



# Sukkur IBA University MPhil in Education

[www.iba-suk.edu.pk](http://www.iba-suk.edu.pk)

“ Sukkur IBA University is not just an Educational Institute, it is a thought process, a phenomenon...  
A Silent Revolution.

”

**Prof. Nisar Ahmed Siddiqui**  
Vice Chancellor Sukkur IBA University

## Description

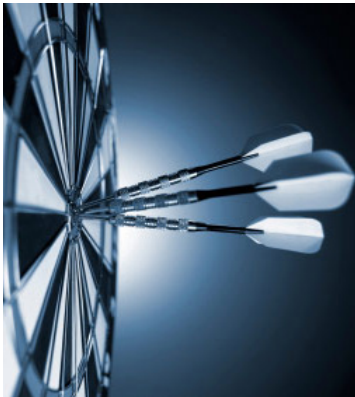
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# Sukkur IBA University Vision & Mission

## Vision

“To become a world-class university in the fields of Management Sciences, Information Technology, Engineering, Mathematics and Education.”



## Mission

The mission of Sukkur IBA University is to contribute and serve community by imparting knowledge through innovative teaching and applied research at the global levels of excellence. We aim to establish and sustain a competitive meritorious environment by strengthening faculty and using state of the art technology to produce graduates with analytical & creative thinking, leadership skills and entrepreneurial spirit, who possess global outlook and are conscious of ethical values.

# Sukkur IBA University Introduction

## Beginning of a New Era – Spreading the Light of Education

Since its establishment, Sukkur IBA University has been successfully transforming the lives of people and uplifting their careers by offering quality education. Sukkur IBA University welcomes people from diverse backgrounds, majority of them have dreams in their minds but their realization is blur. Sukkur IBA University not only helps them realize their dreams but changes their lives by educating them and making them responsible citizens of Pakistan.

Sukkur IBA University does not believe in teaching through conventional means. It rather focuses on teaching through modern teaching methodology on market-based curriculum. Students are engaged through classroom lectures, video conferences, presentations, audio video learning aids, group discussions, role play exercises, practical projects, research work and other curricular and extracurricular activities. The purpose is to build capacity of students from all aspects by using all modern tools and techniques. This aids in increasing student analytical skills, decision making power and self-confidence, e risk taking thinking out of box, determination and self-awareness. These activities also create a strong link between theory from their books and practical, which they have to face after initiating their career.

## How Sukkur IBA University is Different?

- Quality Education at affordable Cost – what Sukkur IBA University offers and what it charges is far less than other Institutions of similar caliber
- Assurance of Learning – Sukkur IBA University ensures learning through linking programs with institute mission and mapping curriculum to achieve desired academic goals.
- Linkages with reputable national and international institutions – for adopting best national and international academic practices to improve quality of education Sukkur IBA University has strong linkages with institutions of global caliber.
- Raising standard of education through unique foundation semester – to support students from poor academic and financial background to remove their academic deficiencies and prepare them to face challenges of higher education.
- Focus on Faculty Development – to invest a lot on faculty to build their capacity so that they can teach better and prepare students for challenges of professional life.



# Facilities and Infrastructure at Sukkur IBA University

Career Development Center



Video Conferencing



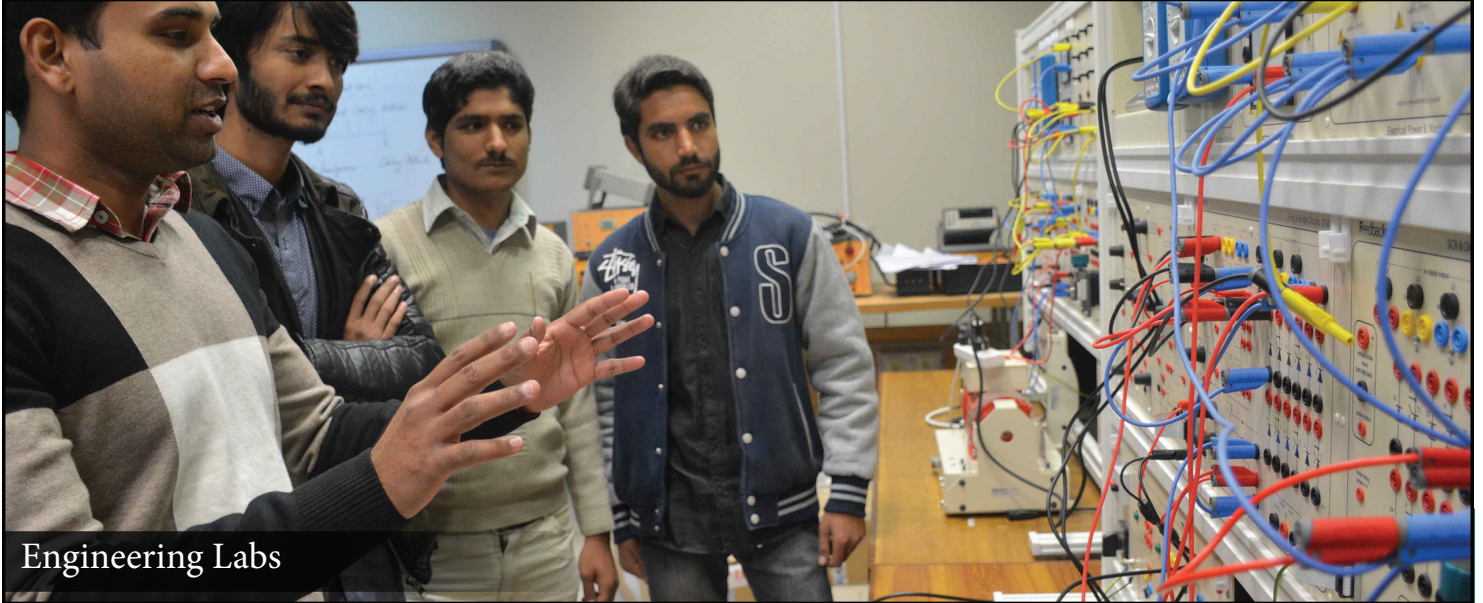
State-of-the-art Central Library



Computer Science/IT Labs



Bloomberg Financial Trading Lab



Engineering Labs

# MoUs with Top Ranked International Universities

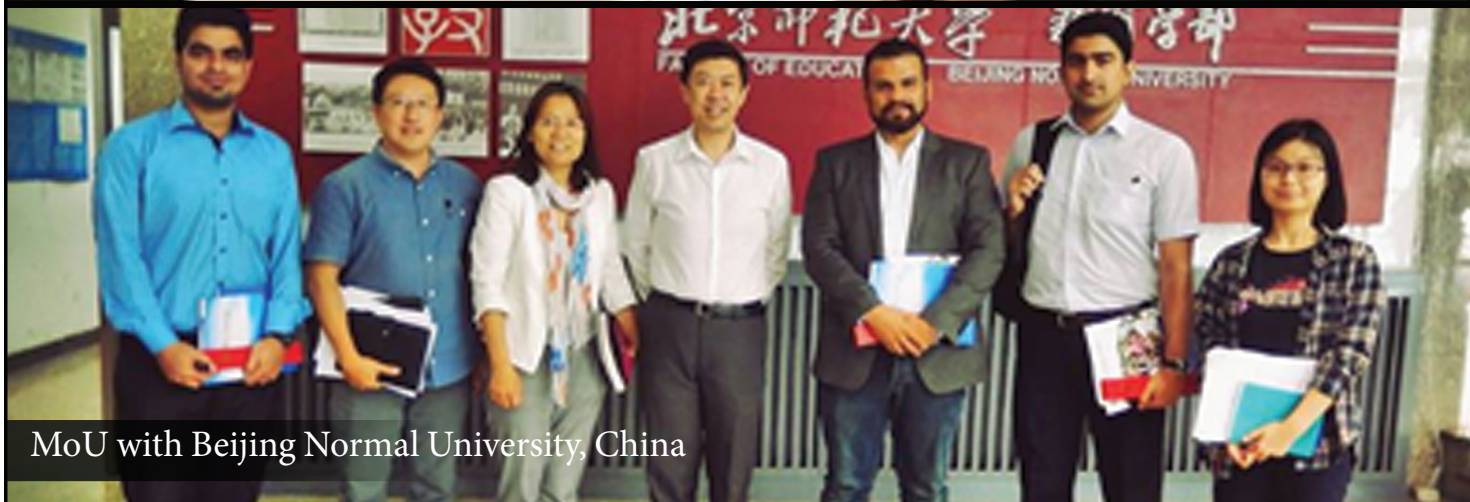


MoU with Johnson County Community College, USA





MoU with University of Kansas, Missouri, USA



MoU with Beijing Normal University, China



MoU with Shanghai Normal University, China

# Opportunity for exchange programs



**Opportunity to  
present in Conferences**



**Project / Inquiry  
based Pedagogy**



# Research Exposure





## 1. Department of Education (DoE)

The DoE was established in 2011 with the purpose of improving quality of teachers' education programs and trainings for building teachers' capacity and enhancing their professional status. The overall aim is to raise the standards of education and education related research at regional and national level.

### Mission

The DoE aims to provide an enabling learning environment embedded with research based practices to develop professionals equipped with innovative instructional and leadership skills to address the educational needs of the community.

### Vision

The DoE is to become a center of excellence in the field of teacher education, educational leadership & management and educational research to produce dynamic educational professionals and raise the standards of education at local, national and international levels.

### Values

The DoE promotes excellence and innovation through professionalism, merit, inclusivity and collaboration. These core values have been explained below.

Value	Definition
1. Inclusiveness	We are open to accept diverse opinions, beliefs, ideologies, persons, knowledge, and approaches in all aspects of our work.
2. Excellence	We strive to perform in the best possible ways with merit and professionalism in available resources.
3. Collaboration	We work with others to achieve common goals in a congenial environment.
4. Innovation	We value new ideas and critical thinking.



## Goals

The broadest goals are:

- Develop innovative & effective educational models of school improvement, educational leadership and management, curriculum design & assessment and test them in Pakistani educational contexts and classroom settings to know their maximum benefits.
- Build the capacity of schools/educational institutions through relevant and quality programs for effective implementation of educational reforms in order to achieve the maximum benefit for all stakeholders.
- Enhance teachers' and teacher educators' professional attitude, status and self-esteem through creating a sense of professionalism, knowledge, competencies, skills, critical thinking, scientific behaviour and decision making power.
- Assess the impact of all efforts, research results, different techniques, policies implementation and other initiatives to improve the quality of education and finally develop a road map for radical reforms and successful innovations to scale up the education system of Pakistan.

## 2. Introduction to MPhil Education Program

The MPhil Education program has a strong emphasis in research. It is grounded in both theoretical and applied research. The program is grounded in the ideological, philosophical, historical, psychological, social foundations and pragmatics of the field of education; and particularly focuses on curriculum development and evaluation, policy analysis and development, teacher leadership, approaches to designing teaching, learning and assessments systems. The program also introduces the participants to the contemporary trends and issues in curriculum, teaching, learning, assessments, teacher preparation, leadership and management and research.

The current program includes specializations in five strategic areas; 1) Teacher education; 2) leadership and management; 3) Science Education; 4) Mathematics Education and 5) English language Education.

## Mission

The overall mission of the program is to develop educational leaders, policy planners, practitioners, implementers and reformers with a sound theoretical, contextual, contemporary, analytical and pragmatic knowledge and vision of education, with a global outlook, innovative yet contextually relevant skill and ethical values along with a capacity of leading and managing, designing and changing systems, undertaking and disseminating theoretical and applied research. The program also prepares the participants for undertaking doctoral studies in the field of education.

### 3. Objectives and Learning outcomes of MPhil Education Program

Program Objective	Course Learning Outcome
Discipline Specific Knowledge: At a level appropriate to the level of study related to a discipline/profession and program	Enable participants to demonstrate an understanding of the major theoretical foundation of the discipline by generating a substantial piece of work.
Evaluative Thinking	Enable participants to examine, analyze, investigate and review current views, policies and practices in the light of major theoretical foundations in the field of study by generating evidenced based research papers and reports.
Critical and Reflective Thinking	Enable participants to critically analyze the current debates in the field to reflect on and extend their knowledge of theories, trend and issues in the field.
Global Outlook	Enable participants to engage ethically and productively with diverse cultures in professional context. Enable participants to review and develop a global view of the theories, issues and trends.
Research Skills	Explore, synthesize, apply and analyze existing and new knowledge in one or more discipline areas to develop new concepts or interpretations through engagement in ethical research, critical reflection, continuous evaluation and demonstration of research skills. Enable participants to develop research proposal and undertake applied research through quantitative and qualitative approaches.
Knowledge Contribution	Enable participants to formulate and justify their own contextual, contemporary, analytical and pragmatic knowledge to help shape the future directions in education in general and the field of study in particular.
Communication	Enable participants to disseminate research findings to a variety of audiences using appropriate academic language, referencing styles and appropriate communication skills.
Community Service/Impact	Enable participants to effectively and efficiently apply their understanding and research skills in context to develop practical plans, creative policy, designs, and practices to help shape the future direction of education.
Leadership Skills	Enable participants to demonstrate initiative, autonomy, adaptability, leadership, resilience and responsibility as a leader



## Key Features

1. Faculty with international qualifications and local experiences.
2. Faculty with rich experience of working in multiple contexts, projects, and international education systems.
3. Conducive physical environment of the classroom and availability of educational technology.
4. Blended approach of program deliver: face-to-face and independent learning supported with Learning Management System (LMS)
5. Linkages with community through Sukkur IBA community colleges.
6. High emphasis on generating, documenting, and disseminating practical as well as research knowledge
7. Contextually relevant, accessible, flexible, and affordable cost for teachers, teacher educators, educational professionals, and fresh students

## 4. Program Schema

### 4.1. Full Time Program

<b>SEMESTER – 1</b>					
<b>S. No.</b>	<b>Course Code</b>	<b>Course Description</b>	<b>Courses</b>	<b>Credit Hours</b>	<b>Total Credit Hours</b>
1.	EDU-801	Core Course 1	Foundations of Education	3(3-0)	09
2.	EDU-802	Core Course 2	Mind Brain Learning	3(3-0)	
3.	EDU-803	Core Course 3	Educational Change and Development	3(3-0)	
4.	EDU-804	Non-Credited	Academic Reading and Writing	0	
<b>SEMESTER – 2</b>					
1.	EDU-805	Core Course 4	Quantitative Research Methods	3(3-0)	09
2.	EDU-806	Core Course 5	Professional Development of Teachers	3(3-0)	
3.	EDU-807	Core Course 6	Qualitative Research Methods	3(3-0)	
4.	EDU-808	Non-Credited	Basic Statistic for Educational Research	0	

<b>Electives</b>					
1. 2.	EDU- EDU-	Elective (Two out of available choices)	Curriculum, Teaching and Assessment (EDU-109)	3(3-0)	6
			Math Education (EDU-110)	3(3-0)	
			English Language Teaching (EDU-111)	3(2-1)	
			Educational Guidance and Counselling (EDU-112)	3(2-1)	
			Trends and Issues in Teacher Education (EDU-113)	3(3-0)	
			Science Education (EDU-114)	3(3-0)	
			Early Childhood Education (EDU-115)	3(3-0)	
			Educational Measurement and Assessment (EDU-116)	3(3-0)	
<b>SEMESTER – 3&amp;4</b>					
	EDU-817	Credited	Thesis Writing	<b>6(6-0)</b>	<b>6</b>

## 4.2. Part Time Program

<b>SEMESTER – 1</b>					
S.No	Course Code	Course Description	Courses	Credit Hours	Total Credit Hours
1.	EDU-804	Non-Credited	Academic Reading and Writing	0	00
2.	EDU-808	Non-Credited	Basic Statistic for Educational Research	0	
<b>Semester II</b>					
1.	EDU-801	Core Course 1	Foundations of Education	3(3-0)	
2.	EDU-802	Core Course 2	Mind Brain Learning	3(3-0)	
<b>Semester III</b>					
1.	EDU-805	Core Course 4	Quantitative Research Methods	3(3-0)	09
2.	EDU-806	Core Course 5	Professional Development of Teachers	3(3-0)	
<b>Semester IV</b>					
1.	EDU-807	Core Course 6	Qualitative Research Methods	3(3-0)	
2.	EDU-803	Core Course 3	Educational Change and Development	3(3-0)	

SEMESTER – 5					
1. EDU-807	Elective (One out of available choices)	Math Education (EDU-807)		3(3-0)	6
		English Language Teaching (EDU-808)		3(2-1)	
		Educational Guidance and Counselling (EDU-809)		3(2-1)	
		Trends and Issues in Teacher Education (EDU-810)		3(3-0)	
		Science Education (EDU-811)		3(3-0)	
		Early Childhood Education (EDU-812)		3(3-0)	
		Educational Measurement and Assessment (EDU-813)		3(3-0)	
Semester 3 & 4					
1.	EDU-810	Credited	Thesis Writing	6(0-6)	6

## 5. Eligibility Criteria Qualification

Candidates with following qualifications are eligible to apply and may enroll in the MPhil Education courses directly after final selection

4 year B.Ed. (Hons)			
16 year Education in disciplines other than education	50% Score (annual examination system)	1.5 years B.Ed. (54 credits)	GPA of 2.2 on a 4.0 point scale (semester system) or 60% Score (annual examination system).
15 year Education in disciplines other than education		1 year B.Ed. plus 1 or 2 years M.Ed	
14 year Education in disciplines other than education		1.5 years B.Ed or 2 years B.Ed	
14 year Education in disciplines other than education		2 years B.Ed or 2 years M.Ed	
Candidates with following qualification are required to complete 6 deficiency courses of 18 credits at Department of Education			

- Sukkur IBA University Entry Test or NTS GAT with minimum qualifying marks of 50%.
- Followed by interview by the admission committee.
- Merit list of candidates qualifying in the Entrance Test will be prepared for final selection as per following weightages:

Entrance Test (Based on Language, Logical and Quantitative Reasoning, Quantitative, and General Knowledge about Education)	60%
Interview	40%

## 6. Mode of Registration in the Program

There are two different types of modes for enrollment in MPhil Education program.

### Full Time

In this mode of enrollment scholars will have to avail following:

- Can register up to four credit courses per semester, and can complete the degree in two years
- Classes can be conducted on any working day
- Candidates have to submit No Objection Certificate (NOC) through their respective District Education Department to study at Department of Education, Sukkur IBA University. Admissions in full time mode will be finalized only upon receipt of this NOC.
- Candidates are eligible for Sukkur IBA University hostel facility
- Candidates may be hired as research assistants and entitled for stipend as per University policy

### Part Time

This mode is suitable for those scholars that are in job at various organizations and want to improve their academic level.

In this mode of enrollment, scholars will have to avail following:

- Can register up to two credit courses per semester and complete the degree in four years.
- All course will be offered in the last two working days (i.e., Friday and Saturday) of every week.
- In second semester, three courses will be offered, so candidates have to come on Thursday. However, classes will be from 5pm to 8:30pm.

## 7. Mode of Degree & Course Schema

MPhil Education program offered by Department of Education offers only one mode of degree that is “MPhil with Thesis”. Candidates have to take 6 credit thesis to complete their MPhil degree.



## 8. Enrolment in Semester Course

The online course registration facility is available through CMS. Scholars are required to enroll themselves for the respective courses. Once they are enrolled, their names will appear in the attendance roster created by Teachers using CMS. Scholars are required to enroll into courses every semester.

### Enrollment in Semester Examination and Issuance of Admit Cards

MPhil scholars will have to submit Exam enrollment form to Examination department at least one month before the start of the Final Exams. On the basis of this enrollment, Examination department will issue their admit card for final exam.

## 9. Evaluation & Grading

Scholars' performance is evaluated through a system of testing spread over the entire period of their studies. In addition to the Final examination at the end of each semester, students are tested through term exam, research papers studies and presentations, discussions and a series of short quizzes and assignments. All of these elements contribute to the calculation of final grades.

Recommended distribution of marks per subject is as follows:

Evaluation Category	Distribution of Marks out of 100
Mid-Term Exam	30%
Sessional	30% (Ideally 20% to Research progress)*
Final Exam	40%

Sessional marks are on the discretion of Course Instructor

In determining the course grade, 60% of the final grade is based on the mid-semester's work and 40% is dependent on the semester's Final examination, and 50% is compulsory to get in final exam to pass the course. However, the institute reserves the right to modify these evaluation criteria.

A Cumulative Grade Points Average (CGPA) is computed at the end of the semester. Final grades in each course are converted to grade points as per following criteria.

$CGPA = \frac{\text{Sum of (credit hours of all courses} \times \text{grade points)}}{\text{Sum of credit hours of all courses}}$

The following grading scheme is applied to evaluate a student's Academic performance:

Grade	Percentage/Marks	GPA
A	93-100	4.00
A-	87-92	3.67
B+	82-86	3.33
B	77-81	3.00

Grade	Percentage/Marks	GPA
B-	72-76	2.67
C+	68-71	2.33
C	64-67	2.00
C-	60-63	1.67
Fail	Below 60	0.00

### **The 50% Marks in Final Examination Rule**

Sukkur IBA University has implemented the attainment of 50% marks policy in the final examination of every course to improve quality of education. The minimum requirement for each candidate enrolled in any degree program of Sukkur IBA University is to obtain 20/25 out of 40/50 marks in the Final examination.

### **Procedure for Enrollment in Thesis**

The MPhil Coordinator will send Thesis registration form via email to all the scholars and give them maximum of twenty days for submission of this form duly signed by their intended Supervisor along with 150 words abstract of the intended work. After receiving the registration forms, the MPhil Coordinator will call the meeting of doctoral committee (DC) for finalization and approval.

After approval from the DC, the scholars will be given three months to work on proposal and submit to MPhil Coordinator for proposal defense. After receiving the Proposals, the MPhil Coordinator calls the scholars for proposal defense in front of doctoral committee. The doctoral committee has a right to accepts/rejects the proposal based upon the scope of research. If the proposal is accepted by the DC then six months will be given to the scholars for submission of final work for defense. Meanwhile, DC will also call them for mid-term evaluation as well. On the other hand, proposals that are rejected by the doctoral committee, the scholar will be given another three-month's time for resubmission of proposal.

### **Grading for MPhil Thesis**

The grading policy for the MPhil thesis are as under

Internal Examiner	100 Marks
External Examiner	70 Marks
Thesis Defense	30 Marks
NB. Scholars have to get minimum 60% score in each of the above to pass their thesis.	



## 10. Drop-out Policy

There will be no drop-out concept in MPhil Education program and candidates can repeat/re-sit in course(s). The full time candidate can complete the degree in maximum four years and part time candidates in six years with minimum Cumulative GPA of 2.2 (on a scale of 4).

## 11. Attendance Policy

The scholars are allowed to miss 2 (three hour class) classes in the course of a regular semester.

## 12. Course Withdrawal Policy

- Student can withdraw from any registered course(s) within maximum classes of 12 credit hours of that course(s).
- In case of withdrawal from any course(s) before the maximum of 12 credit hours coaching, the fee of the withdrawal course(s) will be adjusted/refunded to the student.
- In case of attending any course for more than 12 credit hours, full fee of the course will be charged.
- Withdrawal course(s) will not be mentioned in the transcript of the student.

## List of Faculty Members



Dr. Irfan Ahmed Rind  
Associate Professor and HoD,  
Education Department

PhD (Education), University of Sussex, Brighton, UK  
M.A (Applied Linguistics), University of Sussex, Brighton, UK  
M.A (English Literature), University of Sindh, Jamshoro,  
(First Position, Silver Medal)  
B.A (English Literature) University of Sindh, Jamshoro,  
(First Position, Silver Medal)  
B.Com, University of Sindh, Jamshoro



Dr. Sohail Ahmed Memon  
Assistant Professor  
Coordinator, MPhil Education  
Program

Post Doc, Catalysis, Malaysia  
Ph. D. Chemistry, Malaysia  
MSc. Organic Chemistry, SALU, Khairpur  
B.Sc (Hons), Chemistry, SALU, Khairpur



Dr. Shahid Hussain Mughal  
Associate Professor

Ph.D. (Education), Iqra University, Pakistan  
M. Phil (Education), Iqra University, Pakistan  
M. ED, Aga Khan University- Institute for Educational Development  
M. Sc (Applied Maths), Shah Abdul Latif University, Khairpur  
Certificate in Education for International Understanding, Seoul, Republic of Korea



Dr. Rifat Abbas Khan  
Assistant Professor  
MPhil Education Coordinator

Ph.D (Education), University Paul Valery Montpellier, France  
M. Phil (Education), University Lumiere Lyon, France  
M.Ed, NUML University, Islamabad  
B.Ed, Allama Iqbal Open University, Islamabad  
B.A, University of the Punjab, Lahore



Sharik Zamir  
Assistant Professor

Ph.D PhD, Iqra University, Karachi  
M.Phil (Education), Iqra University, Karachi  
M.Ed (Teaching of English and Computer), I.E.R, University of Peshawar  
M.A (English), University of Peshawar  
B.Ed (Teaching of English and Math)



Zafarullah Sahito  
Assistant Professor

PhD (In progress), Eastern University, Finland  
MBA (HRM) from University of Sindh, Jamshoro  
M.Ed (Curriculum Development) University of Sindh, Jamshoro  
B.Ed (Science Education) from University of Sindh, Jamshoro



Dhani Bux Shah Jillani  
Assistant Professor

M.S. in Educational Research and Evaluation, Northern Illinois University, USA.  
M.Ed from Aga Khan University, Institute for Educational Development



Gul Rind  
Assistant Professor

M.A- Education Leadership, University of Northern Colorado, USA  
BBA- Finance, Shah Abdul Latif University Khairpur



Ms Uneeza Alvi  
Assistant Professor

MS in Education, Mathematics and Science Education from Monash University Melbourne  
Masters in Science (Chemistry) from University of Karachi  
Bachelors in Education from Univeristy of Karachi  
Certification in Science Education from Agha Khan University  
Certificate in International Baccalareate AKU-IED, East Africa







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