▪ # of accredited programs	▪ 0 ▪ 1 MOU ▪ 0 ▪ 0 ▪ 1 event ▪ 1 program	▪ 1 collaboration ▪ 2 MOUs ▪ 1 exchange program ▪ 5 student exchanges ▪ 2 events ▪ 2 programs	▪ 2 collaborations ▪ 3 MOUs ▪ 2 exchange programs ▪ 10 student exchanges ▪ 3 events ▪ 4 programs	▪ 3 collaborations ▪ 4 MOUs ▪ 3 exchange programs ▪ 15 student exchanges ▪ 4 events ▪ 6 programs	▪ 4 collaborations ▪ 5 MOUs ▪ 4 exchange programs ▪ 20 student exchanges ▪ 5 events ▪ 8 programs
5.2 Involve alumni in developing and creating collaborations	▪ # of events arranged with alumni ▪ # of interfaces ▪ # of linkages developed through alumni	▪ 0 ▪ 0 ▪ 0	▪ 1 event ▪ 1 interface ▪ 1 linkage	▪ 2 events ▪ 2 interfaces ▪ 2 linkages	▪ 3 events ▪ 3 interfaces ▪ 3 linkages	▪ 4 events ▪ 4 interfaces ▪ 4 linkages
5.3 Develop a CCPC	▪ Existence of CCPC ▪ Percentage of students benefited from the CCPC	▪ 0 ▪ 0	▪ CCPC developed ▪ 10%	▪ 20%	▪ 50%	▪ 80%
5.4 Create liaison with educational industry	▪ # of institutions contacted ▪ # of events attended	▪ 0 ▪ 0	▪ 2 institutions ▪ 2 events	▪ 4 institutions ▪ 4 events	▪ 6 institutions ▪ 6 events	▪ 8 institutions ▪ 8 events

To monitor the progress on the targets and benchmarks with respect to identified indicators, a detailed monitoring and evaluation plan has been given in Appendix 6.

Chapter 5. Action Plan

Focus Area	Strategies	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Focus Area 1: Strengthen HR											
1.1	Recruit and select qualified faculty and staff										
1.2	Ensure retention of the faculty										
1.3	Develop and implement effective HR management practices										
Focus Area 2: Strengthen infrastructure											
2.1	Mobilize resources from the university, and national and international donors										
2.2	Implement PC-I for a faculty building and supporting infrastructure										
Focus Area 3: Maintain financial sustainability											
3.1	Financial management through proper use of available finances										
3.2	Encourage income-generating activities										
Focus Area 4: Enhance quality											
4.1	Attract quality students										
4.2	Implement quality measures for teaching learning process										
4.3	Provide relevant resources										
4.4	Promote research activities										
4.5	Strengthen student assessment and evaluation										
Focus Area 5: Develop collaborations											
5.1	Develop linkages with sister institutions and collaboration with international organizations										
5.2	Involve alumni in developing and creating collaborations										
5.3	Develop a CCPC										
5.4	Create liaison with educational industry										

Note: Blue cells represent strategy activities are taking place; white cells represent the absence of strategy activities.

Appendix 1. Profile of the Department of Education Faculty (Male and Female Sections)

Department of Education (DoE) (Male Section)

Sr. No.	Name	Qualification	Designation	Teaching Experience	No. of Publications	Area of Expertise
1.	Dr Nabi Bukhsh Jumani	<ul style="list-style-type: none"> Doctor of Philosophy (Ph.D.) Postdoc (Australia) 	Dean, Faculty of Social Sciences Chairman, DoE (M)	26 years	32 national 30 international	Teacher education Distance education Curriculum development
2.	Dr Syed Asad Abbas Rizvi	<ul style="list-style-type: none"> Ph.D. 	Assistant Professor	10 years	2 national 13 international	Teacher education Philosophy of education
3.	Dr Muhammad Munir Kayani	<ul style="list-style-type: none"> Ph.D. Postdoc (UK) 	Assistant Professor	20 years	4 national 10 international	Education Science education E-Learning
4.	Dr Azhar Mahmood	<ul style="list-style-type: none"> Ph.D. Postdoc (USA) 	Lecturer	15 years	2 national 18 international	Educational psychology
5.	Dr Sheikh Tariq Mahmood	<ul style="list-style-type: none"> Ph.D. 	Lecturer	15 years	2 national 9 international	Educational planning and management
6.	Mr Muhammad Nasir Khan	<ul style="list-style-type: none"> Master of Philosophy (M.Phil.) 	Teaching/Research Associate	5 years	7 international	Philosophy of education
7.	Mr Muhammad Zafar Iqbal	<ul style="list-style-type: none"> M.Phil. 	Teaching/Research Associate	5 years		Educational psychology Teacher education
Department of Education (Female Section)						
1.	Dr Samina Yasmin Malik	<ul style="list-style-type: none"> Ph.D. (Teacher Education) Postdoc (UK) 	Associate Professor and Chairperson, DoE (F)	10 years	3 national 21 international	Teacher education
	Dr Shamsa Aziz	<ul style="list-style-type: none"> Ph.D. Master of Science (MS) Education Master of Arts (MA) Political Science 	Assistant Professor	21 years	2 national 15 international	Curriculum development Research Science education

Sr. No.	Name	Qualification	Designation	Teaching Experience	No. of Publications	Area of Expertise
2.	Dr Munazza Mahmood	▪ Ph.D.	Assistant Professor	9 years	0	Curriculum development Education planning and management Education research
3.	Dr Zarina Akhtar	▪ Ph.D.	Lecturer	16 years	2 national 7 international	Classroom assessment Research Mathematics education Measurement and evaluation
4.	Ms Alina Raza	▪ MS Education ▪ MA Education	Teaching/Research Associate	5 years	0	Educational technology Pedagogical skills
5.	Ms Fouzia Jamal	▪ MS ▪ Master of Education (M.Ed.)	Teaching/Research Associate	3 years	0	Teaching practice Educational management
6.	Ms Humera Batool	▪ MS	Teaching/Research Associate	3 years	0	Measurement and evaluation Teaching methodology
7.	Ms Sumaira Batool	▪ MA (specialization in Learning Deficit)	Teaching/Research Associate	3 years	0	Learning deficit Educational psychology
8.	Ms Amna Iqbal Awan	▪ MS (Education)	Teaching/Research Associate	5 years	1 national 2 international	Education administration and leadership Educational research

Appendix 2. Strengths, Weaknesses, Opportunities, and Challenges (SWOC) Analysis of Department of Education

Aspect	Strengths	Weaknesses	Opportunities	Challenges
Human Resources	<ul style="list-style-type: none"> Highly qualified teachers <ul style="list-style-type: none"> Doctor of Philosophy: 9 Master of Science or Master of Philosophy: 6 Master of Arts: 1 Availability of budget for routine activities 	<ul style="list-style-type: none"> Shortage of faculty 	<ul style="list-style-type: none"> Availability of students 	<ul style="list-style-type: none"> Better opportunities from peer institutions for the faculty and staff Lack of incentives to hire/retain qualified team
Finance	<ul style="list-style-type: none"> Availability of budget for routine activities 	<ul style="list-style-type: none"> Lack of funds for professional development, research grants, and student scholarships 	<ul style="list-style-type: none"> Federal government Higher Education Commission Donors Research projects Alumni 	<ul style="list-style-type: none"> Lack of consistency in the supply of funds and policies for funding Shortage of funds
Infrastructure		<ul style="list-style-type: none"> Lack of classrooms and faculty offices, building for lab school 	<ul style="list-style-type: none"> Availability of university resources Collaboration with national and international institutes Donor assistance 	<ul style="list-style-type: none"> Availability of equipped and multiple usable resources of peer institutions
Information Technology	<ul style="list-style-type: none"> Access to Internet Availability of e-resources for the faculty 	<ul style="list-style-type: none"> Limited equipment, bandwidth capacity; no videoconferencing facility Poor IT troubleshooting 	<ul style="list-style-type: none"> Videoconferencing Availability of general labs for Department of Education students 	<ul style="list-style-type: none"> Rapid development in technology
Structure	<ul style="list-style-type: none"> Prescribed university rules and regulations 	<ul style="list-style-type: none"> Lack of awareness among the faculty about the rules 	<ul style="list-style-type: none"> Can get technical input from other institutes about rules and regulations 	
Leadership and Management Process	<ul style="list-style-type: none"> Strong, transformative leadership Clear organizational procedures 	<ul style="list-style-type: none"> Lack of senior faculty, associate professors Lack of job descriptions 	<ul style="list-style-type: none"> Availability of good practices and experts in various fields of education Good practices available 	<ul style="list-style-type: none"> Pressure groups
Organizational Culture	<ul style="list-style-type: none"> Competitive and good working environment 		<ul style="list-style-type: none"> Research teachers, learning opportunities, sports, co-curricular activities, social group 	<ul style="list-style-type: none"> Pressure groups, media, and court
Research	<ul style="list-style-type: none"> Lots of research work 	<ul style="list-style-type: none"> Limited participation in conferences, seminars, workshops Limited subscription to journals and access to databases; limited departmental research 	<ul style="list-style-type: none"> Joint research projects 	<ul style="list-style-type: none"> Political effects Conservative mindset
Teaching	<ul style="list-style-type: none"> Fully qualified and trained faculty 	<ul style="list-style-type: none"> Lack of AV aids Limited opportunities for continual professional development 	<ul style="list-style-type: none"> Experts from other institutes 	
Communication	<ul style="list-style-type: none"> Very effective 	<ul style="list-style-type: none"> Communication gap between academic staff and administration 		

Aspect	Strengths	Weaknesses	Opportunities	Challenges
Linkages	<ul style="list-style-type: none"> Informal national and international linkages 	<ul style="list-style-type: none"> No linkages or memoranda of understanding (MOUs) yet signed No outreach activities 	<ul style="list-style-type: none"> University collaboration/MOUs with other national/international institutes 	<ul style="list-style-type: none"> Mismatch of philosophy and values
Outreach				<ul style="list-style-type: none"> Lack of demand, opportunities
Services		<ul style="list-style-type: none"> Absence of community service 	<ul style="list-style-type: none"> Community involvement Lab school, books, journals 	<ul style="list-style-type: none"> Funds, lack of experience

pendix 3. Values Definition

Value	Definition
Commitment to Islamic values	Believe in the saying of the Holy Prophet (peace be upon him): "Among you is the best one who has a character and manners"
Competency	Deliver scholarly and reflect through continuous review of our outputs
Innovation	Always be proactive toward new ideas, methods, and techniques that foster creativity in the teaching and learning process
Excellence	Believe that our profession is our utmost priority
Integrity	Perform duties and responsibilities up to the optimal level of professionalism

Appendix 4. Resource Deployment Plan

Focus Area	Strategy	Activity	Inputs/Resources	Responsibility	Output Result	Timeline
Focus Area 1: Strengthen Human Resources (HR)	1.1 Recruit and select qualified faculty and staff	a. Create positions according to student projections	<ul style="list-style-type: none"> Management time University budget 	<ul style="list-style-type: none"> Chairperson Dean HR/Finance Director 	<ul style="list-style-type: none"> Increased number of positions available 	<ul style="list-style-type: none"> Every year in April-June from 2013
		b. Use all possible means to invite applications to fill the available positions	<ul style="list-style-type: none"> HR time University budget 	<ul style="list-style-type: none"> HR Director 	<ul style="list-style-type: none"> Increased number of applicants 	<ul style="list-style-type: none"> Every year in August from 2013-as per need
		c. Follow an effective selection process ²¹	<ul style="list-style-type: none"> HR time Management time 	<ul style="list-style-type: none"> Chairperson Dean HR Director 	<ul style="list-style-type: none"> Improved quality of faculty and staff at induction level and timely availability of the faculty 	<ul style="list-style-type: none"> Every year in September-Dec from 2013
	1.2 Ensure retention of the faculty	a. Improve mechanism for continual professional development of faculty and staff	<ul style="list-style-type: none"> Faculty time Technical assistance University budget 	<ul style="list-style-type: none"> Chairperson Dean 	<ul style="list-style-type: none"> Ensured equal opportunities for all staff and faculty Ensured nomination of right person for right training 	<ul style="list-style-type: none"> Jan-June 2014 Jan-June 2018 Jan-June 2022
		b. Provide support to participate in national and international academic events	<ul style="list-style-type: none"> Faculty time Financial assistance Higher Education Commission (HEC) funding University budget 	<ul style="list-style-type: none"> Chairperson 	<ul style="list-style-type: none"> Increased professional opportunities Decreased turnover 	<ul style="list-style-type: none"> From March 2013 on
		c. Provide opportunities ²² to faculty and staff for improved qualifications	<ul style="list-style-type: none"> Financial assistance HEC funding University budget 	<ul style="list-style-type: none"> Chairperson Dean HR Director 	<ul style="list-style-type: none"> Enhanced qualifications of faculty and staff 	<ul style="list-style-type: none"> From March 2013 on
		d. Increase incentives ²³	<ul style="list-style-type: none"> Management time University budget 	<ul style="list-style-type: none"> Vice President (VP) Academics Secretary, Research Fund Committee 	<ul style="list-style-type: none"> Increased incentive schemes 	<ul style="list-style-type: none"> From March 2013 on
	1.3 Develop and implement effective HR	a. Develop position-wise job descriptions	<ul style="list-style-type: none"> HR time Management time 	<ul style="list-style-type: none"> Chairperson Dean HR Director 	<ul style="list-style-type: none"> Position-wise availability of job descriptions 	<ul style="list-style-type: none"> July-Dec 2013

²¹ Determine eligibility and ineligibility; shortlist the candidates (by test, demo); evaluate their research work; present the shortlisted candidates to selection boards.

²² University will not only encourage the staff and faculty to enroll at the university but to also explore national and international opportunities outside the university.

²³ Research incentives, appreciation letters, best teacher award, best researcher award, best community service award.

Focus Area	Strategy	Activity	Inputs/Resources	Responsibility	Output Result	Timeline
Focus Area 2: Develop infrastructure	management practices	b. Launch induction training program for new faculty and staff	<ul style="list-style-type: none"> Faculty time 	<ul style="list-style-type: none"> Chairperson 	<ul style="list-style-type: none"> Orientation programmes conducted for new faculty and staff 	<ul style="list-style-type: none"> In every Aug from 2013 on
		c. Review and revise faculty performance evaluation reports	<ul style="list-style-type: none"> HR time Faculty time Management time 	<ul style="list-style-type: none"> Chairperson VP Academics VP Administration 	<ul style="list-style-type: none"> Revised performance evaluation reports 	<ul style="list-style-type: none"> From Mar 2013 on
		d. Provide feedback/advisory remarks on the performance evaluation of faculty and staff	<ul style="list-style-type: none"> Management time 	<ul style="list-style-type: none"> Chairperson HR Director 	<ul style="list-style-type: none"> Improved performance of the staff and faculty 	<ul style="list-style-type: none"> From Mar 2013 on
		a. Develop separate Planning Commission (PC)-I for physical infrastructure ²⁴ of male and female campuses	<ul style="list-style-type: none"> Management time Technical assistance 	<ul style="list-style-type: none"> Dean Director Finance Director Project and Planning (P&P) 	<ul style="list-style-type: none"> Bill of Quantity (BoQ) available for various facilities 	<ul style="list-style-type: none"> Mar-Oct 2013
Focus Area 2: Develop infrastructure	2.1 Mobilize resources from the university, and national and international donors	b. Prepare proposals and concept papers through networking and novelty creation	<ul style="list-style-type: none"> Management time 	<ul style="list-style-type: none"> Dean Director P&P 	<ul style="list-style-type: none"> Proposals/concept papers developed 	<ul style="list-style-type: none"> May 2013-Dec 2014
		c. Develop and launch an advocacy campaign	<ul style="list-style-type: none"> Management time University budget 	<ul style="list-style-type: none"> President Rector 	<ul style="list-style-type: none"> Campaign launched 	<ul style="list-style-type: none"> Jan -Jun 2014
		d. Solicit tenders, bids, comparative statements, supply	<ul style="list-style-type: none"> Management time 	<ul style="list-style-type: none"> Director P&P 	<ul style="list-style-type: none"> Shortlist of bidders Awarding of contract 	<ul style="list-style-type: none"> Jun - Dec 2014
		a. Construct a faculty building and supporting infrastructure	<ul style="list-style-type: none"> Financial assistance Technical assistance Management time 	<ul style="list-style-type: none"> Director Finance Director P&P 	<ul style="list-style-type: none"> Availability of infrastructure for Faculty of Education 	<ul style="list-style-type: none"> Jan 2015-Dec 2018
Focus Area 3: Maintain financial sustainability	3.1 Financial management through proper use of available finances ²⁵	b. Develop PC-III, -IV, and -V	<ul style="list-style-type: none"> Financial assistance Management time 	<ul style="list-style-type: none"> Director Finance Director P&P 	<ul style="list-style-type: none"> Functional infrastructure 	<ul style="list-style-type: none"> Jan 2015-Dec 2019
		a. Use resources seeking to gain optimal results	<ul style="list-style-type: none"> Management time Financial assistance 	<ul style="list-style-type: none"> Director Finance Director P&P 	<ul style="list-style-type: none"> Feasibility report prepared 	<ul style="list-style-type: none"> From May 2013 on
		b. Explore potential donors	<ul style="list-style-type: none"> Management time 	<ul style="list-style-type: none"> President Rector 	<ul style="list-style-type: none"> Donors identified 	<ul style="list-style-type: none"> From June 2013 on
		c. Submit projects to donors	<ul style="list-style-type: none"> Faculty time Management time 	<ul style="list-style-type: none"> Dean 	<ul style="list-style-type: none"> Grants committed 	<ul style="list-style-type: none"> From June 2013 on
Focus Area 3: Maintain financial sustainability		d. Implement internal protocols for financial management (allocate resources based on priority)	<ul style="list-style-type: none"> Management time 	<ul style="list-style-type: none"> Director Finance Director P&P 	<ul style="list-style-type: none"> Improved utilization of financial resources 	<ul style="list-style-type: none"> From May 2013 on

²⁴ As per this priority: (1) academic block with IT resources, (2) hostel, (3) lab school.

²⁵ Increase interest of the donor, obtain satisfactory audit result.

Focus Area	Strategy	Activity	Inputs/Resources	Responsibility	Output Result	Timeline
	3.2 Encourage income-generating activities	e. Hold orientation for all stakeholders, including faculty and staff, on national and international financial standards	<ul style="list-style-type: none"> Faculty time Management time 	<ul style="list-style-type: none"> Director Finance 	<ul style="list-style-type: none"> National and international financial standards observed 	<ul style="list-style-type: none"> From Oct 2013 on
		a. Introduce distance education programmes	<ul style="list-style-type: none"> Faculty time 	<ul style="list-style-type: none"> Chairperson Dean 	<ul style="list-style-type: none"> Programs for distance education available 	<ul style="list-style-type: none"> From Sep 2013 on
		b. Provide and maintain resources for distance education offering	<ul style="list-style-type: none"> Faculty time Management time Financial assistance University budget 	<ul style="list-style-type: none"> Dean Director Finance 	<ul style="list-style-type: none"> Functional infrastructure for online offering 	<ul style="list-style-type: none"> From Jun 2013 on
		c. Develop and offer modular degree programmes and short courses ²⁶	<ul style="list-style-type: none"> Faculty time 	<ul style="list-style-type: none"> Chairperson Dean 	<ul style="list-style-type: none"> Short courses available 	<ul style="list-style-type: none"> From Jan 2014 on
		d. Tap alumni ²⁷ to develop collaborations and to identify and win projects	<ul style="list-style-type: none"> Faculty time Management time (Quality Enhancement Cell (QEC), Overseas Alumni Affairs Office) 	<ul style="list-style-type: none"> Director QEC In-charge, Overseas Alumni Affairs Office 	<ul style="list-style-type: none"> Increased number of collaborations and projects awarded 	<ul style="list-style-type: none"> From Jun 2014 on
		e. Develop linkages with national and international agencies to seek funding for various programmatic activities	<ul style="list-style-type: none"> Faculty time Management time 	<ul style="list-style-type: none"> Dean VP Academics 	<ul style="list-style-type: none"> Increased probability of income-generation activities 	<ul style="list-style-type: none"> From Sep 2013 on
		f. Develop national and international research projects	<ul style="list-style-type: none"> Faculty time Management time 	<ul style="list-style-type: none"> Chairperson Dean 	<ul style="list-style-type: none"> Increased research projects 	<ul style="list-style-type: none"> From Jan 2014 on
		g. Approach international agencies for improvement in programmes, facilities, and infrastructures	<ul style="list-style-type: none"> Management time 	<ul style="list-style-type: none"> Dean Director P&P 	<ul style="list-style-type: none"> Increased number of programmes, facilities, and infrastructures 	<ul style="list-style-type: none"> From Oct 2013 on
		h. Launch joint degree program	<ul style="list-style-type: none"> Faculty time Management time Financial assistance Technical assistance University budget 	<ul style="list-style-type: none"> Dean Chairperson 	<ul style="list-style-type: none"> Increased number of students 	<ul style="list-style-type: none"> From Aug 2015 on

²⁶ Outreach professional development trainings for public and private sector.

²⁷ This activity will be carried out based on the database developed under Focus Area 5 of the strategic plan.

Focus Area	Strategy	Activity	Inputs/Resources	Responsibility	Output Result	Timeline
Focus Area 4: Enhance quality		i. Access funding schemes ²⁸	<ul style="list-style-type: none"> Faculty time Management time 	<ul style="list-style-type: none"> Chairperson Dean Director Office of Research, Innovation and Commercialization 	<ul style="list-style-type: none"> Increased number of scholarships and projects 	<ul style="list-style-type: none"> From Jan 2014 on
	4.1 Attract quality students	a. Constitute committees for each program to develop market-oriented courses	<ul style="list-style-type: none"> Faculty time Management time 	<ul style="list-style-type: none"> Chairperson 	<ul style="list-style-type: none"> Committees formed Programs revised 	<ul style="list-style-type: none"> Sep-Nov 2013 Sep-Nov 2016 Sep-Nov 2019 Sep-Nov 2022
		b. Increase awareness of different programs through print and electronic media	<ul style="list-style-type: none"> Faculty time Protocol & Public Relations (P&PR) management time University budget 	<ul style="list-style-type: none"> Chairperson Director Academics Director P&PR 	<ul style="list-style-type: none"> Enhanced awareness about the programmes 	<ul style="list-style-type: none"> Every year in two months before the start of semester from Dec 2013.
		c. Organize marketing of programs by participating in and organizing educational expos and visits	<ul style="list-style-type: none"> Faculty time P&PR management time University budget 	<ul style="list-style-type: none"> Chairperson Director Academics Director P&PR 	<ul style="list-style-type: none"> Expos participated in and organized 	<ul style="list-style-type: none"> Every year in two months before the start of semester from Mar 2014
	4.2 Implement quality measures for teaching learning process	a. Establish departmental (DQEC)	<ul style="list-style-type: none"> Faculty time Management time 	<ul style="list-style-type: none"> Chairperson Director QEC 	<ul style="list-style-type: none"> DQEC established 	<ul style="list-style-type: none"> Mar -Jun 2014
		b. Adapt QEC assessment tools for teachers, support staff, and managers	<ul style="list-style-type: none"> Faculty time 	<ul style="list-style-type: none"> Chairperson Coordinator DQEC 	<ul style="list-style-type: none"> Quality control 	<ul style="list-style-type: none"> Jun -Aug 2014
		c. Improve mechanisms for quality assurance to ensure QEC protocols	<ul style="list-style-type: none"> Faculty time Management time 	<ul style="list-style-type: none"> Chairperson Coordinator DQEC 	<ul style="list-style-type: none"> DQEC protocols developed and implemented 	<ul style="list-style-type: none"> From Jul 2014 on
		d. Seek alumni's and employers' feedback ²⁹	<ul style="list-style-type: none"> Faculty time 	<ul style="list-style-type: none"> Chairperson Coordinator Departmental Alumni Affairs Office 	<ul style="list-style-type: none"> Improved programmes offered 	<ul style="list-style-type: none"> From Jun 2014 on
		e. Periodically review curriculum (through a curriculum review committee) and update it based on modern trends and market needs	<ul style="list-style-type: none"> Faculty time Management time 	<ul style="list-style-type: none"> Chairperson 	<ul style="list-style-type: none"> Improved courses 	<ul style="list-style-type: none"> Nov 2013- Jun 2014 Nov 2016- Jun 2017 Nov 2019- Jun 2020

²⁸ Erasmus mundus, Deutsche Gesellschaft für Internationale Zusammenarbeit (DAAD), Australian Awards, Fulbright, Commonwealth, Japan International Cooperation Agency (JICA), etc.

²⁹ Develop a follow-up mechanism with employers through Alumni Affairs Office.

Focus Area	Strategy	Activity	Inputs/Resources	Responsibility	Output Result	Timeline
	4.3 Provide relevant resources	a. Establish resource rooms	<ul style="list-style-type: none"> Faculty time Management time Financial assistance University budget 	<ul style="list-style-type: none"> Chairperson Director Administration Director P&P 	<ul style="list-style-type: none"> Resource rooms developed 	<ul style="list-style-type: none"> Jan 2014-Dec 2015
		b. Provide IT equipment in resource rooms/department	<ul style="list-style-type: none"> Faculty time Management time Financial assistance University budget 	<ul style="list-style-type: none"> Chairperson Director Administration Director IT 	<ul style="list-style-type: none"> IT equipment made available 	<ul style="list-style-type: none"> Jan 2014-Dec 2015
	4.4 Promote research activities	a. Establish departmental Research Cell	<ul style="list-style-type: none"> Faculty time 	<ul style="list-style-type: none"> Chairperson 	<ul style="list-style-type: none"> Research Cell functional 	<ul style="list-style-type: none"> Sep -Dec 2013
		b. Launch HEC-recognized education research journal	<ul style="list-style-type: none"> Faculty time University budget 	<ul style="list-style-type: none"> Chairperson Editor of the journal 	<ul style="list-style-type: none"> Journal launched 	<ul style="list-style-type: none"> From Sep 2014 on
		c. Subscribe to more education databases	<ul style="list-style-type: none"> Faculty time Management time (Library, IT) University budget 	<ul style="list-style-type: none"> Chairperson Chief Librarian 	<ul style="list-style-type: none"> Increased access to databases 	<ul style="list-style-type: none"> From Mar 2013 on
		d. Organize events to enhance research skills, including writing research articles	<ul style="list-style-type: none"> Faculty time Technical assistance University budget 	<ul style="list-style-type: none"> Chairperson Seminar Coordinator 	<ul style="list-style-type: none"> Increased number of events 	<ul style="list-style-type: none"> From Mar 2014 on
		e. Establish research collaborations	<ul style="list-style-type: none"> Faculty time Management time Financial assistance University budget 	<ul style="list-style-type: none"> Chairperson 	<ul style="list-style-type: none"> Increased number of developmental projects Increased possibility of joint research supervision 	<ul style="list-style-type: none"> From Jun Mar 2014 on
	4.5 Strengthen student assessment and evaluation	a. Review existing assessment mechanism	<ul style="list-style-type: none"> Faculty time 	<ul style="list-style-type: none"> Chairperson 	<ul style="list-style-type: none"> Recommendations for improvement in assessment practices 	<ul style="list-style-type: none"> Nov-Dec 2013 Nov-Dec 2016 Nov-Dec 2019
		b. Develop new assessment mechanism for students in consultation with internal/external stakeholders	<ul style="list-style-type: none"> Faculty time Management time 	<ul style="list-style-type: none"> Chairperson Director Academics 	<ul style="list-style-type: none"> Improved student assessment practices 	<ul style="list-style-type: none"> Jan-May 2014 Jan-May 2017 Jan-May 2020
		c. Develop assessment and evaluation items/protocols	<ul style="list-style-type: none"> Faculty time Management time 	<ul style="list-style-type: none"> Chairperson Director Academics 	<ul style="list-style-type: none"> Increased number of assessment items and rubrics for various courses and programmes 	<ul style="list-style-type: none"> Jan-May 2014 Jan-May 2017 Jan-May 2020
Focus Area 5: Develop collaborations	5.1 Develop linkages with sister institutions and collaboration	a. Identify areas and venues of collaboration	<ul style="list-style-type: none"> Faculty time 	<ul style="list-style-type: none"> Chairperson Dean 	<ul style="list-style-type: none"> Area-wise list of potential partners 	<ul style="list-style-type: none"> Jan-Mar 2014 Jan-Mar 2016 Jan-Mar 2018 Jan-Mar 2020 Jan-Mar 2022

Focus Area	Strategy	Activity	Inputs/Resources	Responsibility	Output Result	Timeline
	with international organizations	b. Establish collaboration with national and international teacher education institutions	<ul style="list-style-type: none"> Faculty time Management time 	<ul style="list-style-type: none"> Chairperson 	<ul style="list-style-type: none"> Enhanced visibility 	<ul style="list-style-type: none"> From Jun 2014 on
		c. Launch faculty exchange programme with national and international universities	<ul style="list-style-type: none"> Faculty time Management time Financial assistance University budget 	<ul style="list-style-type: none"> Chairperson Dean 	<ul style="list-style-type: none"> Increased exposure of faculty 	<ul style="list-style-type: none"> From Sep 2016 on
		d. Launch student exchange programme with national and international universities	<ul style="list-style-type: none"> Faculty time Management time Financial assistance University budget 	<ul style="list-style-type: none"> Chairperson 	<ul style="list-style-type: none"> Increased exposure of students 	<ul style="list-style-type: none"> From Sep 2017 on
		e. Participate in consultations organized by provincial and federal government, non-governmental organisations, and donors	<ul style="list-style-type: none"> Faculty time Management time 	<ul style="list-style-type: none"> Chairperson 	<ul style="list-style-type: none"> Increased visibility 	<ul style="list-style-type: none"> From Jan 2015 on
		f. Seek accreditation from professional teacher education bodies	<ul style="list-style-type: none"> Faculty time Management time Financial assistance University budget 	<ul style="list-style-type: none"> Chairperson 	<ul style="list-style-type: none"> Improved quality of instruction 	<ul style="list-style-type: none"> From March 2013 on
		a. Establish and maintain departmental Alumni Affairs Office ³⁰	<ul style="list-style-type: none"> Faculty time 	<ul style="list-style-type: none"> Chairperson 	<ul style="list-style-type: none"> Increased alumni participation 	<ul style="list-style-type: none"> Sep 2013 on
	5.2 Involve alumni in developing and creating collaborations	b. Increase interaction with alumni ³¹	<ul style="list-style-type: none"> Faculty time Management time University budget 	<ul style="list-style-type: none"> Chairperson 	<ul style="list-style-type: none"> Improved interaction with and coordination among alumni 	<ul style="list-style-type: none"> From Jun 2014 on
		a. Get approval for the CCPC	<ul style="list-style-type: none"> Management time 	<ul style="list-style-type: none"> Chairperson Dean 	<ul style="list-style-type: none"> CCPC established 	<ul style="list-style-type: none"> Jun-Jul 2015
		b. Provide educational and occupational information services	<ul style="list-style-type: none"> Faculty time University budget 	<ul style="list-style-type: none"> Chairperson 	<ul style="list-style-type: none"> Increased awareness about the departmental services and activities 	<ul style="list-style-type: none"> From Aug 2015 on
		c. Provide counselling and advisory services ³²	<ul style="list-style-type: none"> Faculty time 	<ul style="list-style-type: none"> Chairperson 	<ul style="list-style-type: none"> Improved students' achievements 	<ul style="list-style-type: none"> From Sep 2016 on
		d. Create a job bank	<ul style="list-style-type: none"> Faculty time 	<ul style="list-style-type: none"> Chairperson 	<ul style="list-style-type: none"> Improved image of the university 	<ul style="list-style-type: none"> From Jan 2016 on
	5.3 Develop a Career Counselling and Placement Centre (CCPC)					

³⁰ Assign one of the faculty members to work as coordinator and to maintain a database of alumni.

³¹ By regular newsletters, website page for alumni, electronic network (employ sms, e-mails, social networking websites, etc.), annual dinners.

³² May include help for personal, social, emotional, and financial problems.

Focus Area	Strategy	Activity	Inputs/Resources	Responsibility	Output Result	Timeline
	5.4 Create liaison with educational industry				<ul style="list-style-type: none"> Increased follow-up services 	
		a. Explore collaboration opportunities with the educational industry	<ul style="list-style-type: none"> Faculty time Management time 	<ul style="list-style-type: none"> Dean Chairperson VP Academics 	<ul style="list-style-type: none"> Increased contact with public and private educational institutions 	<ul style="list-style-type: none"> From Aug 2016 on
		b. Offer suggestions to influence government policies on education	<ul style="list-style-type: none"> Faculty time 	<ul style="list-style-type: none"> Chairperson Dean 	<ul style="list-style-type: none"> Increased impact of Department of Education's research activities 	<ul style="list-style-type: none"> From Jan 2016 on
		c. Establish linkage with the worldwide university network	<ul style="list-style-type: none"> Faculty time 	<ul style="list-style-type: none"> Chairperson Dean 	<ul style="list-style-type: none"> Increased linkages with international universities 	<ul style="list-style-type: none"> From Jan 2017 on

Appendix 5. Budget

Focus Area	Strategy	Budget
Focus Area 1: Strengthen Human Resource (HR)		
	G1-S1: Recruit and select qualified faculty and staff	694,470,420.00
	G1-S2: Ensure retention of the faculty	162,565,000.00
	G1-S3: Develop and implement effective HR management practices	X ³³
	Sub Total for the Focus Area	857,035,420.00
Focus Area 2: Develop Infrastructure		
	G2-S1: Mobilize resources from the university, and national and international donors	291,786,407.00
	G2-S2: Implement Planning Commission (PC)-I for a faculty building and supporting infrastructure	3,240,000.00
	Sub Total for the Focus Area	295,026,407.00
Focus Area 3: Maintain Financial sustainability		
	G3-S1: Financial management through proper use of available finances ³⁴	4,311,000.00
	G3-S2: Encourage income-generating activities	76,490,000.00
	Sub Total for the Focus Area	80,801,000.00
Focus Area 4: Enhance quality		
	G4-S1: Attract quality students	98,577,000.00
	G4-S2: Implement quality measures for teaching learning process	10,903,724.00
	G4-S3: Provide relevant resources	1,978,000.00
	G4-S4: Promote research activities	59,295,816.00
	G4-S5: Strengthen student assessment and evaluation	X ³³
	Sub Total for the Focus Area	170,754,540.00
Focus Area 5: Develop Collaboration		
	G5-S1: Develop linkages with sister institutions and collaboration with international organizations	17920000.00
	G5-S2: Involve alumni in developing and creating collaborations	21,079,446.00
	G5-S3: Develop a Career Counselling and Placement Centre (CCPC)	X ³³
	G5-S4: Create liaison with educational industry	X ³³
	Sub Total for the Focus Area	38,999,446.00
Grant Total		1,442,616,813.00
15% overhead cost		216,392,522.00

³³ Faculty /management time that not need to be budgeted as it will be part of their job description and hence no extra financial liabilities

³⁴ Increased interest from donors, satisfactory audit result.

Appendix 6. Monitoring and Evaluation Plan

Please note that a four-member monitoring and evaluation (M&E) committee is responsible for conducting M&E activities of the strategic plan.

The M&E Team

1. Director Quality Enhancement Cell (QEC)
2. Dean Faculty of Social Sciences
3. Chairperson

4. Sheikh Tariq Mahmood (faculty of Department of Education (DoE))

Focus Area	Strategy	Activity	Output Result	Output Indicator	Means of Verification (Data Sources)	Data Collection Method	Frequency of Data Collection/Analysis	Timeline
Focus Area 1: Strengthen Human Resources (HR)	1.1 Recruit and select qualified faculty and staff	a. Create positions according to student projections	Increased number of positions available	# of positions available	HR Office	Document review	Fortnightly during the activity	Every year in April-June from 2013
		b. Use all possible means to invite applications to fill the available positions	Increased number of applicants	# of applications	HR Office	Applications review	Fortnightly during the activity	Every year in Aug from 2013-as per need
		c. Follow an effective selection process ³⁵	Improved quality of faculty and staff at induction level and timely availability of the faculty	# of filled positions	HR Office	Offer letter review	Monthly during the activity	In Sep-Dec from 2013 on
	1.2 Ensure retention of the faculty	a. Improve mechanism for continual professional development of faculty and staff	Ensured equal opportunities for all staff and faculty Ensured nomination of right person for right training	# of training sessions attended by each of the faculty	Chairman/Chair person office	Document review	Monthly during the activity	Jan-June 2014 Jan-June 2018 Jan-June 2022

³⁵ Determine eligibility and ineligibility; shortlist the candidates (by test, demo); evaluate their research work; present the shortlisted candidates to selection boards.

Focus Area	Strategy	Activity	Output Result	Output Indicator	Means of Verification (Data Sources)	Data Collection Method	Frequency of Data Collection/Analysis	Timeline
1.3 Develop and implement effective HR management practices		b. Provide support to participate in national and international academic events	Increased professional opportunities Decreased turnover	# of research publications	<ul style="list-style-type: none"> Quality Enhancement Cell (QEC) Individual faculty members HR Office 	Document review	Annually	In Oct from 2013 on
		c. Provide opportunities ³⁶ to faculty and staff for improved qualifications	Enhanced qualifications of faculty and staff	# of incentives awarded	Chairman/Chair person office	Document review	After every 2 years	In Oct from 2013 on
		d. Increase incentives ³⁷	Increased incentive schemes	# of positions with job descriptions	HR Office	Document review	After every 2 years	In Oct from 2013 on
		a. Develop position-wise job descriptions	Position-wise availability of job descriptions	# of faculty and staff members who have gone through induction program	HR Office/Chairman, Chairperson Office	Orientation schedule review	Fortnightly	July –Dec 2013
		b. Launch induction training program for new faculty and staff	Orientation programmes conducted for new faculty and staff	Volume of BoQ for each faculty	Planning and Development (P&D) Office	Document review	Annually	In Oct from 2013 on
		c. Review and revise faculty performance evaluation reports	Revised performance evaluation reports	# of contract deeds granted	P&D Office	Document review	Annually	In Oct from 2013 on
		d. Provide feedback/advisory remarks on the performance evaluation of faculty and staff	Improved performance of the staff and faculty	# of events/visits arranged	Chairman/Chair person office	Document review	Annually	In Oct from 2013 on

³⁶ University will not only encourage the staff and faculty to enroll at the university but to also explore national and international opportunities outside the university.

³⁷ Research incentives, appreciation letters, best teacher award, best researcher award, best community service award.

Focus Area	Strategy	Activity	Output Result	Output Indicator	Means of Verification (Data Sources)	Data Collection Method	Frequency of Data Collection/Analysis	Timeline
Focus Area 2: Develop infrastructure	2.1 Mobilize resources from the university, and national and international donors	a. Develop separate Planning Commission (PC)-I for physical infrastructure ³⁸ of male and female campuses	Bill of Quantity (BoQ) available for various facilities	# of donors reached	Chairman/Chair person office	Document review	Fortnightly during the activity	Mar-Oct 2013
		b. Prepare proposals and concept papers through networking and novelty creation	Proposals/concept papers developed	List of recommendations	Finance Directorate	Document review	Monthly during the activity	May 2013-Dec 2014
		c. Develop and launch an advocacy campaign	Campaign launched	# of donors reached	Chairman/Chair person office	Document review	Monthly during the activity	Jan-Jun 2014
		d. Solicit tenders, bids, comparative statements, supply	Shortlist of bidders Awarding of contract	Amount of grant committed	Finance Directorate	Document review	Monthly during the activity	Jun-Dec 2014
Focus Area 3: Maintain financial sustainability	2.2 Implement PC-I for a faculty building and supporting infrastructure	a. Construct a faculty building and supporting infrastructure	Availability of infrastructure for Faculty of Education	Ratio of input and output in terms of finances of the activities selected	Finance Directorate	Document review	Quarterly	Jan 2015-Dec 2018
		b. Develop PC-III, -IV, and -V	Functional infrastructure	# of decreased audit observations	Finance Directorate	Document review	Quarterly	Jan 2015-Dec 2019
	3.1 Financial management through proper use of available finances ³⁹	a. Use resources seeking to gain optimal results	Feasibility report prepared	# of orientation sessions conducted	Chairman/Chair person office	Document review	Annually	In Oct from 2013 on
		b. Explore potential donors	Donors identified	# of programs offered	Chairman/Chair person office	Document review	Annually	In Oct from 2013 on
		c. Submit projects to donors	Grants committed	# of students increased	Director Academics	Document review	Annually	In Oct from 2013 on
		d. Implement internal protocols for financial management (allocate resources based on priority)	Improved utilization of financial resources	# of short courses offered	Chairman/Chair person office	Document review	Annually	In Oct from 2013 on

³⁸ As per this priority: (1) academic block with IT resources, (2) hostel, (3) lab school.

³⁹ Increase interest of the donor, obtain satisfactory audit result.

Focus Area	Strategy	Activity	Output Result	Output Indicator	Means of Verification (Data Sources)	Data Collection Method	Frequency of Data Collection/Analysis	Timeline
	3.2 Encourage income-generating activities	e. Hold orientation for all stakeholders, including faculty and staff, on national and international financial standards	National and international financial standards observed	# of memoranda of understanding (MOUs) signed # of projects awarded	Director Academics Chairman/Chair person office	Document review Document review	Annually	In Oct from 2013 on
		a. Introduce distance education programmes	Programs for distance education available	Amount generated through collaborative activities	Finance Directorate	Document review	Annually	In Oct from 2013 on
		b. Provide and maintain resources for distance education offering	Functional infrastructure for online offering	# of research projects won and completed	Office Of Research, Innovation and Commercialization (ORIC)	Document review	Annually	In Oct from 2013 on
		c. Develop and offer modular degree programmes and short courses ⁴⁰	Short courses available	# of individuals who attended trainings	Chairman/Chair person office	Document review	Annually	In Oct from 2014 on
		d. Tap alumni ⁴¹ to develop collaborations and to identify and win projects	Increased number of collaborations and projects awarded	# of MOUs signed	Director Academics	Document review	Annually	In Oct from 2014 on
		e. Develop linkages with national and international agencies to seek funding for various programmatic activities	Increased probability of income-generation activities	# of students enrolled	Director Academics	Document review	Annually	In Oct from 2013 on
		f. Develop national and international research projects	Increased research projects	# of committees formed # of programs revised	Chairman/Chair person office	Document review	Annually	In Oct from 2014 on

⁴⁰ Outreach professional development trainings for public and private sector.

⁴¹ This activity will be carried out based on the database developed under Focus Area 5 of the strategic plan.

Focus Area	Strategy	Activity	Output Result	Output Indicator	Means of Verification (Data Sources)	Data Collection Method	Frequency of Data Collection/Analysis	Timeline
		g. Approach international agencies for improvement in programmes, facilities, and infrastructures	Increased number of programmes, facilities, and infrastructures	# of awareness programs executed	Chairman/Chair person office	Document review	Annually	In Oct from 2013 on
		h. Launch joint degree program	Increased number of students	# of expos participated in # of expos organized	Director Protocol and Public Relations (P&PR) Director Academics	Document review	Annually	In Oct from 2015 on
		i. Access funding schemes ⁴²	Increased number of scholarships and projects	# of ads appearing # of messages conveyed # of institutions visited	Director P&PR Director Academics Chairman/Chair person office	Document review Document review	Annually	In Oct from 2014 on
Focus Area 4: Enhance quality	4.6 Attract quality students	a. Constitute committees for each program to develop market-oriented courses	Committees formed Programs revised	# of activities improved	DOEC Office	Document review	Fortnightly during the activity	Sep-Nov 2013 Sep-Nov 2016 Sep-Nov 2019 Sep-Nov 2022
		b. Increase awareness of different programs through print and electronic media	Enhanced awareness about the programmes	Percentage improvement in student performance	Director Academics (Examination Section)	Document review	Fortnightly during the activity	Every year in two months before the start of semester from Dec 2013.

⁴² Erasmus mundus, Deutsche Gesellschaft für Internationale Zusammenarbeit (DAAD), Australian Awards, Fulbright, Commonwealth, Japan International Cooperation Agency (JICA), etc.

Focus Area	Strategy	Activity	Output Result	Output Indicator	Means of Verification (Data Sources)	Data Collection Method	Frequency of Data Collection/Analysis	Timeline
	4.7 Implement quality measures for teaching learning process	c. Organize marketing of programs by participating in and organizing educational expos and visits	Expos participated in and organized	# of tools used	DQEC Office	Document review	Fortnightly during the activity	Every year in two months before the start of semester from Mar 2014
		a. Establish departmental (DQEC)	DQEC established	# of modifications made	DQEC Office	Document review	Fortnightly during the activity	Mar -Jun 2014
		b. Adapt QEC assessment tools for teachers, support staff, and managers	Quality control	# of courses revised	Chairman/Chair person office	Document review	Fortnightly during the activity	Jun -Aug 2014
		c. Improve mechanisms for quality assurance to ensure QEC protocols	DQEC protocols developed and implemented	# of resource rooms developed	P&D Office/Chairman, Chairperson office	Document review	Annually	In Oct from 2014 on
		d. Seek alumni's and employers' feedback ⁴³	Improved programmes offered	# of IT equipment pieces used	Academic Coordination Office Chairman/Chairperson office	Document review	Annually	In Oct from 2014 on
	4.8 Provide relevant resources	e. Periodically review curriculum (through a curriculum review committee) and update it based on modern trends and market needs	Improved courses	# of activities carried out by the Research Cell	Departmental Research Cell	Document review	Monthly during the activity	Nov 2013-Jun 2014 Nov 2016-Jun 2017 Nov 2019-Jun 2020
		a. Establish resource rooms	Resource rooms developed	Frequency of issues # of subscribers # of contributors among the faculty	Editor office	Document review	Monthly during the activity	Jan 2014-Dec 2015
		b. Provide IT equipment in resource rooms/department	IT equipment made available	# of databases subscribed to	Chief Librarian	Document review	Quarterly	Jan 2014-Dec 2015

⁴³ Develop a follow-up mechanism with employers through Alumni Affairs Office.

Focus Area	Strategy	Activity	Output Result	Output Indicator	Means of Verification (Data Sources)	Data Collection Method	Frequency of Data Collection/Analysis	Timeline
	4.9 Promote research activities	a. Establish departmental Research Cell	Research Cell functional	# of research outputs by the faculty	Chairman/Chair person office QEC Office	Document review	Monthly during the activity	Sep-Dec 2013
		b. Launch HEC-recognized education research journal	Journal launched	# of research projects developed # of jointly supervised research activities	Chairman/Chair person office ORIC	Document review	Annually	In Oct from 2014 on
		c. Subscribe to more education databases	Increased access to databases	# of consultations held	Chairman/Chair person office	Document review	Annually	In Oct from 2014 on
		d. Organize events to enhance research skills, including writing research articles	Increased number of events	Assessment practices approved by the bodies	Director Academics	Document review	Annually	In Oct from 2014 on
		e. Establish research collaborations	Increased number of developmental projects Increased possibility of joint research supervision	Subject-wise # of items/protocols	Director Academics	Document review	Monthly during the activity	Jun-Mar 2014
	4.10 Strengthen student assessment and evaluation	d. Review existing assessment mechanism	Recommendations for improvement in assessment practices	# of communications	Chairman/Chair person office	Document review	Fortnightly during the activity	Nov-Dec 2013 Nov-Dec 2016 Nov-Dec 2019
		e. Develop new assessment mechanism for students in consultation with internal/external stakeholders	Improved student assessment practices	# of MOUs signed	Director Academics	Document review	Fortnightly during the activity	Jan-May 2014 Jan-May 2017 Jan-May 2020

Focus Area	Strategy	Activity	Output Result	Output Indicator	Means of Verification (Data Sources)	Data Collection Method	Frequency of Data Collection/Analysis	Timeline
		f. Develop assessment and evaluation items/protocols	Increased number of assessment items and rubrics for various courses and programmes	# of faculty exchanges	HR Office	Document review	Fortnightly during the activity	Jan-May 2014 Jan-May 2017 Jan-May 2020
Focus Area 5: Develop collaborations	5.1 Develop linkages with sister institutions and collaboration with international organizations	a. Identify areas and venues of collaboration	Area-wise list of potential partners	# of student exchanges	Director Academics/Chairman/Chairperson office	Document review	Fortnightly during the activity	Jan-Mar 2014 Jan-Mar 2016 Jan-Mar 2018 Jan-Mar 2020 Jan-Mar 2022
		b. Establish collaboration with national and international teacher education institutions	Enhanced visibility	# of events attended	Chairman/Chairperson office	Document review	Annually	In Oct 2014 on
		c. Launch faculty exchange programme with national and international universities	Increased exposure of faculty	# of accredited programs	DQEC Office Chairman/Chairperson office	Document review	Annually	In Oct 2016 on
		d. Launch student exchange programme with national and international universities	Increased exposure of students	# of events arranged with alumni	Departmental Alumni Affairs Office	Document review	Monthly during the activity	In Oct 2017 on
		e. Participate in consultations organized by provincial and federal government, non-governmental organisations, and donors	Increased visibility	# of interfaces	Departmental Alumni Affairs Office	Document review	Annually	In Oct 2015 on
		f. Seek accreditation from professional teacher education bodies	Improved quality of instruction	# of linkages developed through alumni	Departmental Alumni Affairs Office	Document review	Annually	In Oct 2013 on

Focus Area	Strategy	Activity	Output Result	Output Indicator	Means of Verification (Data Sources)	Data Collection Method	Frequency of Data Collection/Analysis	Timeline
	5.2 Involve alumni in developing and creating collaborations	a. Establish and maintain departmental Alumni Affairs Office ⁴⁴	Increased alumni participation	Existence of CCPC	CCPC Office	Document review	Monthly during the activity	In Oct 2013 on
		b. Increase interaction with alumni ⁴⁵	Improved interaction with and coordination among alumni	# of students who benefited from the centre	CCPC Office	Document review	Annually	In Oct 2014 on
	5.3 Develop a Career Counselling and Placement Centre (CCPC)	a. Get approval for the CCPC	CCPC established	# of students who benefited from the centre	CCPC Office	Document review	Monthly during	Jun-Jul 2015
		b. Provide educational and occupational information services	Increased awareness about the departmental services and activities	# of students placed	CCPC Office	Document review	Annually	In Oct 2014 on
	5.4 Create liaison with educational industry	c. Provide counselling and advisory services ⁴⁶	Improved students' achievements	# of institutions contacted	Chairman/Chair person office	Document review	Annually	In Oct 2016 on
		d. Create a job bank	Improved image of the university	# of policies carrying suggestions from DoE	Chairman/Chair person office	Document review	Annually	In Oct 2016 on
		a. Explore collaboration opportunities with the educational industry	Increased contact with public and private educational institutions	# of MOUs signed	Chairman/Chair person office	Document review	Every 2 years	In Oct 2016 on
		b. Offer suggestions to influence government policies on education	Increased impact of Department of Education's research activities	# of events attended	Chairman/Chair person office	Document review	Annually	In Oct 2016 on
		c. Establish linkage with the worldwide university network	Increased linkages with international universities	# of MOUs signed	Chairman/Chair person office	Document review	Every 2 years	In Oct 2017 on

⁴⁴ Assign one of the faculty members to work as coordinator and to maintain a database of alumni.

⁴⁵ By regular newsletters, website page for alumni, electronic network (employ sms, e-mails, social networking websites, etc.), annual dinners.

⁴⁶ May include help for personal, social, emotional, and financial problems.