A CRITICAL ANALYSIS OF PROFESSIONAL CRITERIA FOR UNIVERSITY TEACHERS IN PAKISTAN

BY

Shumaila Jabeen

NATIONAL UNIVERSITY OF MODERN LANGUAGES

ISLAMABAD

AUGUST, 2022

A CRITICAL ANALYSIS OF PROFESSIONAL CRITERIA FOR UNIVERSITY TEACHERS IN PAKISTAN

By

Shumaila Jabeen

BS Education, International Islamic University Islamabad, 2018

A THESIS SUBMITTED IN THE PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF PHILOSOPHY

In **Education**

To

DEPARTMENT OF EDUCATION

FACULTY OF SOCIAL SCIENCES

NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

Shumaila Jabeen, 2022

National University Of Modern Languages Faculty Of Social Sciences

THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance and recommend the thesis to Faculty of Social Sciences for acceptance.

Thesis Title: A critical analysis of professional criteria for university Teachers in Pakistan

Submitted by: Shumaila Jabeen

Registration #:1627-MPhil/Edu/F18

MASTER OF PHILOSOPHY

Degree Name in Full

EDUCATION

Name of Discipline

Dr. Khushbakht Hina

Name of Research Supervisor

Signature of Research Supervisor

Prof. Dr. Khalid Sultan

Name of Dean (FSS)

Signature of Dean (FSS)

Brig Syed Nadir Ali

Name of Director General

Signature of Director General

Date

AUTHOR'S DECLARATION FORM

I Shumaila Jabeen

Daughter of Muhammad Banaras

Registration # 1627-MPhil/Edu/F-18

Discipline Education

Candidate of **Master of Philosophy** at National University of Modern Languages do hereby declare that the thesis **"A critical analysis of professional criteria for university teachers in Pakistan"** submitted by me in partial fulfillment of M. Phil Degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it should not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/ dissertation at any stage, even after the award of a degree, the work may be cancelled and the degree revoked.

_____

Signature of Candidate

_____

Name of Candidate

_____

Date

ABSTRACT

Title: A critical analysis of professional criteria for university teachers in Pakistan

This study aimed to critically analyses the professional criteria for university teachers in Pakistan. The study focused on the exploration of the domains of the global framework of professional teaching standards of university faculty with respect to HEC and to investigate the perception of professional teaching standards in the context of the framework of the study amongst university faculty at public sector universities in Islamabad. The study is descriptive by method and a mixed methods approach is used. Sequential exploratory mix method research design type is used in the present study. Data was collected by personal visit and analyzed by using the mean score and standard deviation. Whereas for qualitative data, two standard documents by HEC were taken as a sample. Content analysis was done by analyzing the documents with the domains of the theoretical framework. self developed validated according to the adopted framework themes questionnaire was designed, having 3 sections each section has 12 statements and total 36 statements were there in the questionnaire. The total population of the study is 732. The sample was selected through a purposive sampling technique, including males (90) and females (110) from public sector universities in Islamabad. Hence, the findings reveal that the Best University Teacher Award (BUTA), revised in 2016 is highly consistent with the domains of the framework, whereas quality assurance agency Performa's are less consistent. It was analyzed that there are best university teacher award criteria and evaluating criteria for university faculty, but there are no set standards for university faculty in Pakistan at university level. The quantitative section findings reveal that most teachers agree on teacher teaching knowledge and understanding, teacher teaching practice, and teacher teaching relationships as it possesses a high mean value. It is recommended that professional knowledge and practice may be improved to enhance quality teaching. It is recommended that teachers may be marked by some standards, at the time of hiring. There must be a criteria for university faculty that will show their competency and professionalism in teacher that either they are capable of teaching at higher level, do they have teaching skills like knowledge, professional practice and professional relationship in them.

TABLE OF CONTENT

Chapter

THESIS AND DEFENSE APPROVAL FORM..... iii
AUTHOR'S DECLARATION.....iv
ABSTRACT v
TABLE OF CONTENTS.....vi
LIST OF TABLES ix
LIST OF FIGURES xi
LIST OF ABBREVIATION..... xii
ACKNOWLEDGEMENTS..... xiii
DEDICATION.....xiv

1. INTRODUCTION

1.1 Rationale of the study 3
1.2 Statement of the problem 5
1.3 Research Objectives… 5
1.4 Research questions… 6
1.5 Theoretical framework of the study 7
1.6 Significance of the study..... 10
1.7 Methodology 11
1.8 Data analysis 14
1.9 Operational definitions….....15
1.10 Delimitations..... 17

.

2. REVIEW OF RELATED LITERATURE

2.1 Professional criteria for Teachers Teaching in Education… 18
2.2 Concept of Teaching Standard and Criterion…..... 20
2.3 Professionalism in Teaching 21
2.4 Professional Attributes of University Teacher… 22

2.5 Role of university Teacher… 24
2.6 Need of Professional Teaching standards at Higher Level… 25
2.7 Concept of Quality in Teaching Profession… 23
2.8 Professional Teaching criteria and standard Frameworks: Global Practices 28
2.8.1 Professional Teacher in context of FINLAND… 29
2.8.2 British council framework… 31
2.8.3 Interstate New Teacher Assessment and support consortium 33
2.8.4 Theoretical Framework of Teacher Education Singapore 38
2.8.5 Australian University Teaching Criteria and Standard Framework 39
2.8.6 United Kingdom Professional Framework of University Teachers… 41
2.9 Global framework of Professional Teaching standards… 44
2.10 Professional Teaching criteria and standard Frameworks: Pakistani 47
2.10.1 Higher Education Commissions BUTA (Best university Teacher Award)…53
2.10.2 Higher Education Commissions QAA (Quality Assurance Agency) 54
2.11 Related researches 55
3. RESEACH METHODOLOGY
3.1 Chapter overview… 57
3.2 Research approach… 57
3.3 Population 59
3.4 Sample and sampling technique… 60
3.5 Data Collection… 62
3.6 Authentication of questionnaire 63
3.7 Validity of questionnaire 64
3.8 Reliability of questionnaire 65
3.9 data collection permission… 68
3.10 Data analysis 69
4. ANALYSIS AND INTERPRETATION OF DATA… 71
5. SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS 110
5.1 Summary of the study 110
5.2 Findings… 112
5.3 Discussion… 117
5.4 Conclusions from qualitative section… 120
5.5 conclusions from quantitative section… 121
5.6 Recommendations… 122
5.7 suggestions for future researchers… 125
5.8 limitations… 125

6. References… 127-141
7. Appendices… 142-203

LIST OF TABLES

Table 2.1	BUTA framework (2016)	53
Table 3.1	Total number of faculty in public sector universities Islamabad	59
Table 3.2	Number of universities with social science departments	60
Table 3.3	Selected sample of the study	61
Table 3.4	Questionnaire statement number	63
Table 3.5	Each section reliability	65
Table 3.6	Reliability of research instrument	66
Table 4.1	Analysis of standardized document QAA with theme 1	75
Table4.2	Descriptive analysis of theme 1	78
Table 4.3	Analysis of standardized document QAA with theme 2	83
Table 4.4	Descriptive analysis of theme 2	85
Table 4.5	Analysis of standardized document QAA with theme 3	89
Table 4.6	Descriptive analysis of theme 3	91
Table 4.7	HEC designed BUTA parameters	95
Table 4.8	Analysis regarding BUTA framework with theme 1	97
Table 4.9	Descriptive analysis of theme 1	98
Table 4.10	Analysis regarding BUTA framework with theme 2	99
Table 4.11	Descriptive analysis of theme 2	102
Table 4.12	Analysis regarding BUTA framework with theme 3	104
Table 4.13	Descriptive analysis of theme 3	105
Table 4.14	Gender as demographic variable	106
Table 4.15	Respondents as demographic variable	107
Table 4.16	Experience as demographic variable	107
Table 4.17	mean and standard deviation of teacher perception related to first domain	108
Table 4.18	mean and standard deviation of teacher perception related to second domain	109

Table 4.19 mean and standard deviation of teacher perception related to 117 third domain

LIST OF APPENDIX

Appendix A	Approval of M.Phil. Thesis Topic and Supervisor
Appendix B	cover letter of Questionnaire
Appendix C	Questionnaire of the study
Appendix D-H	Certificates of Validity
Appendix I	To whom it may concern
Appendix J	List of social science disciplines
Appendix K	list of public sector universities of Islamabad
Appendix L	Quality Assurance Agency (QAA) Performa's
Appendix M	Questionnaire on BUTA parameters

LIST OF FIGURES

Figure No.	Title	Page No
Fig.1	Global Framework of Professional Teaching Standards (2019)	7
Fig.2	Research Design	9-10
Fig.3	Professional standards(British council 2019)	11
Fig.4	INTASC core teaching standards(2013)	12
Fig.5	National center of Education and economy Singapore	31
Fig.6	Australian university teaching criteria (AUTCSF) 2014	33
Fig.7	UKPSF standards for teaching (2011)	39
Fig.8	UNESCO 2019 Global framework	42
Fig.9	National professional standards for teacher 2009	44
Fig.10	Conceptual framework of the study	53
Fig.11	Detail description of research Design	61

LIST OF ABBREVIATIONS

Abbreviation	Terms
PS	Professional Standards
AUTCSF	Australian university teacher criteria framework
BUTA	Best University Teacher Award
QAA	Quality assurance agency
UNESCO	United Nations Educational, scientific and cultural organizations
EI	Educational International
HEC	Higher education commission

ACKNOWLEDGEMENTS

It's the grace of ALMIGHTY ALLAH that has led this work to its completion. The Gracious and All Compassionate. I can never dare to deny of gifts that Allah has granted me, best of which is that Allah has provided me with the light of eternal guidance in the form of Holy Prophet (PBUH), who is the knowledge for humanity as a whole. I sincerely and honestly thank my supervisor Dr.Khushbakht Hina, Department of Education, National University of Modern Languages, Islamabad, for her unmatchable and dedicated supervision for the completion of this study. She has really been extremely patient, helpful and cooperative. I wish her prosperous and healthy life ahead.

I am very thankful to my family specially my father for their moral and financial support and encouragement. The prayers and support of my family has helped me throughout my work.

Thank you

Shumaila Jabeen

DEDICATION

This thesis is dedicated to my praiseworthy Parents

'Your prayers are what I need more than anything else in my life'

CHAPTER 1

INTRODUCTION

Pakistan need individuals who can help the country succeed through high-quality education. This is not possible without healthy learning conditions and high-quality teaching in institutions of higher learning. Pakistan is in desperate need of development in both the teaching environment and the quality of teaching and learning, It is understood that qualifications may not always be accurate indicators of the performance of individual teachers, skills does reflect the general standard of education of teachers and their learning for a particular work (Ahmad, Ali, Khan, & Khan, ,2014).

According to Anđić, D. (2020) university faculty plays a significant role in the teaching-learning process, at higher level education the role of the teacher becomes more significant because at the university level they deal with the adult learners that are recognized as the future of one nation or country, therefore quality teaching is a dire needed to make one nation, country successful.

The foundation for maintaining quality is a basis of what it means to be an efficient university teacher, a professional university teacher is the one who knows how to put theory into practice and what is the major skill to be inculcated in the teaching profession. Effective university teachers exhibit excellent knowledge of their subject matter, ensure the importance of information within sessions, are patient, value students' opinions and are passionate about teaching and learning (Akhtar, M, Javed, M. L. 2020).

The total quality management aims to develop overall quality to reach the optimum level of standards; teaching is a very dynamic and active process that has a great

emphasis on the quality of the teacher teaching for that purpose standards are designed to assure the process of quality in teaching and learning ,This includes the understanding of specific concepts, student learning, and use of instructional strategies, teaching methods, social interaction, communication, instructional planning, assessment and evaluation and relationship with colleagues. The quality of teaching must be evaluated through specific set criteria or standards (Akhtar, M, Javed, M. L. 2020).

According to Cox, (2019) when an institution hires teaching faculty the basic requirement for their selection is their qualification and experience but along with these teachers need various professional teaching skills along with their qualification and experience to become effective teachers, in the twenty-first-century professional teaching skills plays a very significant part in developing teachers professional competencies along with academic competencies, therefore professional criteria for university teachers are needed to build their professional competence at the higher level.

In the National context, Higher Education Commission Pakistan for university faculty launched many programs like Best University Teacher Award, quality assurance agency Performa's and institutional performance evaluation indicators but despite all these big projects in Pakistan at the set standards or criteria to assess teacher teaching quality is absent, therefore question that arises regarding the need of professional criteria for university faculty that should be considered as a prerequisite at the time of their selection, other than academic qualification and experience.

A developed country is always dependent on the future learners and for the sake of the development of future learners, a country needs quality in teaching and learning or

Professional teachers and for that purpose standards are very necessary to define the quality of teacher teaching at a higher level

As a result, the current study will critically examine and review university Teachers' professional standards in light of the domains of professional teaching standards present in the global framework as it gives an idea or concept for quality teaching in nationwide universities as it is a dire need of 21st century to have a competent and professional teacher at university level teaching to produce the best future of a country.

1.1 The Rationale of the Study

Professional criteria for teachers play a very essential role in enhancing both quality teaching and learner productivity. In Pakistan, luckily, we have standards of teachers teaching at primary and secondary levels that are designed by USAID for professional degrees of bachelors in education.

Research conducted by Shoukat and Chowdary (2020) aims to identify the "teacher educator perceptions of professional standards." It concluded that all teacher educators believed that professional standards were appropriate as a set of guiding principles, summarizing the professional body of knowledge, which ideally provide the bench mark and framework to assist pre-service teachers in implementing effective teaching practices in classrooms. Another research study conducted by Tahira, Hassan, Malik, and Yousaf (2020) that aimed to identify teacher education in Pakistan concluded that teacher education is an important area of concern in the education system in Pakistan.

Tariq, Hina, and Arshad (2020) investigated the perception of prospective teachers about the awareness of the implementation of National Professional Standards for Teachers. It was concluded that the majority of the teachers performed unsatisfactorily against the National Professional Standards for Teachers. They are designed to ensure that the teachers have a partial understanding of knowledge about topics and knowledge of other standards. Teachers have shown poor interaction among parents and the community. There is very little research on professional standards for university faculty in Pakistan that concludes that most of the teachers in Pakistan lack their professional competencies and abilities due to the absence of professional teacher teaching criteria at higher level faculty in Pakistan, which is a basic need of the teaching profession. In every country, set standards are an important element in teaching. A teacher serves as a role model for his or her students. Not only do teachers need enough information to teach, but they also need adequate abilities to teach, that is why teacher quality standards should be set at a higher level. That was the major gap in Pakistan's higher education.

Therefore, the researcher wants to explore the professional teaching standards at university level both globally and from a national perspective hence, there is a gap regarding university teachers' teaching professional and academic criteria. There is a dire need to address the standards for university faculty in Pakistan. Pakistan lacks the standards for university faculty This study will be beneficial to teachers for becoming professionals on the basis of set professional criteria at a higher level.

1.2 Statement of the Problem

Good teachers always prefer standards, as in Pakistan at higher level only qualification and experience and research publication are considered for the selection of faculty at a higher level but are these standards or criteria to define a best or professional teacher teaching or whether they ensure that if a teacher is highly qualified, he or she will be good in teaching too, the answer is most probably no. In Pakistan fortunately we have standards of teaching at primary and secondary level designed by USAID for professional degree of bachelors in education, but still university teachers teaching professional and academic criteria are absent. So the problem under consideration was to critically examine and analyze the professional criteria for university teachers teaching in Pakistan at public sector universities in Islamabad.

1.3 Research Objectives

As the topic suggests the researcher focused on the main areas of professional criteria with reference to university level faculty

The main Objectives of the study were:

1. To explore the domains of the Global framework of professional teaching of university faculty with respect to HEC
2. To investigate the Perception of professional teaching standards in the context of the framework of the study amongst university faculty at public sectors universities in Islamabad territory

   2(a) To investigate the perception of university faculty regarding "Teacher knowledge and understanding" in domains of a framework of the study

2(b) to determine the perception of university faculty regarding "Teacher teaching practice" in domains of the framework of the study

2(c) to assess the perception of university faculty regarding "Teacher teaching relations" in domains of the framework of the study

1.4 Research Questions

1 What is the professional criterion for university faculty teaching in Pakistan?

2 What are the criteria for assessing quality of in-service university faculty teaching in public sector universities in Pakistan?

3 What is the perception of professional teaching standards in the context of the framework of the study amongst university faculty at public sectors universities in Islamabad territory?

1.5 Theoretical Framework of the study

For this study, the researcher adopted a global framework made by UNESCO and education international in 2019.

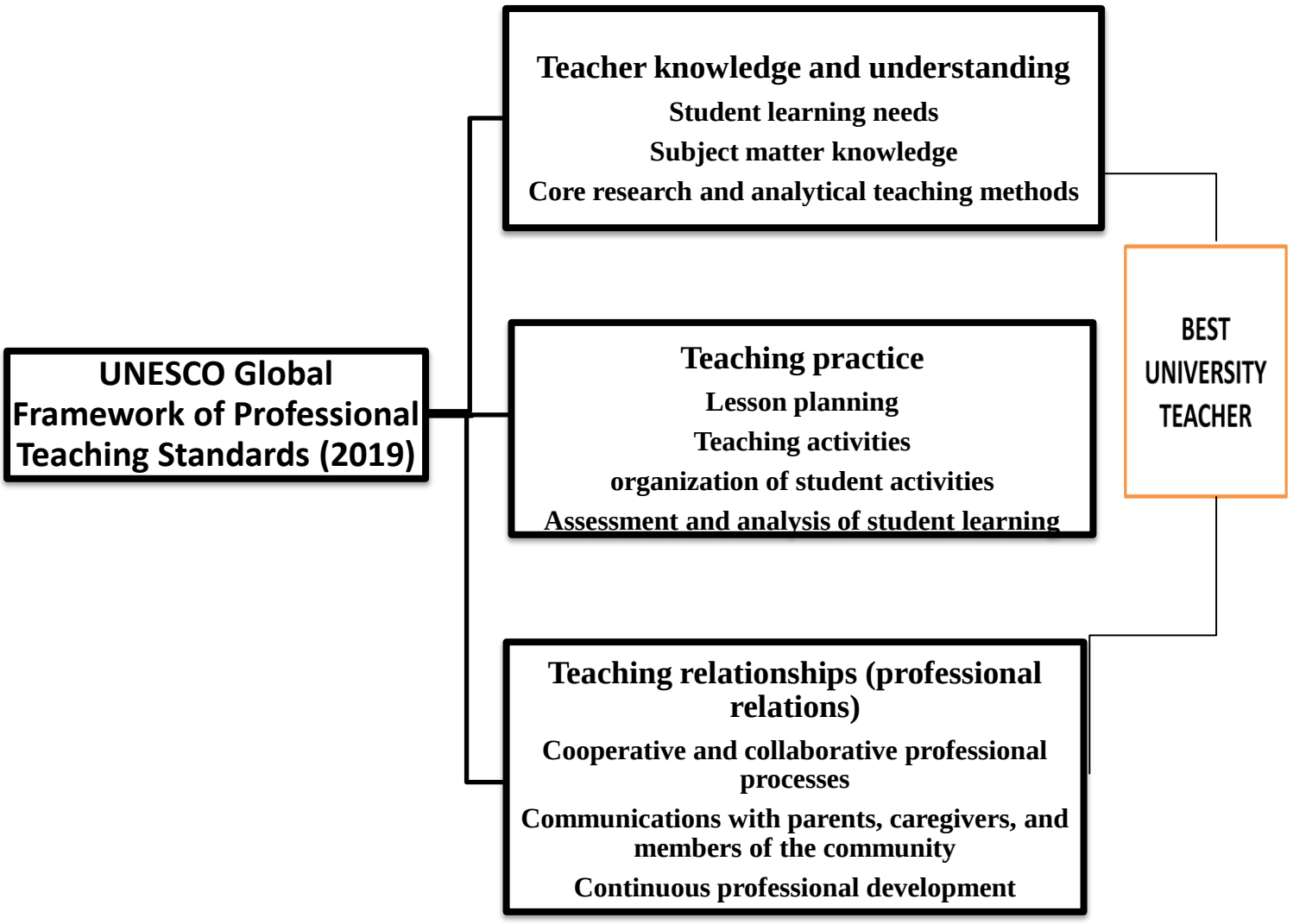


Figure 1 "UNESCO Global framework of professional teaching standards, 2019

The joint Education International/ UNESCO framework on the development of professional teaching standards aims to improve teacher quality, teaching and learning, as well as support the implementation and monitoring of the teacher target in the Education 2030 Agenda for Sustainable Development and specifically Sustainable Development Goal 4 (SDG4). Teacher professionalism is not negotiable. Just as we would never want unqualified surgeons operating on our children, we do not want our young people to be taught by unqualified teachers."

This framework explains that if the university faculty has these parameters that are above mentioned, they can be the best teacher, these parameters or domains are adopted from the Global Framework made by UNESCO and Educational International (2019).

Teaching Knowledge and Understanding

It can be taken as given that effective teaching relies on teachers being expert enough at the knowledge, skills, and understandings of particular subjects or learning areas to be able to teach them. Good teachers know and understand their subjects, teaching methodologies, and students. Teachers also understand the social, cultural, and developmental issues that might relate to their students and their learning processes. Specific learning content will vary substantially across countries, but teaching will always require enough depth of knowledge, skills, and understanding of content, the students in the class, and contextual issues, to be able to bring the students to their own appropriate levels of understanding. This should not imply that teaching is a simple process of transmitting knowledge from a teacher to a student. Meaning and understanding is developed in processes and relationships shaped by the complex and varied contexts within which students learn. There is therefore a substantial overlap in real terms with the other essential domains of this Framework

Teaching Practice

The Standards in this domain describe the key dimensions of the direct engagement of teachers with their students. Effective teaching is crucially determined in this domain, where the practices that most distinctly constitute teaching can be elaborated. Teaching activities manifest in innumerable ways and always reflect a teacher's ambition for, and understanding of, student learning, welfare and development. Effective teaching methodologies and practices within this domain rely on the Knowledge and Understanding Domain as well as on various Teaching Relations.

Teaching Relations

Teaching is inherently constituted in relationships. As well as engaging with students, professional relationships with colleagues, parents, caregivers, and education authorities are crucial to effective teaching. Relations with the general community are also crucial to a teacher's work and to the profession as a whole.

This Professional Teaching Standards Framework describes ten Standards across three categories. These are, by necessity, broad assertions that broadly define teachers' work and practices. Each Standard statement in this framework indicates the desired level of practice and the accompanying competency. The description of the framework with reference to its sub variable is mentioned below:

Criteria	variables	Sub-variables
Teaching Knowledge and Understanding	How students learn, and the particular learning, social, and development needs of their students	• Implications of students' physical, social, and intellectual development • Implications of social, cultural and economic diversity, and the related circumstances of students and their learning environments • Implications of digital technologies on students' learning
	The content and related methodologies of the subject matter or content being taught	• Core content knowledge and skills • Implications of the content knowledge for teaching methodologies
	Core research and analytical methods that apply in teaching, including with regard to student assessment	• Research methodologies and related analytical skills that can be applied to new learning • Principles and practices of effective student assessment
Teaching Practice	Planning and preparation to meet the learning objectives held for students	• Identifying specific learning objectives for students • Researching, organizing, and scheduling lessons to meet those objectives
	An appropriate range of teaching activities that reflect and align with both the nature of the subject content being taught, and the learning, support, and development needs of the students	• Practice of teaching processes and structuring of learning activities that align with the requirements of the subject content • Variations in teaching and learning that facilitate engagement of students
	Organization and facilitation of students' activities so that students are able to participate constructively, in a safe and cooperative manner	• A safe and secure environment • Effective classroom management having regard to the needs of all individuals and the class as a whole
	Assessment and analysis of student learning that informs the further preparation for, and implementation of required teaching and learning activity	• Consistent, fair, valid, and reliable assessment of student work using an appropriate range of methods • Analysis of information to adjust planning and practice of lessons toward achieving learning objectives

Teaching Relations	Cooperative and collaborative professional processes that contribute to collegial development, and support student learning and development	• Collaborative processes with regard to lesson planning, teaching activity, and student welfare, that support students • Cooperative processes that support teachers' professional learning, development, and welfare
	Communications with parents, caregivers, and members of the community, as appropriate, to support the learning objectives of students, including formal and informal reporting	• Formal and informal reporting to parents, caregivers, and the community on student learning and welfare • Presentation of a range of professional issues, including with regard to the expertise and status of the profession
	Continuous professional development to maintain currency of their professional knowledge and practice	• Participation in formal professional learning and development • Ongoing analysis and reflection on practice to develop professional practice

Figure 2 "UNESCO Global framework of professional teaching standards, 2019"detailed description

1.6 Significance of Study

Pakistan needs individuals who can help the country succeed through high-quality education. This is not possible without healthy learning conditions and high-quality teaching in institutions of higher learning. Pakistan is in desperate need of development in both the teaching environment and the quality of teaching and learning, It is understood that qualifications may not always be accurate indicators of the performance of individual teachers, skills does reflect the general standard of education of teachers and their learning for a particular work. Teachers will be able to understand the significance of professional Standards for teaching and practice. The study's findings would give

Policymaker's guidance for considering professional standards for university faculty teaching.

This present study is beneficial to teachers at university level to enhance their teaching quality, competency and professional learning, in order to understand the major indicators and pillars that are necessary for a university teacher in their teaching, as in Pakistan there are no set standards for university teacher so, in the light of national and international framework this study will surely help the university teacher in Pakistan to enhance their teaching quality and have a knowledge about teaching standards needed by a university teacher and also defines the quality of teaching at higher level and address the gap of what has been done and what is to be done nationally with respect to teaching standards.

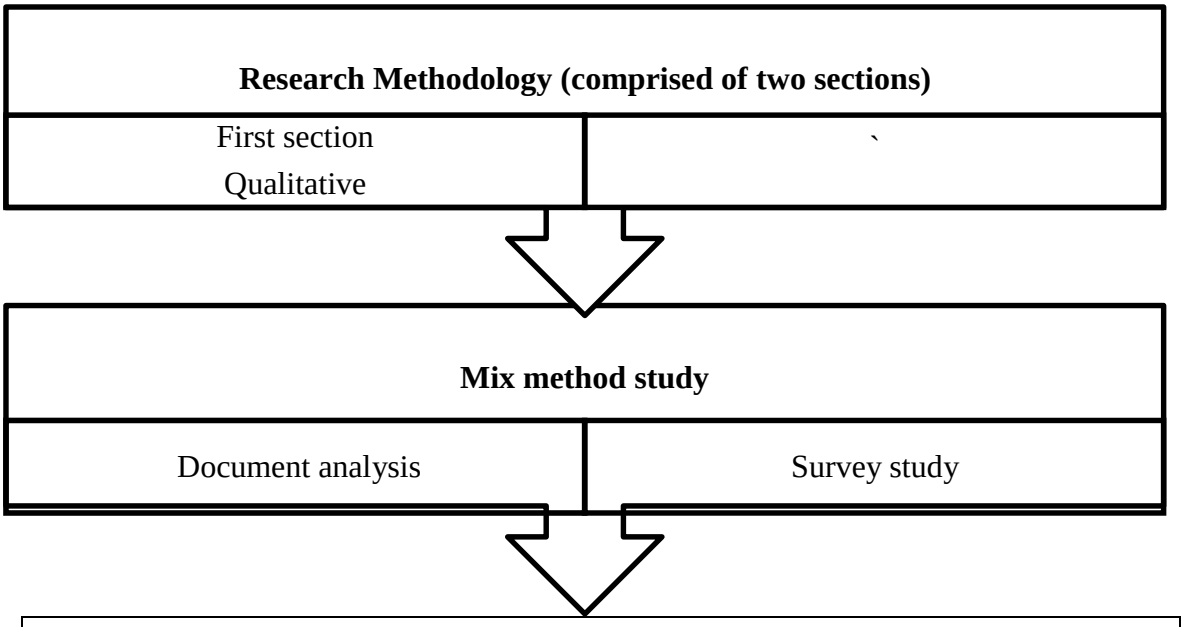
1.7 Methodology

1.7 .1 Research Design

The study was descriptive in nature, and a mix-method design is used. The researcher use sequential exploratory mix method design type having two phases

1. Qualitative data collection and analysis
2. Quantitative data collection and analysis

Detail of research methodology is given below:



HEC standardized document BUTA (BEST UNIVERSITY TEACHER AWARD) QUALITY ASSURANCE AGENCY (QAA PERFORMAS)	**Questionnaire as a tool consisting of three domains** teacher knowledge and understanding teacher teaching practice teacher professional relationships

Figure 4 Research design

1.7.2 Population of the study

As it is mix method study so for the quantitative section research study, 11 federal public sector universities having social science faculty were taken as the population of this present research. Total 732 male and female faculty members were the populations of the study at higher public sectors universities in Islamabad in which 372 are male and 360 are females whereas for qualitative section two standard documents by Higher Education Commission Pakistan was taken as a content

1.7.3 Sampling technique

Study is mix method hence therefore for qualitative section sample is content, related to professional teachers teaching, two HEC documents were taken one was Best Unive4rsity Teacher Award (2016) and secondly the Quality Assurance Agency ten Performa's were taken as a sample of the study in order to accomplish our first objective through document analysis and for the purpose of quantitative data purposive sampling technique was employed in this research study for qualitative data. This technique was used for the reason that as in the purposive sampling technique, respondents are chosen from among the whole population based on the purpose of the study. It is a nonrandom technique that does not need underlying theories or a set quantity of participants (Musa, 2016). and for quantitative data convenient sampling technique was used , For the current research study 200 public sector university teachers of faculty of social sciencesin Islamabad territory were taken as a sample in which 110 are female and 90 are males' respondent. Due to covid restrictions and third wave of covid the universities were closed so researcher was unable to collect data from more respondent, related to professional teachers teaching.

1.7.4 Data collection

Qualitative data was collected through HEC standard documents through document analysis by taking content as a sample and analyzed it with the theoretical framework dimensions, whereas for the purpose of quantitative data the researcher personally visited the selected universities after getting permission to gather the data from university faculty for

Results of the study to reach conclusions

1.7.5 Data Collection tool

Firstly data was collected by two standardized documents by HEC, and analyze them with the framework of the study that was Global framework of UNESCO (2019), secondly for quantitative data questionnaire was self-developed by the researcher related to the themes of the theoretical framework. There were total 36 statements in the questionnaire and three sections

1.8 Data Analysis

Qualitative section was analyzed through document analysis.

The procedure of the analysis

Two standard documents of higher education commission were analyzed with the domains of the theoretical framework

Document 1

QAA (Quality Assurance Agency) Performa's for evaluation of teachers teaching at higher level especially for university-level teachers

Document 2

BUTA (Best University Teacher Award) for the best quality of teaching

Domains of the theoretical framework

1. Teacher knowledge and understanding (TK)
2. Teacher teaching practice(TP)
3. Teacher professional relations (TR)

For Quantitative section data was checked after collection of data then appropriate

tests and techniques were applied according to the objectives, the objective two and sub objectives were analyzed by applying mean score and standard deviations on it.

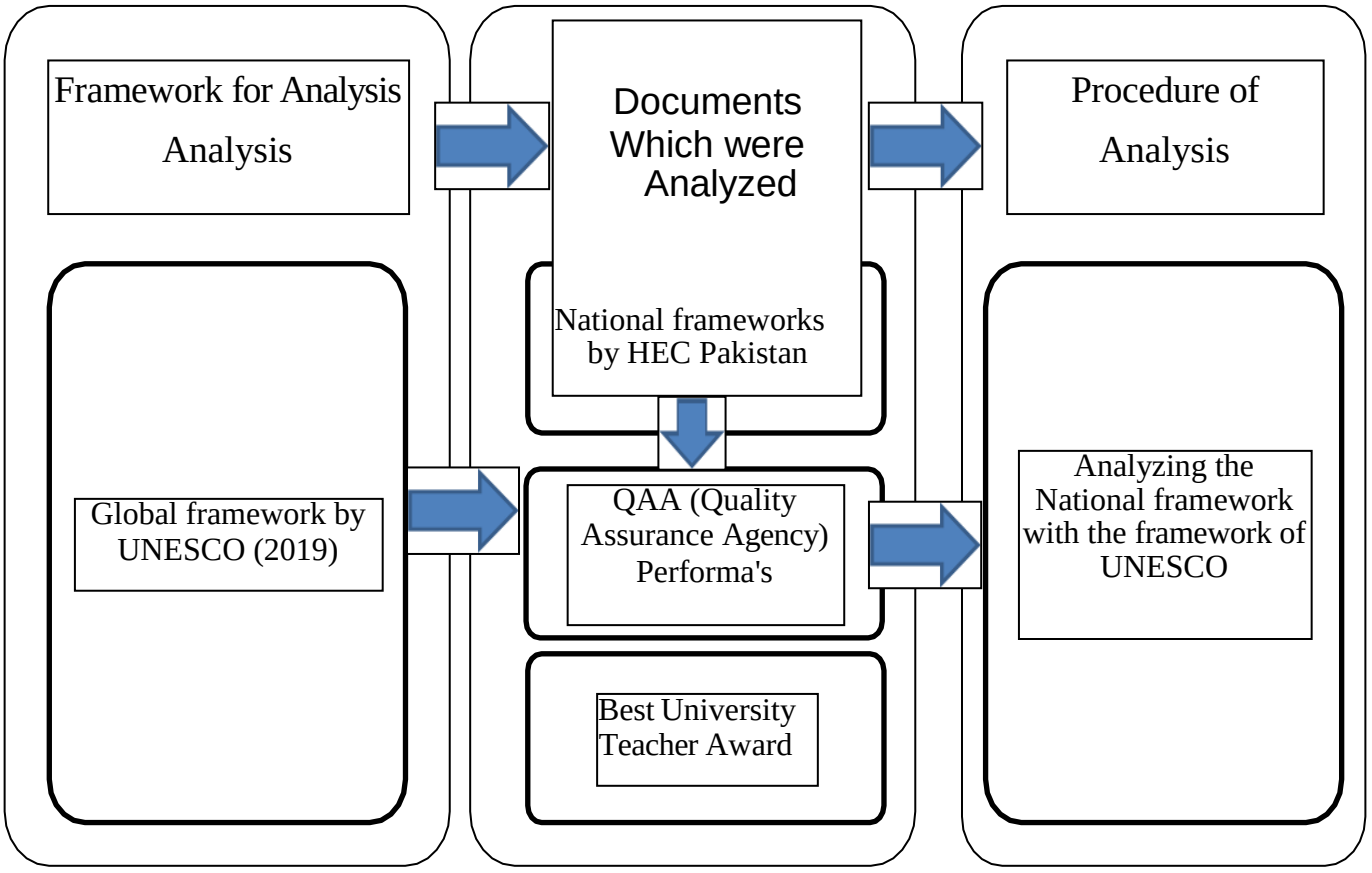


Figure 4: Framework of document analysis

1.9 Operational Definitions

1.9.1 Critical analysis

Critical analysis means to analyze any phenomena critically it involves in exploring the areas by comparing and contrasting the range of different values.

1.9.2 Criteria

Something you have to meet or match, it is a basis, a reason and a specific requirement

1.9.3 Professional Criteria for university faculty teaching

Guidelines for target performance, to produce the level of uniformity, interchangeability, consistency among university teachers teaching

1.9.4 Standard

The level of attainment or quality, anything which indicates the level or state of something can be called a standard

1.9.5 Faculty

Refers to institution teaching staff.

1.9.6 Teacher Knowledge and understanding

Means that teacher is expert enough at knowledge skills and understanding of content, a good teacher should know and understand the subject they taught and teaching methodologies, teacher know the social and development issues of the learners

1.9.7 Teaching practice

Teaching practice refers to the planning and preparation to meet the learning objectives, involves teaching activities that reflect and align with the requirements of subject content and reliable and consistent assessment of students and effective classroom management

1.9.8 Teaching Relations

Refers to the cooperative and collaborative professional process that supports teachers' professional learning and development, presentation of a range of professional issues, including with regards to the expertise and status of the profession and ongoing analysis and reflection on practice to develop professional practice

1.10 Delimitations

Keeping in view the time and financial constraints on the part of the researcher Delimitation of the present research are:

i. The researcher took only public universities located in Islamabad, future researchers can conduct research on private sectors universities

ii. The only social science faculty was taken for the collection of data due to limited time and it was convenient for the researcher

iii. Only similar departments of faculty of social sciences were selected from public sector universities

CHAPTER 2

LITERATURE REVIEW

2.1 Professional criteria for Teachers Teaching in Education

University teaching is a scholarly activity that focuses on comprehensive professional skills and knowledge and high levels of academic and other contextual competence. The foundation for maintaining quality is a basis of what it means to be an efficient university teacher, a professional university teacher is the one who knows how to put theory into practice and what is the major skill to be inculcated in teaching profession (Dervenis, C., Fitsilis, P., & Iatrellis, O. 2022).

According to Brueckner, M., Girardi, A., Alziyadat, and N. A, & Bustamante, S. (2022) Criteria for university teachers teaching describes teacher knowledge and practice in an educational institution of what they should know and able to do, it not only refers to what is being valued but also put these values into practice, higher education all over the world places supreme importance on selection, professional development and teacher evaluation as a key to boost teacher effectiveness and quality teaching, they further stated that Criterion or standards in teaching defines clear expectations, goals, and effective teaching practice in education, it enables faculty to identify fields for their professional growth or competency. Professional criteria fulfil the profession to the fundamental and general purposes and ensure that the profession will achieve its purpose.

A standard, according to the ISO definition, ISO simply means International Organization for Standardization

“Document established by consensus and approved by a recognized body that provides for common and repeated use, rules, guidelines or characteristics for activities or their results aimed at achieving the optimum degree of order in a given context”

It is further added by (Engel Brecht, 2016) Professional criteria or standards means that a person acts in a way that reflects highly ethical and moral values, professional criteria's are defined by knowledge, skills, attitude, behavior and performance of a person, it means a person is expert or qualified in a specific field, professional criteria's are important to create integrity in professional organization with the help of honesty and strong moral principles.

Professional criteria enhance the knowledge and experience related to teachers' profession and the activities involved in it and develop the personal qualities that are required or needed for carrying out a profession (Vangrieken, K., Meredith, C., Packer, T., & Kyndt, E, 2017)

Universities all over the world offer professional activities developed for new faculty, with the main goal of building leadership roles in faculty members through seminars and discussions. Its objective is to prepare the teacher for teaching and improve his/her professional abilities, and it includes good teaching methods and policies to enhance student learning in classrooms (Filipe, 2015).

2.2 Concept of Teaching Standard and criterion

Teaching criteria are used as benchmarks to determine whether a teacher or organization meets the standards or benchmark of the state or national government, criteria are generally used to educate teachers, evaluate their success and certify accredited educational institutions, for example In England, must show that a new candidate meets the requirements to achieve a 'skilled teaching status, in addition, they are used as guidelines for teacher training, Standards are a tool for the exchange of information, technologies and good practice. Teaching standards are, in simple concepts, a degree of consistency or accomplishment and teachers must follow such requirements to be eligible to teach, i.e. to be licensed. The fundamental principle is that one needs to have the appropriate practice to reach such predefined requirements and one must meet these criteria to be made a competent professional (Fedorov, 2020)

Further added (Labarre, D. 2017) the Main areas that are included in the responsibility of the university faculty are following:

- The subject they taught or content knowledge
- Learners learning
- The institution in which they are working
- There professional responsibilities
- Community

2.3 Professionalism in Teaching

The term professional teaching refers to the content taught by a teacher is according to the disciplinary standards of completeness, teaching methods used by the teacher are appropriate according to the age, grade and enhance the learner's competence in learning to content being studied by a teacher, which helps a learner to acquire a level of proficiency. However, Teachers are the professional leaders in any institution, in any institution teacher must have access to continuous professional learning throughout their profession and must take part in developing education policies; all highly reputable and successful educational system depends upon the expertise and highly professional teaching experience of their teachers (Zhumash, 2021)

Despite these literature findings, mostly teachers use competence as a vital criterion for judging their acts and conduct, their professionalism is improved, the definition of professionalism is constituted by three primary indicators: transparency, loyalty and risk-taking; and that their activities will show greater professionalism as teachers is committed to these three values. To improve teacher professionalism, practitioners must accept, 'responsibility,' show, 'loyalty,' and 'risk-taking" (Kennedy, 2016).

2.4 Professional Attributes of University Teaching

According to (Dunpath, 2021) Following are the major attributes that a university teacher must have that are

1. Professional learning
2. Learning environment
3. Subject matter or Content knowledge

4. Assessment
5. Relationship with learners
6. Instructional strategies
7. Personal effectiveness
8. Professional knowledge
9. Professional duties and ethical practice

2.4.1 Professional learning as a standard or attribute for Teachers teaching at higher level

A professional teacher should know his or her profession, Professional learning plays a vital role in enhancing professional capabilities and it has a lot of impact and effect on teachers own profession and also in student learning, knowledge of Information Technology and communication helps the teacher to enhance Their professional activities and learning (Dunpath, 2021)

2.4.2 Learning environment as a standard or attribute for Teachers teaching at higher level

A professional university teacher must have an attribute in establishing a meaningful and secure learning environment in which learners feel safe and confident and actively participate, a professional teacher should manage learners Behavior for establishing a good learning environment for all learners and promote cooperation coordination through managerial and behavioral skills. Professional University teachers must have up-to-date knowledge regarding subject matter knowledge curriculum and information communication technology to plan and

implement effective classroom management practices and have a good command of the subject (Dunpath, 2021)

2.4.3 Assessment as a standard or attribute for Teachers teaching at higher level

Professional university instructor knows how to communicate the student outcomes effectively by using various assessment strategies and techniques as per institutional rules, a professional teacher should know the assessment techniques related to examination, should know the importance of different assessment styles to provide learners with accurate and constructive feedback for the development and improvement of learners (Dunpath, 2021)

2.4.4 Relationship with learners as a standard or attribute for Teachers teaching at higher level

A professional teacher must be committed to ensuring that the learners will achieve or attain good learning outcomes by establishing a creative, constructive and comfortable learning environment; it's a requirement and responsibility of a professional teacher, to be honest, and promote positive student teachers relationship (Dunpath, 2021)

2.4.5 Personal effectiveness as a standard or attribute for Teachers teaching at higher level

Professional university teacher must know the process of self-reflection to improve his/her effectiveness through appropriate professional development and continuous professional development (Dunpath, 2021)

2.4.6 Professional knowledge as a standard or attribute for Teachers teaching at higher level

Lecturers and other professional teachers must have knowledge of their profession, understand and use a range of learning activities, techniques and strategies (Dunpath, 2021)

2.5 Role of a University Teacher

(García, 2019) Suggested that the basic role of the instructor should be regarded in the sense of four different bodies:

- Teaching (lecture series, research facility)
- Personal practice, including the planning for teaching classes
- Interaction with pupils, including personal instruction and supervision of curricula.
- Assessment.

In contrast, a recent article (Danielson, 2018) Higher learning institutions have a critical role in providing leadership marked by academic discipline, high academic performance, positive and creative approach to economic and social issues, higher learning is an essential path or mechanism for the teaching profession to bring about this sustainable improvement in professional practice aligned around the five primary themes that are

1. Devotion to students and student learning
2. professionalism
3. teacher quality

4. community and leadership
5. continuing professional learning

2.6 Need of professional teaching standards at a higher level

Professional criteria's for university teachers are developed all over the world in many forms as they are considered as the major indicators that increase quality teaching and enhance or improve students' learning outcomes, in this rapid change society Higher Education is challenged in many factors and the main factor is quality of teachers for that purpose standards for teachers are required at the university level for the enhancement of quality in the teaching-learning process (Call, 2018)

Further, (Singh, 2019)enlightened that Standards or set criteria play a very vital role in any profession and in teaching professional standards to play a very important role for the below-defined reasons:

Professional criteria for university teachers are descriptions of professional qualities, professional knowledge and professional skills of a teacher. They provide clarification of goals at each point of the career

- Professional criteria for university teachers explain the clear vision that teachers should be required to uphold and improve on at their professional career level. Teachers will be required to strive to follow the core standards and to strengthen and improve their professional qualities, expertise, understanding and skills in this context (Singh, 2019)
- Professional criteria for university teachers may enable teachers to recognize their professional development needs (Singh, 2019)

- Professional criteria for university teachers inspiring a common vision for the teaching profession (Singh, 2019)
- Professional criteria for university teachers for teaching at a higher level identify the principles, skills and competence that are distinctive to the profession of teaching (Singh, 2019)
- Professional criteria for university teachers for teaching at a higher level instruct the professional actions of the teaching profession (Singh, 2019)
- Professional standards for university professors for higher-level teachers assist in making teachers accountable and keeping them to the appropriate level that is an essential part of professional standards; and, if anyone falls below the expected expectations, they must be held accountable for non-professional behavior (Singh, 2019)
- Professional criteria for university teachers are guidelines about what we are professional, how we behave with each other, and what we anticipate from ourselves, our peer groups, and our culture (Singh, 2019)

2.7 Concept of Quality in the teaching profession

The concept of quality is important for a nation to succeed in the global market. Modern societies are highly dependent on the existence and standard of higher education available to them for their moral and material well-being, quality depends on the essence of the skilled workers involved, the more expert the workforce, the higher the standard would be (Kálmán, 2020).

As stated by (Kalsoom, 2019)Standards carry out the set of principles that enlightened the

plan of what they meant for, following are some principles for professional teaching quality:

- Quality teaching is a common right for all age group learners
- Quality teaching is a base of excellent, exceptional, and impressive teaching
- Quality teaching enlightened the knowledge, skills, and disposition of a professional teacher to overcome and fulfill the diverse needs of students.
- Overall every member of the teaching profession is ethically agreed to carry out the principles and practices regarding their profession for quality education.

2.8 Professional criteria for university teachers: Global practices

Many countries like the “United States”, “United Kingdom”, “Canada”, “Australia”, “New Zealand” and “South Africa “are in the early phases of devising and implementing professional standards for university faculty (O'Reilly, 2018)

As further described by (Meer, 2016)below mentioned seven characteristics defines the function of professional in a global knowledge society:

- A strong emphasis on quality of teaching and a stronger focus on teaching and learning outcome
- Teachers must clarify whether their teaching leads to the achievement of the desired learning objectives.
- Implementation of criteria or a set standard defines the knowledge, skills and abilities of professionals and experts.
- Lifelong and continuous professional training and development of teachers.
- Focus on creativity and development. Teaching is seen as a complex and competitive profession in which teachers would need to focus on their own experience and contribute to the development and creativity of their profession

2.8.1 Teacher Professional in context of FINLAND

Learning and education is a part of the Finland culture and it is highly valued and appreciated. In the 19th century, Finland established and secured its national identity by investing in education for all and the framework was developed further when independence was achieved, it is sensible to say "teachers are leaders and leaders are teachers in the Finnish education system." The majority of universities are headed by teachers, as heads of the University are usually expected to have a higher academic degree and training as a teacher. Sufficient working experience and a diploma in the education administration" (Peng, 2018)

Finland does not have the standards of a teacher. Instead, it has national objectives or strategies for teaching to communicate shared ideas and properties that are valued in teaching profession, In line with the Finnish approach of teaching, professional teachersare trained in five-year Master programs at the formal universities in Finland to serve ascompetent consultants" (Lavonen, 2017)

Quality assurance in Finland is a decentralized approach for the promotion of quality teaching, emphasis is on research and the teacher knows and understands how to produce and consume knowledge. Important characteristics that the Finnish education system emphasized is decentralization and autonomy of teachers, both are strongly related to the Finnish way of interpreting teacher and teacher educators' professionalism and the status of teachers and teacher education in Finnish society (Lavonen, 2018)

According to Jari (2017), the Finnish teacher education strategy and

programs have always emphasized the need of having a professional knowledge base, interaction skills, and capabilities for professional learning. Planning skills are a traditional component of teacher knowledge. The knowledge base also includes a shared understanding of professional principles and ethics rules.

2.8.1.1 Finland Development Program for Teachers Pre- Introductory and In-service Education

This program establishes three strategic goals for pre-and in-service teacher preparation, as well as continuing professional development. These objectives do not encompass all possible goals; rather, they indicate how teacher education will improve. According to this program, a professional teacher should:

- Have a solid foundation of knowledge on the subject topic and pedagogy; how students with diverse needs can be engaged; Collaboration, networking, digital skills, and research; and associated businesses; and professional ethics
- Have the readiness and expertise needed to teach professionally (MEC, 2016

Professional criteria for teachers at the university level are breakdown into three broad key areas

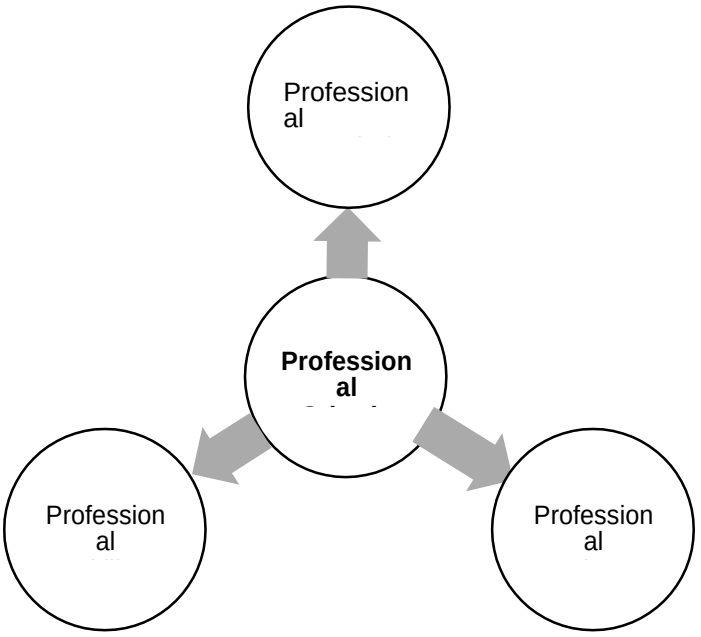


Figure 5 professional standards (British council, 2019)

Professional knowledge covers how a teacher can update or sustain their knowledge of the subject they taught and how professional they are to deliver the concepts, and ideas related to the content which they taught through research and its application in the learning environment, it clearly defines that the teacher has an understanding of their roles and responsibilities (Guerrier, 2014).

Professional skills are the competencies required by a professional, in the teaching profession, a teacher must require professional skills that are, leadership, confidence, team management, continuous learner, innovation, commitment to the profession, ability to do tasks and communicate effectively and efficiently, understanding of technology and ability to empower, Professional skills cover all the attributes or techniques that a teacher

uses to make her teaching more and more effective, Teachers and students are key elements of the continuum of education. The satisfaction of these stakeholders concerning the standard of education is important. Teachers, however, are the primary players in transmitting educational excellence to students (Usman, 2019)

Professional values include all the values and qualities required by the teaching profession respect, honesty, and fairness, and ethical consideration, realistic, calm, self-controlled, confident, focused, efficient, disciplined, and encouraging participation. Professional values cover that a teacher and trainees must constantly reflect their teaching practices through self-assessment, feedback from peers to ensure that they are developed professionally (Usman, 2019)

2.3 "Interstate New Teacher Assessment and Support Consortium" (INTASC)

Professional standards for teachers in the United States can be traced back to the 1946 formation of the National Commission on Teacher Education and Professional Standards. The Interstate New Teacher Assessment and Support Consortium (Dousay, 2020)

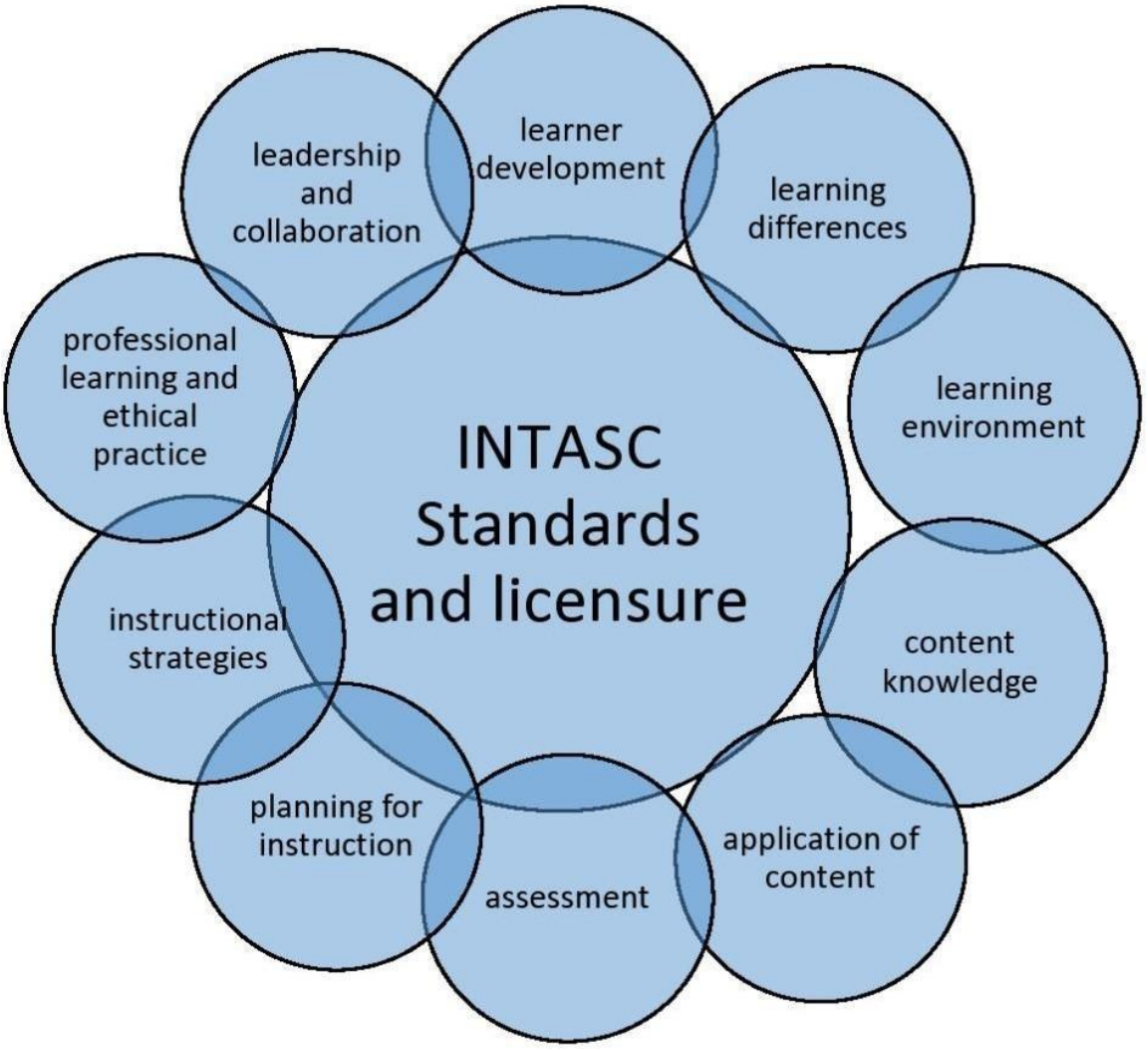


Figure 6: Council of Chief State School Officers. 2020)

All subject areas and grade levels are covered by the standards. The InTASC standards are also used by most colleges and universities to express their expectations for new instructors (Dousay, 2020)

Here's a quick rundown of the ten InTASC standards you'll need to know in order to be a successful teacher and impact hundreds of people over your career:

1. The instructor is aware of how kids learn and develop. Teachers apply this idea to each student's cognitive, linguistic, social, emotional, and physical capacities because they recognize that students' talents vary. Teachers value these distinctions among students and use them to help all students attain their maximum potential by concentrating on and highlighting their specific abilities. Teachers take an active role in their students' growth and development, soliciting feedback from and interacting with families, colleagues, and other professionals (Dousay, 2020)
2. Individual variations in culture, language, and socioeconomic level of his or her pupils are recognized by the instructor, who incorporates them into teaching to construct inclusive learning programs. Teachers utilize this knowledge to alter the content and delivery of their lesson plans to promote and support diversity, especially among students with special needs. Teachers recognize students' unique differences, think that all students can achieve high levels of achievement, make them feel respected, and help them reach their full potential (Dousay, 2020)
3. The instructor understands how to create and maintain helpful learning environments for his or her pupils. Teachers use this knowledge to design

activities that promote both individual and collaborative learning, as well as healthy social interaction among students from diverse backgrounds. Teachers value their students' opinion by giving them opportunities to offer input and listening carefully and responsively. Teachers aid children in building self-motivation by assisting them with problem solving, decision making, and discovery in a secure and supportive atmosphere. Teachers must also connect effectively with local and global communities in order to provide various learning opportunities for all pupils (Dousay, 2020)

4. The instructor knows the key principles of the subject or disciplines that he or she is supposed to teach, as well as how to make the knowledge accessible and approachable to all pupils. Using this standard, instructors pledge to be current and relevant in their subject areas, in both local and global settings, while also incorporating and encouraging cross-cultural knowledge. Teachers promote and value students' critical thinking, and they make certain that pupils are suitably challenged and have the tools to assist their learning. And teachers are aware of the possibility of prejudice and actively endeavor to address it while covering any learning subject (Dousay, 2020)
5. The instructor understands how to apply and connect various concepts within the learning topic, and uses this understanding to engage students and assist them in applying these concepts in the real world. Teachers also use this understanding to draw from topics outside their own area of specialization, assisting students in understanding how their education as a whole is made up of interconnected

components. Teachers draw on culturally and socially varied viewpoints and work with other teachers to present an example that inspires students to investigate, think critically, and develop their own inventive talents, using local and global examples (Dousay, 2020).

6. The instructor understands and employs many techniques of assessment that promote and support his or her pupils' improvement. Using this insight, teachers can adjust tests to make them more culturally or ethnically relevant, or to allow for adequate testing of kids with diverse English ability and students with special needs. Students may understand and reflect on their own growth and learning when these evaluation approaches are used ethically. Giving descriptive comments on student progress encourages students to concentrate on areas of difficulty as needed (Dousay, 2020).
7. The teacher understands the curriculum goals and standards that are expected of his or her pupils and applies content knowledge and cross-disciplinary abilities to plan learning that will allow each student to meet these goals and standards. Effective teachers adjust and prepare effective education that allows learners of varied skill levels and development levels to harness their own strengths to achieve what is expected of them. To ensure the best potential levels of classroom accomplishment, this requirement requires the input of kids' family members, the community, and professionals both inside and outside of education (Dousay, 2020).

8. The instructor understands how to employ a number of instructional tactics to help students to use and acquire a deep grasp of information and connections between subjects. This standard's applications include allowing students to develop their critical thinking, problem-solving, and research skills, as well as allowing them to complete learning tasks alone as well as with the teacher. Teachers intend to accommodate students from a variety of backgrounds and abilities by introducing and encouraging the use of various technologies that will assist students in accessing or analyzing the necessary information. Teachers can also modify exercises and materials to accommodate new information gleaned from students' study while updating and increasing their own knowledge base (Dousay, 2020).
9. The teacher recognizes the significance of continual personal reflection on teaching and lesson preparation approaches, personal and teaching goals, and ongoing striving for progress. In accordance with Standard 9, teachers do periodic self-evaluations and solicit input from students, students' families, and colleagues or supervisors. Teachers must regard themselves as lifelong learners, continually looking for new methods to expand their knowledge, particularly of their subject matter (Dousay, 2020).
10. The teacher seeks for and accepts leadership opportunities that are a perfect match for his or her skills. Teachers that use Standard 10 recognize the value of teamwork and demonstrate this to their pupils. They take direct responsibility for their students' achievement, collaborating with them to help them reach their full potential. This collaborative spirit extends to students' families and the

community; when teachers actively seek opportunities for growth by engaging with other education professionals and accessing and providing support where needed, the school as a whole is empowered to move forward in achieving the school's mission and goals (Dousay, 2020).

2.8.4 Theoretical model of Teacher education Singapore

According to (Rajandiran, 2021) theoretical model has three major attributes of the 21st century teaching professional that are following

2.8.4.1 **Learner-centered values**: "Learner-centeredness premised on the belief that all students can learn and learn well with strong teacher empathy and commitment to nurturing the diverse and unique strengths of learners" (Rajandiran, 2021)

2.8.4.2 **Identity of teacher**: "developing a strong teacher identity characterized by passion, curiosity, excellence, integrity, adaptively, resilience, and professionalism" (Rajandiran, 2021)

2.8.4.3 Teacher services to the community and profession (Rajandiran, 2021)

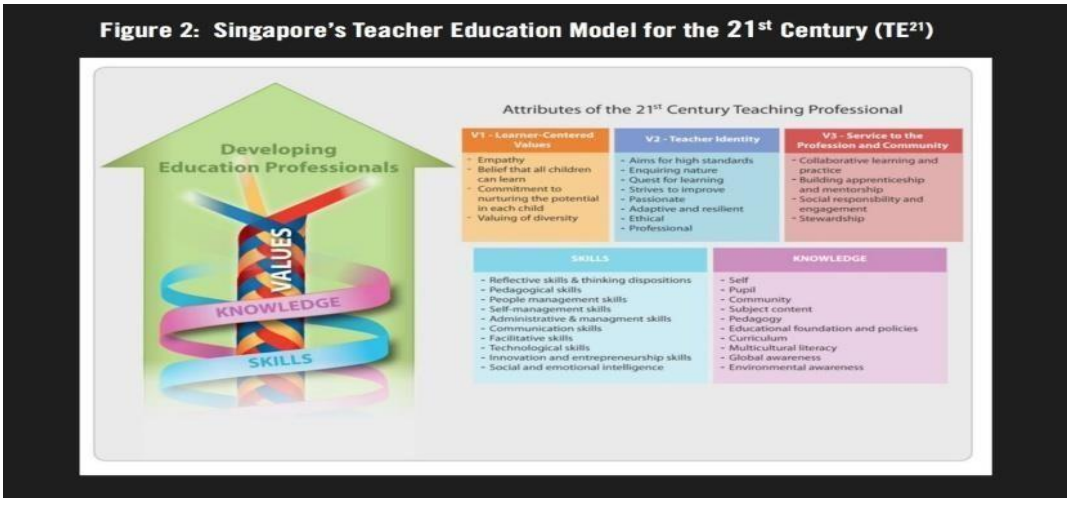


Figure 7 National Center on Education and the Economy (Rajandiran, 2021)

2.8.5 AUTCSF "Australian University Teaching Criteria and standard framework"

In response to global issues, the importance of quality teaching has risen to the top of the priority list in the Australian higher education industry. The Australian University teaching criteria and standard framework is structured around teaching criteria that are underpinned by the principle of quality teaching. This framework was conducted over 18 months, and it was designed to provide a practical tool for the collaborative implementation of quality teaching across the sector. Its key strength has been the delivery of fundamental and fully integrated teaching criteria (Chalmers D. C., 2014) Australian university framework aimed to be practical, feasible, and a documented guideline of what consists of quality teaching, it contains seven main criteria for university teachers, higher institutions in Australia use this framework for the promotion of high-quality teaching, quality of teaching is the main objective and purpose of this framework (Chalmers D. C., 2014)This framework specifies that university faculty must be competent in all seven criteria. It is divided into five levels: Lecturer A, Lecturer B, Senior Lecturer, Assistant Professor, and Professor. (Chalmers D. C., 2014)

This framework has seven criteria that are:

1. "Instructional design and planning"
2. "teacher good practice in teaching through engaging students"
3. "teacher practice in assessment and feedback task through constructive and timely feedback"
4. "develop effective learning environment"
5. "Integration of scholarship, research and professional activities, with

Teaching and in support of learning”

6. “Evaluation of practice and continuous professional development”
7. "Professional and personal effectiveness" (uni teaching, 2014)

2.8.5.1 Description of the framework

This framework demonstrates:

- Faculty good practice in instructional design and planning, it includes the knowledge of content, student learning, appropriate use of teaching strategies and technology
- Faculty good practice in teaching through engaging students, active participation of students, explain the concepts in an easy way
- Faculty good practice in assessment and feedback task through constructive feedback
- Faculty good practice in arranging the activities related to creating an environment for student learning that is engaging for students
- Faculty good practice regarding knowledge of teaching and learning
- Faculty good practice regarding teacher continuous professional practice and development
- Faculty good practice in personal and professional practice

(Chalmers D. C., 2014)

2.8.6 UK Framework of Teaching at a higher level

United Kingdom Professional Standard Framework for University Teachers (UKPSF, 2011)

Standards in education can serve a variety of essential goals. In 2011, the higher education academy in the United Kingdom produced a professional standard framework for teaching and supporting learning in higher education (UKPSF), taking the lead in higher education standards (HEA, 2021).

The detailed description of the United Kingdom professional standard framework

1. Areas of activity: the things a teacher can do in teaching and promoting learning in your professional work (HEA, 2021).
2. Core knowledge: the knowledge and understanding that you use and relate to certain fields of operation (HEA, 2021).
3. Professional values: the principles you hold that govern how you pursue certain fields of practice (HEA, 2021).

These standards are intended to be:

- An enabling mechanism to support the professional development of staff engaged in supporting learning;
- A means of encouraging professional strategies to support academic achievement through creativity, innovative thinking, and continued growth.
- A means of demonstrating to students and other stakeholders the professionalism that staff brings to the assistance of teach

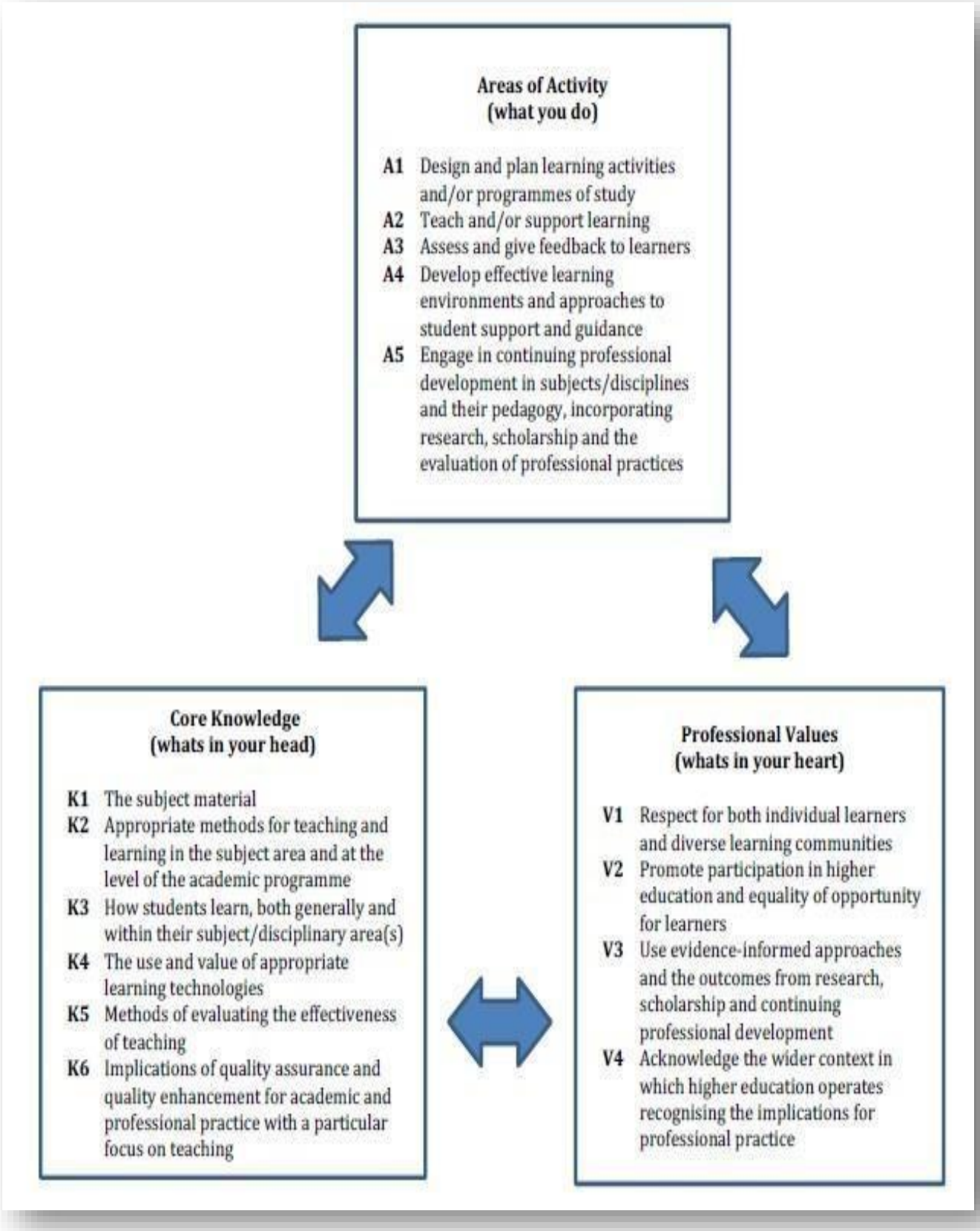


Figure 8: UKPSF standards for Teachers, 2011

Professional standards for practicing teachers are addressed at the state level through teacher licenses known as Board-certification. The National Board for Professional Teaching Standards (NBPTS) has created a set of standards based on five core propositions to improve teaching quality across the country. However, obtaining NBPTS Board-certification is voluntary, and only 3% of US teachers have chosen to do so (NBPTS, 2017), and there appears to be little evidence that NBPTS certified teachers have an impact on student outcomes (Arroyo, 2022)

Japan has high levels of regulatory standards related to ensuring high-quality teaching, but there is no national set of standards for teachers. Canada has a set of performance standards set at the regional level, whereas South Korea has a national set of performance standards for reporting results from national testing of students, not teachers (Sakai, S 2014). In 2006, New Zealand adopted a set of teaching standards that teachers must use and demonstrate compliance with when gaining and maintaining full registration in order to "protect the quality of teaching in New Zealand" (Education Council of New Zealand, 2017)

Teachers in China spend several hours per week observing or participating in professional learning in the classrooms of other teachers. Teachers in China also take part in weekly research groups focusing on teacher quality in order to improve instructional practices, Individual ability in tests and observations, as well as a competitive environment of promotion and job security, are used to assess teaching quality in China (Lin, 2019)

Global Framework of Professional Teaching Standards

*Figure 9: "*UNESCO, 2019"global framework

A Framework of Teaching Standards is based on a common statement of principles reflecting the central idea that underpins teaching and towards which all teachers share and function upon the common standards, framework jointly developed by Education international and UNESCO is taken as a framework to critically analyze the professional criteria of university-level teachers teaching in the national context, The Education 2030 Framework for Action (2015) recognizes the central role of teachers and the significance of strengthening teaching for broad and equitable quality learning.

The 12 principles that underpin the Professional Teaching Standards Framework are:

Quality teaching is considered a universal right for all level students, societies and communities

- Quality education major focus is on high-quality teaching at a higher level
- Hire quality staff that depicts professional teaching values.
- Teacher practice is organized in close partnership with education support staff and other practitioners to enhance student learning, future opportunities and well-being.
- Teachers are identified as people holding approved teaching qualifications and who meet the practices criteria defined, evaluated and recognized by the teaching profession.
- Every teacher must be qualified and knows expertise and skills to meet the diverse requirements of students in universities and

equivalent institutions.

- In general and in particular for children, it is in the interests of the society that only skilled and eligible teaching staff is committed to teaching.
- Efficient and ethical practice is focused on the professional practice of the teacher and the practical principles of the teaching profession.
- Teacher support at all levels to meet, sustain and protect professional standards by teaching professionals with leadership and administrative responsibility in the educational institutions
- Universal access to and opportunity for quality education for all address and actively promote professional teaching standards
- The Teaching Professions as a whole and its members are Ethically committed to the values, principles and expectations of the teaching profession and the promotion of equal and quality education for all in the interests of all students, teachers, and the society is a commitment of the teaching profession
- Governments and educational authorities must ensure that teacher support, Training, professional development, opportunities for learning and access to it, as well as action research for all students, are accessible to all students.

2.10 Teaching and teaching standards at higher education: Pakistani perspective

A paradigm shift has occurred throughout the world, moving away from materialistic perspectives and toward a knowledge-based society and economy. Every profession is guided by policies, principles, and standards to deal with world problems, develop challenges, and improve quality. Professionalism among employees is required for outstanding performance. Teaching is one of Pakistan's most popular professions, making for the majority of the workforce in public education institutions (Dilshad, 2019)

In Pakistan, the Higher Education Commission (HEC), which is in charge of quality assurance in higher education institutions, was only founded in the twenty-first century. Pakistan is a developing country on the edge of financial collapse. None of Pakistan's 192 state institutions are even close to being universities in the true meaning of the word. Any Pakistani institution would not be able to rank among the top 400 universities worldwide, according to global rankings such as Times Higher Education, QS, and Shanghai rankings (Khan et al., 2011; Aldhebaib et al., 2021)

Nonetheless, since then, Pakistan's Higher Education Commission (HEC) has made significant changes to enhance the quality of education in Pakistani higher education institutions. These initiatives took the form of professorship creation and institutional reforms in university management and administration. The idea behind each of these HEC programmes is to improve the uniformity of the institutions' training, study, and learning centers. Having stated that, quality is seen as a result of altering university education. In fact, an important component for which structures and laws must be established at the

policy and institutional levels (Iqbal et al., 2009; Haq and Tanveer, 2020).

Recognizing the importance of quality of education, the HEC established a performance management committee in 2003. The HEC has established the "Quality Control Department" to ensure that universities have in place and are implementing steps to ensure the global delivery of high-quality programmes (Ashmarina and Nikulina, 2017; Khan et al., 2021). However, the norms are still not reached.

In higher education quality, there are several methodologies, philosophies, and definitions the most significant guideline for meeting the standardized line of action criterion for quality standards is "achieving excellence." Once acquired, management must strive to maintain it, as being a brand is not simple. The objectives that are met can be used to assess quality. It gives value to the customer (students, academics, economy, and research) to pave the road to new heights of educational excellence. These variables, such as research encouragement, faculty availability, and systematic education, establish the groundwork for quality in higher education.

Unlike in other affluent countries, Pakistan has seen an increase in the number of higher education institutions during the previous several decades. The HEC was a driving force in the growth of higher education. Nonetheless, despite the field's expanding expansion, quality monitoring of higher education was not considered. Obtaining methods and structures for educational quality would contribute to the fundamental component that has to be addressed. Pakistan's higher education department has attempted to implement several procedures to address quality assurance in educational institutions in Pakistan. These enhancements have resulted from systemic changes made throughout higher

Education institution administration and governance in the context of staff increase (Aziz et al., 2014).

As an HE lecturer, you'll need to:

- Plan, and create courses and instructional materials
- Create and deploy new teaching approaches to match changes in research.
- Evaluate students' coursework
- Conduct and grade examinations
- Oversee student research efforts, such as final-year undergraduate projects, Masters or PhD dissertations.
- Manage your own research group, which usually consists of research assistants (postdocs), PhD and Master students.
- Provide spiritual or advising services to students.
- Conduct own research projects and actively contribute to the research profile of your university.
- Prepare research for publishing by writing it up.
- Prepare bids to acquire financing for a variety of research topics in your department.
- Handle departmental administrative activities such as student admissions, induction programmes, and participation in committees and boards.
- Participate in professional conferences and seminars related to your area of expertise.

- Form collaborative relationships with other institutions, as well as with industrial, commercial, and government organizations.
- Participate in staff development activities.

In this ever-changing world, knowledge is no longer regarded static. As the circumstance changes, individuals must acquire new information and skills. Teachers' current teaching methods may no longer be effective in the future; therefore, teachers must keep students up to date on new information.

Teacher professionalism refers to the skills and knowledge acquired for personal growth as well as job advancement. It includes all forms of learning opportunities, from college degrees to formal coursework, conferences, and informal learning. There are numerous approaches to teacher professionalism, such as consultation, coaching, and communities of practice, lesson study, mentorship, reflective supervision, and technical help, among others. Professional development for teachers is defined as "activities that develop instructors' abilities, knowledge, expertise, and other teacher traits" (OECD, 2009, p. 49).

The term "Standards for Teachers" refers to statements that describe the characteristics that society expects of teachers. The "National Professional Standards for Teachers in Pakistan" (or NPST) discuss the characteristics of experienced and dedicated Pakistani primary and elementary school teachers. It also establishes long-term objectives for Pakistani teachers, as well as national professional standards for teachers established by the Ministry of Education, Government of Pakistan, on February 23, 2009, for primary

and elementary level teachers (Pakistan National Professional Standards for Teachers, 2009). The Pakistani government defines and advocated for ten professional standards (Government of Pakistan, 2009b)

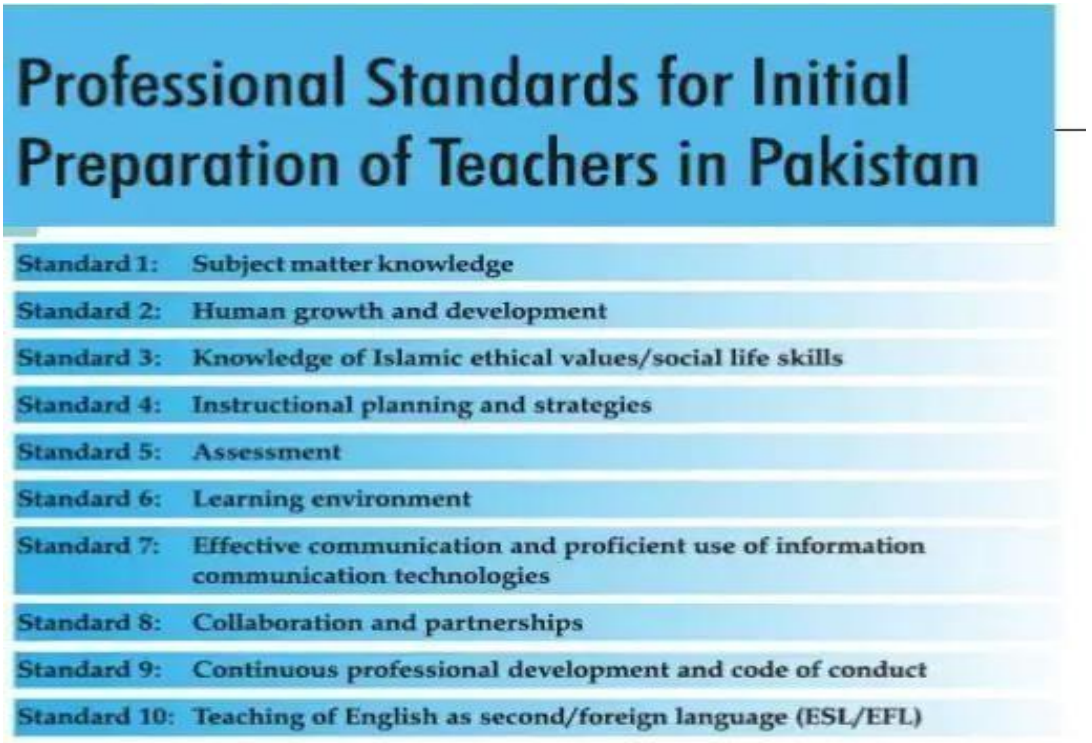


*Figure 10: "*National professional standards for teachers 2009)

The core principle underlying is that high-quality, ongoing professional development aligned with Pakistan's national-level Professional Standards can be essential in elevating professional teaching standards at the state level. It has been noted, for example, that the acquisition of teacher knowledge and the momentum for learning are more valuable when the emphasis is explicitly on how teachers interact with their students in the implementation of the classroom curriculum, given the critical nature of teacher professional growth, concerns can be raised about the professional Standards for

providing a detailed framework for delimiting the teachers' professional learning attributes required to become effective practitioners. According to Higher Education Commission Pakistan there are institutional performance indicators for institutions (universities) for evaluation (Azeem, 2021)

The standards which are presented by Higher Education Commission (HEC) is for the recruitment for university teaching and also to evaluate overall faculty, The indicators of quality education at a higher level that supports quality teaching or faculty is "The quality of Staff and committed Faculty "this standard states that the institution recruits, hire the faculty or teaching staff that is more suitable for the sake of accomplishing their vision and mission, faculty is responsible for quality teaching, research and students learning (Shoaib, 2014). This indicator made by HEC is for the overall faculty evaluation in general but the need is to understand the qualities of a teacher that will make them or define them competent or specialized in the field.

In Pakistan, HEC offers an award (BUTA) (www.hec.gov.pk, 2016) to the best teacher of the institution. Objectives of BUTA are the following:

- It provides an opportunity to the faculty members to enhance the quality of teaching
- It builds a national agreement on what involves quality teaching.
- It builds the capacity of the faculty members. (www.hec.gov.pk, 2016)

2.10.1 HEC has designed a framework called BUTA evaluation parameters:

Table #2.1

BUTA framework for Best University Teacher (2016)

parameter	**weightage**
Command of the subject	10%
Teaching philosophy	10%
Course syllabus	10%
Grading system, tests and assignments	10%
Lesson plan	05%
classroom teaching	20%
Use of technology	05%
Students interaction and mentoring	10%
Students evaluation	20%

2.10.2 Establishment of Quality Assurance Agencies by Higher Education Commission Pakistan

In Pakistan, Quality Enhancement Cells (QECs), established in universities under the Higher Education Quality Assurance Agency (QAA), are responsible for teachers' evaluation, the major aim of QAA is to promote, enhance and assure the quality of higher education across HEIs in Pakistan" As per HEC, under the quality assurance agency in each public

> sector university QEC units are established to ensure the quality of Higher Education hence QEC units in each university is working under the supervision of QAA (HEC) (Liaquat, 2016)

In Pakistan there are standards for elementary and secondary education level teachers but no set standards for university-level teachers, according to Higher Education Commission Pakistan there are institutional performance indicators for institutions (universities) for evaluation (Liaquat, 2016) Hence there are no set standards for university-level teacher in Pakistan and it is a major gap in teaching and learning process at a higher level in Pakistan, a developed country is always dependent on the future learners and for the sake of development of future learners, a country needs quality in teaching and learning or professional teachers and for that purpose, standards are very necessary to define the quality of teacher teaching at a higher level,

HEC recently established the Learning Innovation Division (LID) as a center for in-service instructor's professional development. LID trains university in-service teachers through short and long-term courses. University professors who have recently been hired may lack the necessary pedagogical skills. They may face problems at the beginning of their careers that can be resolved with professional training. They also observe their senior-level colleagues, which is a great source of information for them (Malik S. K., 2015)

Teachers at all levels play a critical part in the nation's growth. A good education system is one of the most important aspects of their quick development. Realistic goals and policies, economics, and sincere competent teachers are all essential components of a

good education system. (Malik S. K., 2015)

According to the literature Good teachers teaching matters in student learning and their outcomes, but the dilemma is how to find good teachers and/or how to help them in delivering better instruction. We don't have visual signs to identify who has the potential to be a good teacher, therefore selecting teachers based on quality seems impossible. Our only choice appears to be to train teachers to offer better instruction. This is not a minor issue, given the magnitude of public education systems. (Saleem, 2014)

2.11 Related Research:

Shoukat and Chowdhury (2020) in their research article name "Teacher educators' perceptions of professional standards: Implementation challenges in Pakistan" indicated that all teacher educators believed that professional standards were appropriate as a set of guided principles expanding a professional body of knowledge, which ideally provided the benchmark and framework to assist pre-service teachers in implementing effective teaching practices in their classrooms. The article discusses the need to integrate the Professional Standards into current pre-service teacher teaching

Sahito & Vaisanen (2018) pointed out that although thousands of pre-service teachers graduate every year, their professional knowledge and understanding of content and delivery are not satisfactory.

Another research by Praveen, Nazeer and Zamir (2021) name "Analyzing Teacher Competency: Knowledge, Skills, Aptitude of Secondary School Teachers" the study revealed that "If a nation desires to achieve high education standards, then teacher competencies should be developed under a specified portfolio of

professional development identified by proper needs analysis" (Lakshminarayanan et al., 2016) The findings revealed a strong and positive relationship between all of the determinants of teacher competency, namely knowledge, skills, and attitude. The study also discovered that female teachers outperform male teachers in terms of teaching competency. Furthermore, private school teachers demonstrated higher levels of teaching competency than public school teachers. The study also found that teachers with less than five years of experience outperformed their seniors

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Chapter Overview

This chapter provides the detail of research methods that were used in the present study. This chapter also provides the information regarding Population and sample of the present study, description about the sampling technique and sample size. It also provides the outline of research instrument that are being used in this work. This chapter will highlight that how data of the study was gathered for this study and analysis of data was provided at the end.

In the discussion so far focus was on the related literature and theoretical aspects of the current study which was about the professional criteria for university teachers globally and in national terms.

3.2 Research Approach

Research approach section talks about methods used in the present study, to provide a plan to answer research questions. The focus of the study is to critically analyze professional criteria for university teachers in Islamabad. A mixed-method research approach was employed to carry out the current study. The design was descriptive in nature, and a mix-method design, the researcher use sequential exploratory mix method design having two phases

1. Qualitative data collection and analysis
2. Quantitative data collection and analysis

To critically analyze professional criteria for university teachers in Pakistan as well as to assess the perception of teachers about Global framework professional criteria made by UNESCO and educational international. A structured tool ‘university teaching professional criteria was self-developed to rate teachers responses regarding their perception. A mixed-method research approach is a combination of qualitative and quantitative approaches (Creswell & Tashakkori, 2007). The research is descriptive in nature. To carry out the second phase of the study i.e., qualitative in-depth document content analysis was done.

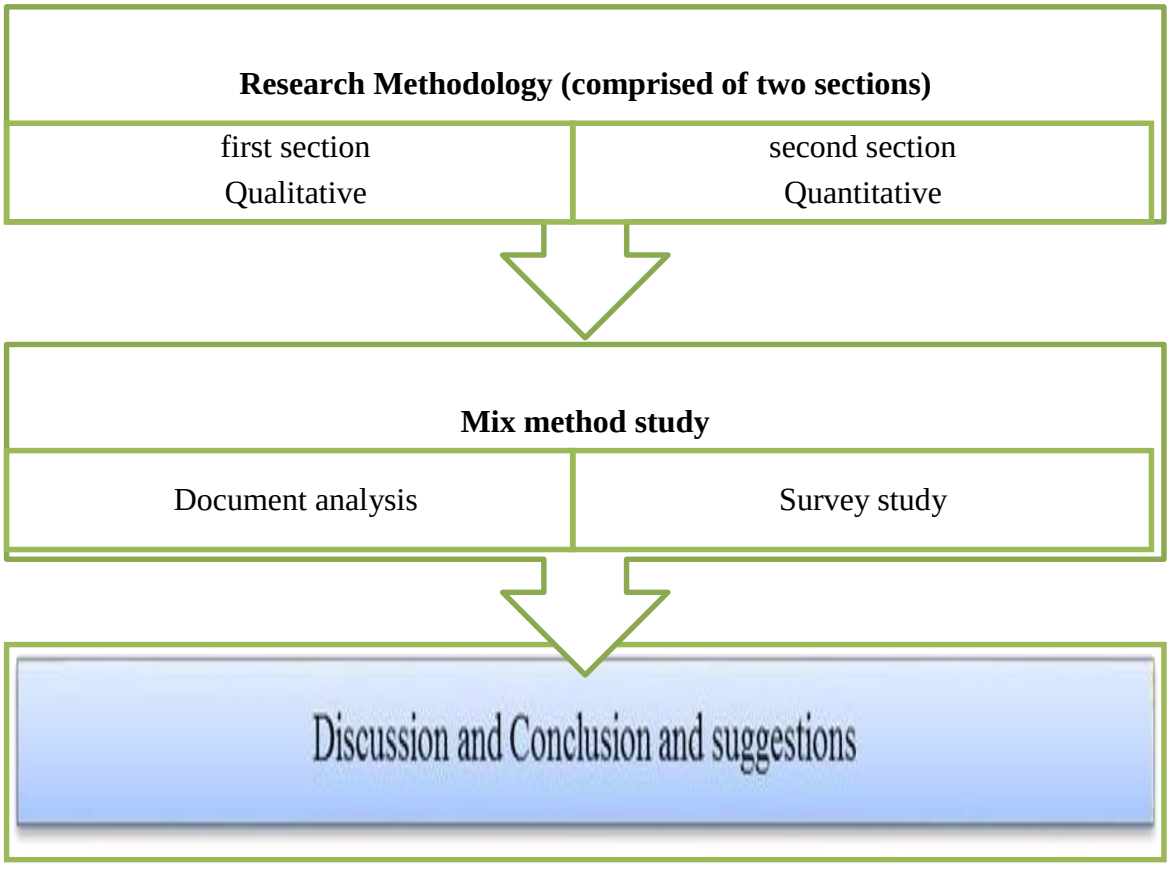


Figure 11 Research design

3.3 Population

For the study for the current research study, researcher use mix method design. For qualitative purpose the researcher took standards documents by higher education commission of Pakistan and for quantitative section all federal public sector universities teachers in Islamabad territory were taken as the population of this present research. Total 732 male and female faculty members were the populations of the study at higher public sectors universities in Islamabad in which 372 are male and 360 are females.

Table#3.1

Total number of faculty in Public sector universities Islamabad (HEC, 2019)

S#	University	Faculty	Male	Female
1.	"National University of Modern Languages"	Social Sciences	52	77
2	"International Islamic University Islamabad"	Social Sciences	82	77
3	"Quaid -e- Azam University"	Social Sciences	49	53
4.	"Bahria University"	Social Sciences	5	29
5.	"COMSATS Institute of Information Technology"	Social Sciences	13	9
6.	"Federal Urdu University of Arts, Sciences &Technology"	Social Sciences	8	7
7.	"National University of Sciences & Technology"	Social Sciences	28	35
8.	"Pakistan Institute of Development Economics (PIDE)"	Social Sciences	41	13
9.	"Allama Iqbal Open University"	Social Sciences	57	30

10.	"National Defense University"	Social Sciences	20	22
11.	"Air University"	Social Sciences	17	8

Table 3.2

Number of universities located in Islamabad with social science departments

S.No	Sector	Number of Universities	Total Number of Faculty
1	Federal public Social science department	**16** 11	**732**

As per HEC, "the overall number of public sector universities in Islamabad is 16, of which 11 offer social sciences; initially, the researcher obtained a list of public universities located in Islamabad from the HEC website; furthermore, the researcher visited the websites of public universities and found which universities offer the discipline of social science.

Sample and sampling Technique

Purposive sampling technique was employed in this research study. In the purposive sampling technique, respondents are chosen from among the whole population based on the purpose of the study. It is a nonrandom technique that does not need underlying theories or a set quantity of participants for the current research study, 200 public sector university teachers of faculty of social sciences in Islamabad territory were taken as a sample in which 110 are female and 90 are males respondent by using convenient sampling technique. Due to covid restrictions and third wave of covid the universities were closed so researcher was unable

to collect data from more respondent

Table 3.3

Selected sample of the study from social science departments

Serial number	**University name**	**sample of the study**	**social science departments**
1	National University of Modern Languages	99	Applied psychology Education IR, Peace and conflict studies Mass communication Islamic art and architecture studies
2	International Islamic University Islamabad	98	
3	Federal Urdu University of art and, science and technology	03	
	Total	200	

Table 3.3shows that the researcher selects similar departments of each university and their male and female teachers as a sample of study as shown at the end as an appendix that all public sectors universities in Islamabad have social science faculty, so the researcher took all the similar departments from every public sector university in Islamabad and exclude other universities not having the similar departments of faculty of social sciences. Whereas for qualitative data sample is content related to professional teachers teaching,

the two standards documents were selected as a content sample provided by HEC and analyzed the with the theoretical framework of the study.

3.5 Data collection

Qualitative data was collected by HEC documents through document analysis, whereas for the purpose of quantitative data the researcher personally went to the selected universities after getting permission to gather the data from university faculty for results of the study to reach conclusions

As this study is mixed method both qualitative and quantitative. Firstly data is collected by two standardized documents by HEC, and analyze them with the framework of the study that was Global framework of UNESCO; furthermore, a questionnaire was used to collect quantitative data. It was a self-created questionnaire. The questionnaire was created after thorough research. The questionnaire was divided into two sections, the first of which was demographic in nature, and the second of which consisted of three domains. The questionnaire contained a total of 36 statements

3.5.1 The rationale for using Document analysis for qualitative section

Qualitative researchers prefer document analysis because it takes less time and is more productive than other research methods. Documents are "inconspicuous" and "non-reactive," which means they are unaffected by the research process. Information and insights derived from documents can be valuable additions to an existing knowledge.

Many documents are now in the public domain and can be accessed without the

Authors' permission.

3.5.2 Instrumentation

The questionnaire is the most commonly used tool in the field of research. The questionnaire can get data on multiple aspects in a limited time & it is also an easy instrument to be responded. The questionnaire was self designed questionnaire with the help of global framework of professional teaching standards (2019) by UNESCO. The questionnaire was based on three sections these are following:

1. Teacher knowledge and Understanding
2. teacher teaching practice
3. teacher teaching relations

the questionnaire was based on three major domains having 12 questions each in every section and a total number of items are 36.

Table 3.4

Total number of statements (questionnaire)

Domains	**Number of statements**	**total of statements**
Teacher knowledge and understanding	1-12	12
Teaching Practice	13-24	12
Teaching Relations (Teachers' professional relations)	25-36	12
total		36

3.6 Authentication of questionnaire

The research tool has an essential role to play in the research process when it collects or collects research data; when it is authentic, it raises the likelihood of the research results being authentic. To that purpose, the research instrument is authenticated in two major ways

I. Validity

II. Reliability

3.5 Validity of research tool

Validity relates to the legitimacy of the investigative instrument, in the manner in which it is provided for the researcher. Validity of a tool is a significant task in any research. In our case, tool was validated through a committee of field experts. Final look of the tool was developed according to the comments, suggestions and amendments given by the committee of experts To verify the validity, the researchers consulted five expert faculty members from the field of education from the University of the Public Sector, at first, the researchers obtained the document covering a questionnaire, a letter of application for validity (validity certificate), and the objectives of the study.

After the researchers had visited the experts for the validation, certain adjustments were made based on the expert opinion, after useful ideas from experts were made, the tool was improved. like face validity and construct validity was done by the lecturers in the Education department and with the help of their precious comments the researcher validate the questionnaire and improve toward best quality, Following changes were made according to the suggestions

1. Items that were not matched with the objectives of the research were removed
2. Scale item were reduced because of the length of the questionnaire, because lengthy questionnaires are time taken and usually difficult for the respondents to fill correctly
3. Few statements were re written because of the grammatical mistakes marked by the field experts
4. at the start there were 50 statements included in the questionnaire but after construct validity 36 statements were selected as accurate and best statements for survey

3.6 Reliability of Questionnaire

The reliability of a research tool measures its" consistency ether it measures what it was supposed to measure" the researcher carried out a pilot trial to verify the reliability of an instrument, The questionnaire containing 36 statements on a five-point scale has been divided among 40 faculty members of the Bahria University Islamabad from the Social Science faculty; and 34 were returned the data acquired during the pilot testing was analyzed using SPSS 21.0 to produce findings

For the determination of reliability following statistical procedures were carried out:

Table 3.5

Each section reliability/Alpha reliability of a questionnaire (n=34)

Scale reliability

Scale	Subscale	Items	Reliability
Subsections	Teacher knowledge and understanding	12	.874
	Teaching practice	12	.896
	Teaching Relation	12	.869
Professional Criteria	Total	36	.932

The table indicates the reliability of each section, the first theme of a questionnaire has 12 items and its reliability is .874 whereas the second theme of the questionnaire had the reliability of .896 consisting of 12 items and the third theme of the questionnaire has the reliability was .869 on 12 items and overall total reliability of the scale was .932

Table: 3.6

Reliability of research instrument (consist of 36 statements)

Variable	N of item	Cronbach's Alpha
Professional Criteria scale	36	.932

The above table shows the reliability of scale overall Cronbach's alpha is .932 that is excellent.

Item total correlation of scale "University Teacher Professional Criteria Scale"

Item total correlation

Serial Number	Items	Correlation
1	TK1	.518**
2	TK2	.518**
3	TK3	.406**
4	TK4	.541**
5	TK5	.801**
6	TK6	.752**
7	TK7	.715**
8	TK8	.742**
9	TK9	.741**
10	TK10	.733**

11	TK11	.569**
12	TK12	.711**
13	TP13	.580**
14	TP14	.509**
15	TP15	.471**
16	TP16	.271**
17	TP17	.371**
18	TP18	.391**
19	TP19	.284**
20	TP20	.466**
21	TP21	.409**
22	TP22	.372**
23	TP23	.544**
24	TP24	.245**
25	TR25	.123**
26	TR26	.155**
27	TR27	.378**
28	TR28	.533**
29	TR29	.336**
30	TR30	.142**
31	TR31	.087**
32	TR32	.400**

33	TR33	.353**
34	TR34	.463**
35	TR35	.468**
36	TR36	.504**
Total		**1**

Table 3.7 indicated that all the items of scale are statistically significant and correlated with each other except TP16, TP19, TP24, TR25, TR26, TR30, and TR31. According to the research article "Making sense of Cronbach's alpha" by Mohsen Tavakol (2011) "a low value of alpha could be due to a low number of questions, poor interrelatedness between items or heterogeneous constructs. For example if a low alpha is due to poor correlation between items then some should be revised or discarded" A maximum alpha value of 0.90 has been recommended. So the researcher revised these items

3.10 Data collection procedure

3.10.1 Data Collection Permission

Before beginning the data collection procedure, the researcher got approval or permission from the National University of Modern Languages officials**.** (See appendix H)

3.10.2 Distribution of Questionnaire

All data information was gathered by the researcher through a personal visit. The researcher visited each university in the public sector that formed part of a sample and asked the respondents to fill in the questionnaire. The researcher remains there to clarify the questionnaire and to answer the respondents' queries during that time. The respondents were provided sufficient time to execute.

3.10.3 Data analysis process

Analysis of data is a method of collecting and preparing information from interviews, field observations and documentation through the organization of data into categories, verification into units, synthesis action, pattern organization, selection of the important data to study and drawing conclusions that we and others can easily comprehend (Sugiyono, 2008).

The qualitative part of the study focuses on the standards documents by the higher education commission to analyze with the domains of theoretical framework. Document analyses are a sort of qualitative research that interprets the researchers' documents to give voice and significance to an assessment issue (Bowen, 2019)

3.10.3.1 **The procedure of the analysis:**

For these study two standards documents of higher education commission were analyzed these are following:

QAA (Quality Assurance Agency) Performa's for evaluation of teachers teaching at higher level especially for university-level teachers

BUTA (Best University Teacher Award) for the best quality of teaching

The qualitative part of the study focuses on these standards documents to analyze with the domains of theoretical framework, these three domains with their coding are

1. Teacher knowledge and understanding (TK)
2. Teacher teaching practice(TP)
3. Teacher professional relations (TR)

1. The researcher employed a mean score for the analyses of the data SPSS 21.0 to analyze the results of the quantitative section of the investigation.
2. The researcher has chosen the faculty of social sciences of public sector universities in Islamabad territory.
3. For Quantitative section data was checked after collection of data then appropriate tests and techniques were applied according to the objectives, the objective two and sub objectives

3.11 Ethical Consideration

During the study, research ethics were fully followed. The researcher received a letter of approval from the University through a structured approach. It was ensured that the information provided in the questionnaire would not be revealed and kept private for, the data analyses showed fairly the results achieved. In particular, the sample respondent was not asked a personal question.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter provided a thorough explanation of data analysis procedures as well as clarification of the implications for the current study of "a critical analysis of professional criteria for university teachers in Pakistan." This chapter is divided into three sections.

The First section deals with document analysis against the first objective of the current study which is to "To explore the domains of Global framework of professional teaching standards of university faculty with respect to HEC". Qualitative document analysis was done in this section to explore the teaching standards of university teachers. The second section of this chapter focused on the Demographic variables. The third section is based on the study's second objective, which is "To investigate the perception of university faculty regarding Global framework of professional teaching standards. “Mean score was done for the analysis of this objective.

Section 1: Qualitative document analysis related to professional criteria for university teachers teaching in Pakistan

The section describes the document analysis amongst professional criteria for teachers teaching in Pakistan and the domains of "Global framework for professional teaching standards made by UNESCO and Educational International". Two standard documents by the higher education commission were taken by the researcher is the

quality assurance agency Performa's and the second was "Best university teacher award" (BUTA) for document analysis, these two standardized documents were taken to explore the professional teaching criteria for university teachers teaching in Pakistan, as Islamabad public sector universities were taken by the researcher as a sample study. The data in this part reflects information required for, faculty at higher levels In Pakistan and addresses the major gaps that are present in national frameworks at a higher level.

Section 2: Demographic Data

It includes gender (male and female) and experience and qualification as demographic variables

Section 3: Mean value of perception of teachers regarding professional standards

This section provides accurate results of the data; it depicts the mean scores related to the perception of professional criteria amongst teachers teaching. Data was taken from the faculty of public sectors universities in Islamabad. The mean score gives the average value of data regarding the perception or point of view of university faculty regarding professional criteria's related to university faculty teaching in Islamabad public sector universities.

4.2 Statistical methods

A qualitative document analysis was used to explore the professional criteria for university teachers in Pakistan. This analysis was done through document analysis as per following:

A researcher analyzed the data from documents in depth as part of theoretical sampling, which is defined as "sampling on the basis of concepts that have demonstrated theoretical

relevance to the evolving." The researcher reviewed line, phrase, sentence, and paragraph segments from documents and other sources to code the data. Initially, the content of the documents was coded (1) Teacher Knowledge and understanding, (2) Teaching Practice and (3) Teacher Professional relations after then analyzed it them with standardized document by Higher Education Commission of Pakistan.

Descriptive statistics were computed for demographic variables such as gender, experience, and qualification. And a mean score was used to investigate the perception of university faculty regarding professional criteria for university teachers teaching

SECTION 1

4.3 Part (A)

Qualitative analysis and findings

The qualitative part of the study focuses on the standards documents by the higher education commission. This part of the analysis is to find out the professional criteria for university teachers teaching in Pakistan and to assess their quality, for this purpose the framework of UNESCO and Education international (2019) is used to analyze the organization of information within documents. This procedure was done to explore and analyze that either the above-mentioned criteria's are present in the standards document presented by HEC or not

4.4 DOCUMENT 1 (Document analysis regarding Standardized document QAA "Quality Assurance" teacher quality Performa's with the three themes of conceptual framework adapted from "Global framework of professional teaching standards (2019)"

In that regard Quality Assurance is defined by NQAAC as follows:

"The means of ensuring that informed by its mission, academic standards are defined and achieved in line with equivalent standards nationally and internationally, and that the quality of learning opportunities, research and community involvement are appropriate and fulfill the expectations of the range of stakeholders"

4.4.1 Domain 1: Teacher knowledge and understanding (TK)

A teacher is expert in the understanding of the content they are teaching

Sub-Domains: coded as (TK1) (TK2) (TK3)

a) Student learning needs (TK1)

b) Subject matter knowledge (TK2)

c) Core research and analytical teaching methods (TK3)

Table 4.1

Analysis of Standardized document QAA (Quality Assurance teacher quality Performa's with first domain of global framework

Domain 1 **Teacher knowledge and understanding (TK)**	**Analysis of Standardized document QAA (Quality Assurance teacher quality Performa's**
Sub domains • Student learning needs (TK1) • Subject matter knowledge (TK2) • Core research and analytical teaching methods (TK3)	Performa number 1 of QAA indicates the following that is relatable to first domain of global framework that is • Course content and organization (TK2) • Students contribution (TK1) • The learning environment and teaching methods (TK1 and TK2) • Learning resources (TK1) • Quality of delivery (TK2) • Assessment (TK3) • Instructor/ teaching assistant evaluation (TK1) Performa 4 can be relatable to TK1 regarding the research-related needs of students Performa 5 Is consistent with theme 1 as follows Statements • you are mixed of research and teaching (tk3)

- Type of teaching/research currently done (TK3)
- Your interaction with students (tk1)

Performa 10

- The Instructor demonstrates knowledge of the subject (tk2)
- The Instructor has completed the whole course (tk2)
- The Instructor provides additional material apart from the textbook (tk1)
- The Instructor gives citations regarding current situations about Pakistani context (tk3)
- The Instructor communicates the subject matter effectively (tk2)
- The Instructor shows respect towards students and encourages class participation (tk1)
- The Instructor maintains an environment that is conducive to learning (tk1)
- The Instructor is fair in examination (tk3)
- The instructor returns the graded scripts etc. in a reasonable amount of time (tk3)
- The Instructor was available during the specified office hours and for

	after class consultations (tk1) • The Subject matter presented in the course has increased your knowledge of the subject (tk2) • The syllabus clearly states course objectives requirements, procedures and grading criteria (tk2) • The course integrates theoretical course concepts with real-world applications (tk2) • The assignments and exams covered the materials presented in the course (tk3) • The course material is modern and updated (tk2)

Table 4.1: shows the Analysis of standardized document**s** (Quality Assurance teacher quality Performa's) with professional teaching standard Domain 1 (Teacher knowledge and understanding) and its sub-standards that are (student learning needs, subject matter knowledge and core research and analytical methods

Table 4.2

Descriptive statistics of theme 1

Table **sub-themes**	**Analysis**	**Descriptive statistics**
students learning needs	1. students contribution 2. student learning resources 3. instructor/ teaching assistant evaluation 4. research-related needs of students 5. interaction with students 6. "the instructor shows respect towards students and encourages class participation" 7. "the instructor maintains an environment that is conducive to learning" 8. "the instructor was available during the specified office hours and for after class consultation for students"	8 statements are consistent with TK1 (teacher knowledge and understanding regarding students learning needs in HEC QAA Performa's 1,2,5 and 10)

subject matter knowledge	1. "Course content and organization" 2. "The learning environment and teaching methods" 3. "Quality of delivery" 4. "The Instructor demonstrates knowledge of the subject" 5. "The Instructor has completed the whole course" 6. "The Instructor communicates the subject matter effectively" 7. "The Subject matter presented in the course has increased your knowledge of the subject" 8. "The syllabus clearly states course objectives requirements, procedures and grading criteria" 9. "The course integrates theoretical course concepts with real-world applications" 10. "The course material is modern and updated"	10 statements are consistent with TK2 (teacher knowledge and understanding regarding subject matter knowledge in HEC QAA Performa's 1,2,5 and 10)
Core research and analytical teaching methods	1. Assessment 2. you are mixed of research and teaching 3. Type of teaching/research	total Seven statements are consistent with TK3 (teacher knowledge and understanding regarding

	currently do 4. The Instructor gives citations regarding current situations in the Pakistani context 5. The Instructor is fair in the examination 6. "The instructor returns the graded scripts etc. in a reasonable amount of time" 7. "The assignments and exams covered the materials presented in the course"	Core research and analytical teaching methods in HEC QAA Performa's 1,2,5 and 10)
teacher knowledge and understanding	total 25 statements	

Table 4.2 reveals that Hence there are a total of 25 statements out of 91 statements related to this framework first criteria in the quality agency Performa's1, 4, 5 and 10 that depicts its 25% consistency with the framework first criteria (Teacher knowledge and understanding) while other Performa's are not consistent, researcher write the statements that are present in QAA Performa's that are highly consistent with the related criteria and its sub-standards

Detail description of Document analysis of QAA Performa's with the theme 1 and its sub variable of theoretical framework

According to table 4.1 and 4.2 it was analyzed that out of 10 Performa's only 4 Performa's were consistent with the required domain of theoretical framework. It was analyzed that in QAA Performa's 1, 4, 5 and 10 statement regarding teacher knowledge and understanding were highly consistent with the theoretical framework sub domains. while analyzing the sub themes of domain 1 it was analyzed that students learning needs are discussed and taken as a evaluative parameter for teacher and student both to analyze their needs and wanted to know whether a teacher have a knowledge of students contribution in learning, their learning resources, research related skills of students, there interaction with other students, behavior of teacher with students and a contusive environment for students to learn. While considering these all things a teacher much be knowledgeable regarding the needs of the students, hence in QAA Performa's student learning needs are considered as an important criteria for teachers to teach at higher level that was also consistent with the theoretical framework criteria (student learning needs) Secondly the second sub theme of domain 1 (subject matter and knowledge) demonstrate that teacher must have a knowledge of the content and subject they taught in order to teach effectively. By analyzing QAA Performa with the required sub domain it was analyzed that in Pakistani perspective at higher level a professional university teacher is evaluated on the basis of course content, the environment of teaching and different teaching strategies used by a teacher, quality in the delivery of subject, demonstration of knowledge, completion of content in a specific time period, instructor knows how to

communicate subject matter effectively depicts that consistency with the theoretical framework theme with the QAA Performa's

Furthermore the third sub domain (subject matter and knowledge) demonstrate that teacher must have a knowledge of the core research and analytical teaching method, it was analyzed that teacher research and analytical methods were discussed as a evaluative indictors in order to know that teacher have a knowledge of research and teaching, the type of research they are currently doing, whether the instructor gives the citations regarding current situation in the Pakistani context. There were total 7 seven statements that highlights the third sub theme of criteria 1.

4.4.2 Domain 2: Teacher Teaching Practice (TP)

Teaching practice manifests in many ways and always reflect teacher understanding regarding student learning and their development

a) Lesson planning (TP1)
b) Teaching activities(TP2)
c) organization of student activities (TP3)
d) Assessment and analysis of student learning (TP4)

Table 4.3

Analysis of Standardized document QAA (Quality Assurance teacher quality Performa's with domain 2 of global framework

Domain 2 Teacher teaching Practice (TP)	Analysis of Standardized document QAA (Quality Assurance teacher quality Performa's
Sub-themes: 1. Lesson planning (TP1) 2. Teaching activities(TP2) 3. organization of student activities (TP3) 4. Assessment and analysis of student learning (TP4)	**Performa 1** • The method of assessment was reasonable (TP4) • feedback on assessment was timely (TP4) • Assessment feedback (TP4) • learning environment and teaching methods (TP3) • the overall environment in the class is conducive to learning (TP3) • the classroom was satisfactory for students activities (TP3) • **Performa 10** • The Instructor is prepared for each class (TP1) • The Instructor has completed the whole course (TP1) • The Instructor maintains an environment that is conducive to learning (TP3)

	• The Instructor is fair in examination (TP4) • The instructor returns the graded scripts etc. in a reasonable amount of time (TP4) • The course integrates theoretical course concepts with real-world applications through teaching activities (TP2)	

Table 4.3: shows the Analysis of standardized document**s** (Quality Assurance teacher quality Performa's) with professional teaching standard criteria 2 (Teacher teaching practice) and its sub-standards that are (Lesson planning (TP1), Teaching activities (TP2), student activities (TP3) and Assessment and analysis of student learning (TP4)

Table 4.4

Descriptive statistics of theme 2:

sub domains	**analysis**	**descriptive statistics**
Lesson planning (TP1)	**1.** The Instructor is prepared for each class (TP1) **2.** The Instructor has completed the whole course (TP1)	2 statements are related to TP1 (teacher teaching practice regarding lesson planning in HEC QAA Performa's 1 and 10) that depicts very little consistency
Teaching activities(TP2)	1. The course integrates theoretical course concepts with real-world applications through teaching activities (TP2)	1 Statement is related to TP2 (teacher teaching practice regarding Teaching activities in HEC QAA Performa's 1 and 10) that depicts very little consistency
organization of student activities (TP3)	1. the overall environment in the class is conducive to learning (TP3) 2. the classroom was satisfactory for students activities (TP3)	3 Statements are related to TP3 (teacher teaching practice regarding the organization of student activities in HEC QAA

	3. The Instructor maintains an environment that is conducive to learning (TP3)	Performa's 1 and 10) that depicts very little consistency
Assessment and analysis of student learning (TP4)	1. The method of assessment was reasonable (TP4) 2. feedback on assessment was timely (TP4) 3. Assessment feedback (TP4) 4. The Instructor is fair in examination (TP4) 5. The instructor returns the graded scripts etc. in a reasonable amount of time (TP4)	5 Statements are related to TP4 (teacher teaching practice regarding Assessment and analysis of student learning in HEC QAA Performa's 1 and 10) that depicts very little consistency

table 4.4 shows that there are a total of 11 statements of QAA Performa's are consistent with criteria 2 that is teachers teaching practice out of 63 statements in the related Performa's while others are not related with the desired theme that depicts its 11% consistency with the current conceptual framework second criteria (Teacher teaching practice) and its sub-standards in the Performa 1 and 10, researcher write the statements that are present in QAA Performa's that are highly consistent with the related criteria and its sub-standards

Detail description of analysis of QAA Performa's with the Domain 2 and its sub domains of theoretical framework

According to table 4.3 and 4.4 analysis of QAA Performa's with the second criteria of theoretical framework was done, out 0f 10 Performa's only Performa 1 and 10 are consistent whereas other Performa's are not relevant to this criteria of theoretical framework.

Analysis of the first sub domain(lesson planning) of second domain Teacher teaching practice demonstrate that teacher must have Identifying specific learning objectives for students and Researching, organizing, and scheduling lessons to meet those objectives. Table 4.4 shows that in QAA document only 2 statements were in support of this sub domain which was very much little consistent

Analysis of the second sub domain (teaching activities) demonstrate that Practice of teaching processes and structuring of learning activities that align with the requirements of the subject content and Variations in teaching and learning that facilitate engagement of students, the analysis shows that in QAA document out of 10 Performa's only Performa 10 having only 1 statement consistent with teacher teaching activities that was to evaluate whether the course integrates theoretical course concepts with real world application through teaching activities that shows little consistency with teacher teaching practice

Analysis of the third sub domain (organization of students activities) demonstrate that a safe and secure environment, Effective classroom management having regard to the needs of all individuals and the class as a whole. The analysis shows that only 3 statements in

the QAA documents are relatable. In QAA document the statements that shows consistency with the criteria of the theoretical framework are that the overall environment is conducive to learning, the classroom was satisfactory for student learning activities, which also shows a very little consistency with the framework second criteria.

Analysis of the fourth sub theme (assessment and analysis of student learning) of criteria 2 Teacher teaching practice demonstrate that Consistent, fair, valid, and reliable assessment of student work using an appropriate range of methods and Analysis of information to adjust planning and practice of lessons toward achieving learning objectives. According to 4.4 only 5 statements in the QAA documents are relatable. In QAA document the statements that shows consistency with the criteria of the theoretical framework are that the method of assessment was reasonable. Feedback on the assessment was timely, teacher uses effective methods to assess students learning. On the parameters QAA measure the teacher teaching practice regarding assessment and analysis of students learning.

4.4.3 Domain 3: Teaching Relation (TR)

Teaching relation refers to the professional relationship of teachers with students, colleagues and community members

Sub-themes: coded as (TR1) (TR2) (TR3)

Cooperative and collaborative professional processes (TR1) refers to teacher collaboration with colleagues and building an effective professional relationship with them to create a safe and supportive learning environment.

"Communications with parents, caregivers, and members of the community" (TR2) refers to teacher participates in community networks, parents and colleagues

Continuous professional development (TR3) refers to the meaningful and appropriate professional development activities, up to date knowledge and understanding of professional duties and demonstrate commitment to continuous professional development in teaching and learning

Table 4.5 *Analysis of Standardized document QAA (Quality Assurance teacher quality Performa's with Criteria 3 Teacher Relation (TR)*

domain 3 Teaching Relation (TR)	Analysis of Standardized document QAA (Quality Assurance teacher quality Performa's
Sub domains 1. Cooperative and collaborative professional processes" (TR1)	**Performa 5** following statements of Performa 5 that is (to assess the faculty members effectiveness to help them progress in their profession) are consistent

2. Communications with parents, caregivers, and members of the community (TR2) 3. Continuous professional development" (TR3)	with theme 3 1. a teacher is a mix of research, teaching and community services (TR2) 2. the cooperation you receive from colleagues (TR1) 3. administrative support from the department (TR1) 4. the department is utilizing your experience and knowledge (TR1) **<u>Performa 8</u>** 1. communication skill of a teacher (TR2) 2. Work skills (TR1) "TR3 that is Continuous professional development is not presented in these Performa's"

Table 4.5: shows the Analysis of standardized document (Quality Assurance teacher quality Performa's) with professional teaching standard domain 3 (Teacher teaching relation) and its sub-standards that are (Cooperative and collaborative professional processes (TR1), "Communications with parents, caregivers, and members of the community" (TR2) and Continuous professional development (TR3)

Table 4.6

Descriptive statistics Theme 3

sub domains	analysis	descriptive statistics
Cooperative and collaborative professional processes (TR1)	1. the cooperation you receive from colleagues (TR1) 2. administrative support from the department (TR1) 3. the department is utilizing your experience and knowledge (TR1) 4. Work skills (TR1)	4 statements are consistent with TR1(teacher teaching relations regarding Cooperative and collaborative professional processes in HEC QAA Performa's 5 and 8) that depicts very little consistency
"Communications with parents, caregivers, and members of the community" (TR2)	1. a teacher is a mix of research, teaching and community services (TR2) 2. communication skill of a teacher (TR2)	2 Statements are consistent (teacher teaching relations regarding Communications with parents, caregivers, and members of the community in HEC QAA 1 Performa's 5 and 8) that depicts very little consistency
Continuous professional development (TR3)	• no statements regarding this	zero statements are related to TR3 (teacher teaching relations regarding "Communications with

	parents, caregivers, and members of the community "in HEC QAA Performa's 5 and 8) that depicts no consistency

Table 4.6 shows that there are a total of 6 statements that are consistent with teacher teaching relations and its sub-standards in Performa's 5 and 8, in Performa 5 there are a total of 16 sections in which only 2 are consistent with TR1 having 4 statements that are mentioned above and Performa number 8 there are total 6 sections in which two are consistent with TR2 but continuous professional development is not present in the QAA document that depicts overall less consistency of this standard document with the third criteria

Detail description of analysis of QAA Performa's with the theme 3 and its sub variable of theoretical framework

Table 4.5 and 4.6 shows the analysis of standardized document QAA Performa's with the third criteria of theoretical framework and its sub themes. Domain 3 of the theoretical framework explains teacher teaching relation including three sub variables that are mentioned above. Analysis shows that out of 10 Performa only Performa 5 and 8 were relatable with teacher teaching relation.

First sub domain Cooperative and collaborative professional processes that contribute to collegial development, and support student learning and development demonstrate Collaborative processes with regard to lesson planning, teaching activity, and student welfare that support students and Cooperative processes that support teachers'

professional learning, development, and welfare. QAA document by HEC was analyzed with the required theme sub variable, analysis shows that there are only 4 statements that are relatable to the sub variable of criteria 3 which shows that in Pakistan QAA Performa's are developed to evaluate whether a teacher is demonstrating work skills, cooperation received from the colleagues

Second sub domain Communications with parents, caregivers, and members of the community, as appropriate, to support the learning objectives of students, including formal and informal reporting demonstrate that Formal and informal reporting to parents, caregivers, and the community on student learning and welfare and Presentation of a range of professional issues, including with regard to the expertise and status of the profession. According to the analysis of QAA document with the framework theme, the analysis shows that there are only 2 statements that depicts similarity with it by the following statement in QAA document teacher is evaluated whether a teacher is a mix of research, teaching and community services and communication skills of a teacher, that shows consistency among both document and framework. Whereas the third sub domain is not consistent in the QAA document that is continuous professional development.

4.4.4 Findings related to QAA (Document 1):

Out of 10 Performa's only Performa 1, 4, 5, 8 and 10 are rarely consistent with domain 1, Performa 1 and 10 are rarely consistent with domain 2 and Performa 5 and 8 are rarely consistent with domain 3. Hence it is found that overall consistency is very less. As discussed above those university teachers professional standards are not the concerns of quality assurance agency but there are Performa's to evaluate teachers teaching quality. However, some activities might support improvement teachers' professional standards and quality teaching.

This ten Performa is to evaluate university teachers by their students. This Performa covers teachers' knowledge and their practice to some extent. While teaching relation is least included in the evaluation Performa

4.5 DOCUMENT 2: BUTA "Best University Teacher Award" by "Higher Education Commission Pakistan

Qualitative document analysis regarding Standardized document BUTA "Best University Teacher Award" by HEC

HEC of Pakistan has developed a framework for university teachers' evaluation. The summary of the table has been given in table 4.2.2 below. The table also depicts consistency with the framework "Global Framework of Professional Teaching Standards of UNESCO"

Table 4.7

HEC has designed a framework called BUTA evaluation parameters:

parameter	*Number of statements*	*weightage*
Command of the subject	5	10%
Teaching philosophy	1	10%
Course syllabus	11	10%
Grading system, tests and assignments	16	10%
Lesson plan	7	05%
classroom teaching	17	20%
Use of technology	9	05%
Students interaction and mentoring	8	10%
Students evaluation	2	20%

4.5.1 domain 1: Teacher knowledge and understanding (TK) that is explained as a teacher is expert in the understanding of the content they are teaching

Sub-themes: coded as (TK1) (TK2) (TK3)

- **Student learning needs "**how students learn, and their particular learning, social and developmental needs of students" **TK1**
- **Subject matter knowledge "**the content and related methodologies of the subject matter or content being taught"**TK2**
- **Core research and analytical teaching methods "**methods of teaching and research that apply in teaching, including concerning students assessment" **TK3**

Table 4.8

Analysis regarding Standardized document BUTA by Higher Education Commission Pakistan with domain 1 of theoretical framework

domain 1 Teacher knowledge and understanding (TK)	analysis regarding Standardized document BUTA by Higher Education Commission Pakistan
Sub-themes: • Student learning needs (tk1) • Subject matter knowledge (tk2) • Core research and analytical teaching methods (tk3)	in BUTA parameter commands on the subject has given (10 %) that is consistent with (TK2) Command on the subject: Candidates should demonstrate effective command of the subject. In this regard, the relevant information includes their degrees and certificates, the course syllabus, tests, exams, and assignments prepared, and classroom interaction Research 20% consistent with (TK3) That involves: Research Projects 05% Research Publications 08% Research Supervision 07%

Table 4.8: shows the Analysis of standardized document (analysis regarding Standardized document BUTA by Higher Education Commission Pakistan) with professional teaching standard domain 1 (Teacher knowledge and understanding) and its

sub-domains that are (student learning needs, subject matter knowledge and core research and analytical method

Table 4.9

Descriptive statistics of domain 1

sub-standards	BUTA INDICATOR ANALYSIS
Student learning needs (tk1)	not present
Subject matter knowledge (tk2)	in BUTA parameter commands on the subject has given (5 %) that is consistent with (TK2) Command on the subject
Core research and analytical teaching methods (tk3)	Research 20% consistent with (TK3) That involves: Research Projects 05% Research Publications 08% Research Supervision 07%

Table 4.9 shows that a total of 25 % of BUTA parameters out of 100% involving research and subject matter knowledge by the Higher Education Commission are consistent with teacher knowledge and understanding that was the first domain of the theoretical framework of the study whereas students learning needs are not present in BUTA parameters which shows that except one sub domain student learning needs, other two variable are consistent with teacher knowledge and understanding that shows that universities in Pakistan consider the university best faculty that shows subject matter knowledge and core research and analytical teaching methods as a selection criteria for becoming a best university teacher that is highly consistent with the domain of the theoretical framework

4.5.2 Theme 2: Teacher Teaching Practice (TP)

Teaching practice manifests in many ways and always reflect teacher understanding regarding student learning and their development

Sub-themes: coded as (TP1) (TP2) (TP3) (TP4)

- **Lesson planning (TP1)** refers to teacher planning a lecture to teach effectively
- **Teaching activities (TP2)** refer to an appropriate range of teaching activities used by a teacher to teach more effectively
- **Organization of student activities (TP3)** refers to the learners' activities organized by a teacher in a learning environment
- **Assessment and analysis of student learning (TP4)** refer to teachers developing assessment strategies for progress in learning.

Table 4.10

Analysis regarding Standardized document BUTA by Higher Education Commission Pakistan with domain 2 of theoretical framework

Domain 2 Teacher teaching Practice (TP)	analysis regarding Standardized document BUTA "Best University Teacher Award" by HEC
Sub-themes: • Lesson planning (TP1) • Teaching activities(TP2) • organization of student activities (TP3) • Assessment and analysis	Classroom Teaching (20%) is consistent with (TP2) Evaluation of (at least one) videotaped lecture by a candidate, including assessment of how the teacher set out the learning objectives at the start of the lecture, his/ her lecture style,

of student learning (TP4)	classroom atmosphere, use of active learning, use of current event examples, student engagement. It should also be examined whether the teacher was able to achieve the learning objectives in the lecture Course Syllabus, including the grading system, tests, and assignments, and the Lesson Plan" consistent with (TP1 AND TP4) is given 25 % in BUTA Syllabus includes (a) succinct description of the subject of the course, (b) the learning objectives of the course (i.e., what would the students learn by taking the course), (c) the textbook (or textbooks) and supplementary course materials if needed, (d) expectations from the students, (e) grading system (see below), (f) the lesson plan (see below), (g) reference to any relevant university or HEC rules (e.g., on plagiarism), and (h) any special condition or requirement. A good grading system should induce students to undertake the work required for effective learning. Besides the grading scheme, it also includes tests, quizzes, if any, assignments, both in-class and homework, class participation, fieldwork, lab work, and group work. The detailed lesson plan divides the course materials into individual lectures, each with its own (clearly defined) content, learning

	objectives, assigned readings, other homework assignments, and PowerPoint slides, if any Student interaction and mentoring (10 %) that is consistent with (TP3) Candidates will provide a statement describing whether they were available for office hours, the time they spent per week on mentoring students, their approach to mentoring and supervision of research scholars and research teams, and their engagement in classroom blogs and social media channels” Student Evaluations consistent with (TP4) has given 20% in BUTA Student evaluations are one of the means of assessing teaching effectiveness

Table 4.10: shows the Analysis of standardized document (Quality Assurance teacher quality Performa's) with professional teaching standard criteria 2 (Teacher teaching practice) and its sub-standards that are (Lesson planning (TP1), Teaching activities (TP2), student activities (TP3) and Assessment and analysis of student learning (TP4)

Table 4.11

Descriptive statistics of domain 2

Lesson planning (TP1)	1. Course Syllabus, including the grading system, tests, and assignments, and the Lesson Plan" consistent with (TP1 AND TP4) is given 25 % in BUTA
Teaching activities(TP2)	2. Classroom Teaching (20%) is consistent with (TP2)
organization of student activities (TP3)	3. Student interaction and mentoring (10 %) that is consistent with (TP3)
Assessment and analysis of student learning (TP4)	4. "Student Evaluations" consistent with (TP4) has given 20% in BUTA 5. "Student evaluations" are one of the means of assessing teaching effectiveness"

Table 4.11 depicts that a total of 65 % of BUTA parameters out of 100% are consistent with teacher teaching practice that was the second domain for teachers teaching at a higher level that depicts that in Pakistan the teacher is selected as a best university teacher on the basis of criteria that are similar to the theoretical framework domains that shows if a teachers at higher level depicts "Course Syllabus, including the grading system, tests, and assignments, and the Lesson Plan", Classroom Teaching, Student interaction and mentoring and Student Evaluations he/she will be awarded to the best

university teacher teaching award that shows higher consistency and similarity amongst the document by HEC (BUTA) and themes of the theoretical framework.

4.5.3 domain 3: Teaching Relation (TR)

Teaching relation refers to the professional relationship of teachers with students, colleagues and community members

Sub-themes: coded as (TR1) (TR2) (TR3)

- **Cooperative and collaborative professional processes (TR1)** refers to teacher collaboration with colleagues and building an effective professional relationship with them to create a safe and supportive learning environment.
- **"Communications with parents, caregivers, and members of the community" (TR2)** when the educator takes part in community organizations, parents, and colleagues, it relates to respectful communication amongst members of the learning community.
- **Continuous professional development (TR3)** refers to the meaningful and appropriate professional development activities, up to date knowledge and understanding of professional duties and demonstrate commitment to continuous professional development in teaching and learning

Table 4.12

Analysis regarding Standardized document BUTA by Higher Education Commission Pakistan with domain 3 of theoretical framework

domain 3 Teacher Relation (TR)	analysis regarding Standardized document BUTA “Best University Teacher Award” by Higher Education Commission Pakistan
Sub-domains a) Cooperative and collaborative professional processes (TR1) b) Communications with parents, caregivers, and members of the community” (TR2) c) Continuous professional development (TR3)	10 % is given to teachers regarding that is consistent with theme 3 professional relation • Professional Recognition 02% (TR1) • Professional Development 04%(TR3) • Community Service 04% (TR2)

Table 4.12shows the Analysis of standardized document (Quality Assurance teacher quality Performa's) with professional teaching standard domain 3 (Teacher teaching relation) and its sub-domains that are (Cooperative and collaborative professional processes (TR1), "Communications with parents, caregivers, and members of the community" (TR2) and Continuous professional development (TR3)

Table 4.13

Descriptive statistics (Theme 3)

Cooperative and collaborative professional processes (TR1)	Professional Recognition 02% (TR1)
Communications with parents, caregivers, and members of the community" (TR2)	Community Service 04% (TR2)
Continuous professional development (TR3)	Professional Development 04%(TR3)

Table 4.13 shows that a total of 10 % out of 100 % of BUTA parameters by the Higher Education Commission are consistent with teacher teaching relation

Descriptive Findings:

HEC of Pakistan has developed a framework for university teachers' evaluation. Summary of the table has been given in the tables mentioned above. The table also depicts consistency with the framework, "Global Framework of Professional Teaching Standards of UNESCO".

BUTA criteria are mostly consistent with the "Global Framework of Professional Teaching Standards".

As 30 % consistency with theme 1 (teacher knowledge and understanding), 65 % consistency with theme 2(teacher teaching practice) and 10 % consistency with theme 3 (teacher teaching relations)

4.6 SECTION 2 Quantitative analysis of demographics of the research study

Table 4.14

Gender as a demographic variable

coding	Gender	Frequency	Percentage
1	Male	90	**44.8%**
2	Female	110	**54.7%**
	Total	200	**100%**

Frequencies (f), Percentages (%), of participants` demographic characteristics (n=200)

According to Table 4.14, the current study's sample included 90 (44.8 percent) male teachers and 110 (54.7 percent) female teachers from the faculty of social sciences.

Table 4.15

"Division of respondents according to their qualification"

coding	**University**	**Frequency**	**Percentage**
1	M.PHIL/MS	109	54.5%
2	PHD	83	41.5%
3	Post –DOC	8	4%
	Total	200	100%

According to Table 4.15, the respondents were divided into male and female categories Table 4.2 based on their qualifications, which included MS/MPHIL, PHD, and Post DOC. shows that the current study's sample consisted of 109 (54.5%) M.Phil./MS teachers, 83 (41.5%) PHD teachers in the faculty of social sciences, and 8 (4%) Post-Doc teachers.

Table No 4.16

Experience of the respondents

coding	University	Frequency	Percentage
1	0-5 years	61	30.3%
2	5-10 years	59	29.4%
3	10-15 years	42	20.9%
4	15-20 years	22	10.9%
5	More than 20 years	16	8%
	Total	200	100%

Table 4.16 shows that 61(30.3%) 0-5 year experience teachers, 59(29.4%) 5-10 year Experience, 42 (20.9) 10-15 year experience teachers and 16 (8%) More than 20 years' experience teachers serving in faculty of social sciences.

4.7 Section 3 Quantitative section

Objective 2

To investigate the perception of professional teaching standards in the context of the framework of the study amongst university faculty at public sectors universities in Islamabad territory

2 (a) To find out the perception of university faculty regarding "Teacher knowledge and understanding" in domains of a framework of the study

Table 4.17

Mean and standard deviation of teacher perception related to first domain

Variables	**N**	**Mean**	**S.D**	**Remarks**
Teacher knowledge and understanding	200	4.16	5.82621	Agree

Table 4.17 demonstrates the mean values of teacher knowledge and understanding as professional criteria displayed by teachers at Islamabad's public universities. These mean values were developed to assess the perception of teacher knowledge and understanding among public university teachers. Teacher knowledge and understanding mean is (4.16) that shows that response of participant is overall agreed on teacher knowledge and understanding that depicts the highest perception of teacher knowledge and understanding in them.

To examine the perception of university faculty regarding "Teacher teaching practice" in domains of a framework of the study

Table 4.18

Mean and standard deviation of teacher perception related to second domain

Variables	N	Mean	S.D	Remarks
Teaching practice	200	4.23	6.40266	Agree

Table 4.18 displays the mean scores of teaching practice as professional criteria displayed by teachers at Islamabad's public universities. Teacher teaching practice mean is (4.23) that has shown that participant response is overall agreed on teacher knowledge and understanding that depicts the highest perception of teacher teaching practice in them.

2 (c) to assess the perception of university faculty regarding "Teacher teaching relations" in domains of a framework of the study

Table 4.19

Mean and standard deviation of teacher perception related to third domain

Variables	N	Mean	S.D	Remarks
Professional relationship	200	4.14	5.44202	Agree

Table 4.19 demonstrates the mean values of professional relationships as professional criteria displayed by instructors at Islamabad's public universities. 'Teacher professional relationship mean is (4.14), indicating that the response of teachers is overall agreed on teacher professional relationships, which depict the highest perception of professional relationships in them.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the study

This study was conducted to explore and analyze the professional criteria for university teachers in Public sector universities Islamabad. Major findings of the study and discussion are included in this chapter

The Objectives of the study are following

1. To explore the domains of the Global framework of professional teaching of university faculty with respect to HEC.
2. To investigate the perception of professional teaching standards in the context of the framework of the study amongst university faculty at public sectors universities in Islamabad territory
   i. To investigate the perception of university faculty regarding Teacher knowledge and understanding in domains of a framework of the study
   ii. To determine the perception of university faculty regarding Teacher teaching practice in domains of a framework of the study
   iii. To assess the perception of university faculty regarding teaching relations in domains of a framework of the study

This chapter includes the study summary as well as finding, discussion conclusion and recommendation of the present study. The current study was mix-method approach and descriptive in nature, furthermore with accordance with objectives of the study researcher formulated three research questions of the study. The total numbers of teachers in the social science department are 732 among those Male are 372 and Female 360. The researcher used the purposive sampling technique to collect data for the purpose of quantitative data whereas for the collection of qualitative data content was selected as a sample of the study. Two standardized documents by higher education commission were selected as a content sample. For quantitative data the instrument of the study was questionnaire that was self-developed by the researcher, including major three domains of the theoretical framework having 12 statements each and totals 36 statements after conducting validity and reliability. Pilot testing was also done; furthermore the researcher personally visited the public sector universities in Islamabad for the purpose of collecting quantitative data. On the other side for qualitative data two standard document by higher education commission Pakistan one in BUTA (best university teacher award) and second is Quality assurance agency 10 Performa's for collecting qualitative data by analyzing them with the current themes of theoretical framework in order to fulfils objective 1, bythe process of document analysis qualitative section was done. Cronbach's alpha, item total correlation, means score were used to find data results after it was collected. As a result after analyzing the data the researcher evaluated finding and provide recommendations based on the findings.

5.2 Findings

5.3 Findings of qualitative analysis (Document Analysis)

The findings of document analysis were following:

Findings of Objective 1: To explore the domains of the Global framework of professional teaching standards of university faculty with respect to HEC

1. Table 4.2 findings of document analysis Quality assurance agency (QAA Performa's) reveal that there are a total of 25 statements related to Teacher knowledge and understanding in the quality agency Performa's 1, 4, 5 and 10 in which 8 statements are consistent with students learning needs, 10 statements are consistent with subject matter knowledge and seven statements are consistent with Core research and analytical teaching methods so there is a very little consistency found with national framework regarding global framework domains
2. Table 4.4 findings of document analysis Quality assurance agency (QAA Performa's) reveal that there is a total of 11 statements related to Teacher teaching practice in the quality agency Performa's 1 and 10 in which 2 statements are related to teacher teaching planning, 1 Statement is related to teacher teaching activities, 3 Statements are related to the organization of student activities and 5 Statements are related to teacher teaching practice regarding Assessment and analysis of student learning, hence it was found that in national framework there is much gap related to teacher teaching practice and techniques used by the teachers that are mentioned in global framework domains
3. Table 4.6 findings of document analysis Quality assurance agency (QAA Performa's) reveal that there are a total of 06 statements related to Teacher knowledge and understanding in the quality agency Performa's 5 and 8 in which 4 statements are consistent with Cooperative and collaborative professional processes, 2 Statements are consistent with Communications with parents,

caregivers, and members of the community and no statement is consistent with teacher professional development, hence the findings reveal that out of 10

Performa's of QAA only 1,4,5,8 and 10 and total 42 statements are consistent with the theoretical framework while others are not consistent, findings reveal that in national framework teacher teaching relations are not considered on the large scale hence it also indicates that the national framework for teacher evaluation and competency must be updated as per global framework domains

4. Table 4.9 of document analysis regarding document 2 Best University Teacher Award it is found that standardized document BUTA parameters regardingteacher knowledge and understanding Hence total of 25 % of the BUTA framework involving research and subject matter knowledge as a parameter for best quality teaching by the Higher Education Commission are consistent with teacher knowledge and understanding that was the first domain of the theoretical framework of the study, hence findings reveal that In BUTA parameter commands on the subject has given (05 %) that is consistent with the theme teacher subject matter knowledge and Research 20% consistent with Core research and analytical teaching methods whereas students learning needs are not present in BUTA parameters
5. Table 4.11 regarding document 2 Best University Teacher Award it is found that standardized document BUTA parameters regarding teacher teaching practice Hence total of 65 % of BUTA parameters by the Higher Education Commission are consistent with teacher teaching practice that was the second domain of the theoretical framework of the study, sub-domain (TP1) lesson planning and assessment and analysis of student learning (TP4) is consistent with BUTA parameters that are Course Syllabus, including the grading system, tests, and assignments, and the Lesson Plan consistent with (TP1 AND TP4) is given 25 % in BUTA and Student Evaluations consistent with (TP4) has given 20% in

BUTA

6. Table 4.13 regarding document 2 Best University Teacher Award it is found that standardized document BUTA parameters regarding teacher teaching relation Hence total of 10 % of BUTA parameters by Higher Education Commission are consistent with teacher teaching relation that was the third domain of theoretical framework of the study, further the findings reveal that Professional Recognition 02% as a parameter of BUTA is consistent with the sub- theme of teacher teaching practice that was Cooperative and collaborative professional processes (TR1) and Community Service 04% as a parameter ofBUTA is consistent with the sub-theme of teacher teaching practice that wasCommunications with parents, caregivers, and members of the community (TR2) and Professional Development 04% as a parameter of BUTA is consistent with the sub-theme of teacher teaching practice that was Continuous professional development (TR3)

Demographic findings:

7. In table 4.14 Frequencies showed that 45% were male faculty members and 55% were female faculty members
8. In table 4.15 it is found that the division of respondents according to their academic qualification, the findings reveals that 109 (54.5%) M.Phil./MS teachers and 83(41.5%) PHD teachers serving in faculty of social sciences and 8(4%) Post-Doc teachers.
9. In table 4.16 the finding reveals that there were 61(30.3%) 0-5 year experience teachers, 59(29.4%) 5-10 year experience,42 (20.9) 10-15 year experience teachers

and 16 (8%) More than 20 years' experience teachers serving in faculty of social sciences.

Findings of quantitative analysis (survey)

The findings of survey regarding perception of professional teaching criteria were given below; the questionnaire was used for data collection as a tool of study.

Research objective 2 Findings

a) To investigate the perception of professional teaching criteria in the context of the framework of the study amongst university faculty at public sectors universities in Islamabad territory

I. To investigate the perception of university faculty regarding "Teacher knowledge and understanding" in domains of a framework of the study

Finding:

In table 4.17 it is found that the perception of university faculty regarding knowledge and understanding at public sectors universities in Islamabad, which has the highest mean value that was (M=4.16) Therefore, findings of perception related to teacher knowledge and understanding reveals the response of participant is overall agreed on it that depicts the highest perception of teacher knowledge and understanding in them.

II. To determine the perception of university faculty regarding "Teacher teaching practice" in domains of a framework of the study

Finding:

In table 4.18 it is found that the perception of university faculty regarding teacher teaching practice at public sectors universities in Islamabad that has the highest

mean value that was (M=4.23) Therefore, findings of perception related to teacher teaching practice reveals the response of participants is overall agreed on it that depicts the highest perception of teacher teaching practice in them

III. To assess the perception of university faculty regarding "Teacher teaching relations" in domains of a framework of the study

Finding:

Table 4.19 indicates findings related to the university faculty regarding teacher teaching relations at public sectors universities in Islamabad, which has the highest mean value that was (M=4.14) Therefore, findings of perception related to teacher teaching relations reveals the response of participant is overall agreed on it that depicts the highest perception of teacher teaching relations in them

5.4 Discussion

According to the findings and conclusion of the present study, it is revealed through previous literature that in quality assurance manual for higher education in Pakistan by Batool and Qureshi (2014) indicates in their manual that the mission of QAA is to integrate the concept of quality assurance in higher learning with enhanced levels of international compatibility through capacity building. .

One important recent finding from the literature as stated by Kiren, (2018) is that the Qualification of a teacher is not only the indicator that proofs him or herself is the best teacher, skills are also needed that will explain that teacher knows and will able to transmit knowledge into practice and the basic strategies related to it and delivery of the content and its importance and develop an interest in the students in the teaching-learning process, hence for that purpose teacher teaching quality should be maintained at a higher level and there should be basic standards for teachers at a higher level that will consider as a benchmark of their performance (Kairen,2018)

According to (Chalmers, 2016) Higher education needs to underlie the best standards, indicators or criteria which will make the best use of teacher professional competencies in a particular institution, quality teaching staff enhances the reputation of themselves, institution in which they teach and improve quality of student learning to make them a bright future of one's country Hence, there is a dire need for the best and appropriate standards, indicators or criteria for university teacher because university serves the future

of one nation, if the faculty is qualified, competent, skilled and knows the ways of teaching the nation will grow and developed

Another research by Parveen, Nazeer and Zamir (2021) name "Analyzing Teacher Competency: Knowledge, Skills, Aptitude of Secondary School Teachers" the study revealed that "If a nation desires to achieve high education standards, then teacher competencies should be developed under a specified portfolio of professional development identified by proper needs analysis" (Lakshminarayanan et al., 2016)

According to Sadkar (1997), knowledge always helps in teaching. The findings of the present study are highly consistent according to the views of Shulman (1986). The results show that teacher knowledge and understanding helps the learners as it fulfils their needs. The viewpoint of Conant (1993) is also supported by the results of the researcher

Bridgett (2008) supports the same viewpoint, stating that "teachers employ their professional knowledge in the classroom while instructing pupils." The study's findings demonstrated that teachers make good use of their abilities. The study identified the optimal application of teachers' abilities. Melissa (2013) has also commented on the importance of appropriately utilizing a teacher's strengths.

The above study supports the present study that It is very clear from the above discussion that the university teachers; professional standards are not the quality of the concern assurance agency. However, some activities might support improvement teacher's professional standards

Research conducted by Shoukat and Chowdary (2020) aims to identify the "teacher educator perceptions of professional standards." It concluded that all teacher educators believed that professional standards were appropriate as a set of guiding principles, summarizing the professional body of knowledge, which ideally provide the bench mark and framework to assist pre-service teachers in implementing effective teaching practices in classrooms. Another research study conducted by Tahira, Hassan, Malik, and Yousaf (2020) that aimed to identify teacher education in Pakistan concluded that teacher education is an important area of concern in the education system in Pakistan.

Tariq, Hina, and Arshad (2020) investigated the perception of prospective teachers about the awareness of the implementation of National Professional Standards for Teachers. It was concluded that the majority of the teachers performed unsatisfactorily against the National Professional Standards for Teachers. They are designed to ensure that the teachers have a partial understanding of knowledge about topics and knowledge of other standards. Teachers have shown poor interaction among parents and the community. There is very little research on professional standards for university faculty in Pakistan that concludes that most of the teachers in Pakistan lack their professional competencies and abilities due to the absence of professional teacher teaching criteria at higher level faculty in Pakistan, which is a basic need of the teaching profession. In every country, set standards are an important element in teaching. A teacher serves as a role model for his or her students. Not only do instructors need enough information to teach, but they also need adequate abilities to teach, which is why teacher quality standards should be set at a higher level. That was the major gap in Pakistan's higher education.

5.5 Conclusion from the qualitative section

The journey of the current study started by exploring the domains of global framework adapted by the researcher with the documents presented by higher education commission in order to find out is there any professional criteria set for university faculty in Pakistan. As findings indicates from the document analysis done by the researcher that there are no set standards for university faculty for teaching specially for pre service teachers, that at the time of recruitment HEC has designed the set criteria for the selection of teachers on the basis of their academic qualification, experience and research journals published by them, therefore the researcher concluded that only academic qualification, experience and research publication are not only necessary for a teacher to be a professional in his/her field. As many other fields like medical doctors, engineers have set standards or bench mark to fulfil or to fit them in the relevant field.

The researcher concluded from the above findings that hence there are no set standards for university faculty in Pakistan but there is a Best university teacher award (BUTA) for awarding the best university teacher based in Pakistan made by HEC in the year 2016on their set criteria including 5% to qualification, 65% to teachers teaching, 20% to research and 10% to professional recognition. By analysing this framework with the conceptual framework it is found that it is 65 % consistent with teachers teaching practice, 25% to the teacher having knowledge and understanding and 10% to the teacher having professional recognition and practice. Hence it is concluded that BUTA parameters are highly

Consistent with the themes of the conceptual framework that depicts that if the teacher fulfils these parameters he or she will be awarded by HEC.

By the findings of second document, the researcher concluded that professional standards are not the concerns of quality assurance agency. However, there are some activities that might support improvement teacher's professional standards. In all 10 Performa's it was found that only 25 statement out of 91 are consistent with the conceptual frame work first theme that was teacher knowledge and understanding, and from this finding the researcher concluded that it is very less percentage to evaluate a teacher on the basis of their knowledge and understanding. Conclusion from the finding of the analysis with theme 2 (teacher teaching practice) is that only 11 statements were consistent with the themes of the conceptual framework of the study it that shows very rare consistency. It is concluded that teachers teaching relations are less considered in the QAA Performa's

5.6 Conclusion from the quantitative section

Mean value of teacher knowledge and understanding is 4.16 that indicates that teachers are mostly agreed on theme 1 concluded that there is a high perception of knowledge and understanding in university faculty of Pakistan in public sector universities of Islamabad

Mean value of teacher teaching practice is 4.23 that indicates that teachers are mostly agreed on theme 2 concluded that there is a high perception of teacher teaching practice in university faculty of Pakistan in public sector universities of Islamabad

Mean value of teacher teaching relation is 4.14 that indicates that teachers are mostly

agreed on theme 3 concluded that there is a high perception of teacher teaching relation in university faculty of Pakistan in public sector universities of Islamabad

5.7 Recommendations

Professional teaching criteria for teachers teaching in Pakistan is very essential for the educational institution. So the universities may have quality teaching by having quality teachers at a higher level. In this regard following steps can be taken.

1. As there is Best university teacher award, Quality assurance agency Performa's for the evaluation and dedication of best teacher but hence there are no set standards so, therefore, Higher education commission may develop or design set standards for university faculty for teaching
2. There is need that the HEC may design standards for university teachers teaching with the help of global framework of professional teaching standards (2019) by UNESCO
3. It is recommended that teachers should be marked by some standards, at the time of hiring. There must be a criteria for university faculty that will show their competency and professionalism in teacher that either they are Capable of teaching at higher level, do they have teaching skills like knowledge, professional practice and professional relationship in them.
4. Framework use in the present study is recommended for the in service university faculty to overcome the professional capabilities and become professional and competent teachers.
5. At the time of recruitment, a teacher may be selected on such standard parameters given by UNESCO related to teachers teaching other than experience, qualification or research publication

6. Focus on new ways of interaction and coordination with colleagues, learners and their parents, cooperative professionalism among university colleagues in professional learning groups, also including cooperation with outside-university stakeholders.
7. Teacher teaching practice may be enhanced by organizing teacher practices related tasks, seminars and conferences.
8. The environment of the organization may be comfortable for teacher to build healthy teacher teaching relation, freedom of speech and accommodation must be given to the teachers in order to growth Professionally.
9. Novice teachers may took guidance from the experience teachers in order to know the professionalism and need of teaching attributes required by a university teacher.
10. A teacher may have knowledge and practice of research, this aspect of professionalism leads a teacher to involve themselves in research-related tasks and polish their research competencies.
11. As a professional, teachers are required to process and analyze new skills related to their main professional competence and to update the knowledge of their field regularly. This involves teaching '21st-century

skills (e.g. innovation, analytical thinking, problems Solving, coordinating and collaborating, among others)

12. As per HEC vision 2025 it is recommended to Increase the number of faculty in tertiary Education institutions with highest academic qualification to improve the quality of teaching and research. Who themselves worked at the frontiers of knowledge and acquired the modern skills of teaching.
13. Hec may develop a variety of interim, short term arrangement of acquiring highly qualified faculty through foreign faculty hiring programme.
14. Hec may enable scholarly environment for higher institution teachers to teach well and do what their post graduate programmes have prepared them for.
15. HEC may develop new programmes of paid teaching assistantship will be designed through which valuable experience can be gained to strengthen the teaching skills
16. HEC may develop a comprehensive programmes of preparing faculty at higher level
17. HEC may build expertise to enhance the professional competency of research universities to do world class research that will make Pakistan the hub of scholarly productivity

5.8 Suggestions for Future Researchers

The scholar made the following recommendations to future researchers.

1. Current study was limited to Islamabad's public sector universities, it is suggested that future scholars do a similar study at private universities.
2. Due to limited resources, the current study focuses on the professional criteria's for teacher teaching at a higher level of a specific population in a specific location; however, future researchers with greater sample sizes may conduct a study
3. Current study selected only public sector universities having similar departments of faculty of social science, upcoming researchers can cover private sector universities with other faculties
4. Only universities of Capital territory were covered, any other province or city can be considered for further research

5.9 Limitations

Researcher recognised some limitations during the study due to unforeseen situations. The present study was conducted on public universities of Islamabad. Private universities from Islamabad and Rawalpindi are not included. Due to Covid-19, the researcher in this study was unable to obtain all of the data from universities so the researcher took only 3 public sector universities as a sample. The researcher took only the similar departments from the public sector universities due to short time. On different level of education another study may be carried out within different

demography. The researcher used a closed-ended instrument for data collection, another researcher may use an open-ended instrument.

References

Aglazor, G. (2017). The role of teaching practice in teacher education programmes: designing framework for best practice. *Global Journal of Educational Research*, *16*(2), 101-110.

Ahmad, I., Ali, A., Khan, I., & Khan, F. A. (2014). Critical Analysis of the Problems of Education in Pakistan: Possible Solutions. *International Journal of Evaluation and Research in Education*, *3*(2), 79-84.

Ahmed, M. (2012). Factors Affecting Initial Teacher Education in Pakistan: Historical Analysis of.

Akhtar, M., Javed, M., & Javed, M. L. (2020). Quality Assurance of Teacher Education Programs: Teacher's Perspective.

Alahmad, A., Stamenkovska, T., & Győri, J. (2021). Preparing Pre-service Teachers for 21st Century Skills Education: A Teacher Education Model. *GiLE Journal of Skills Development*, *1*(1), 67-86.

Ali, M. A. (1998). *Supervision for teacher development: A proposal for Pakistan*. Unesco, International Institute for Educational Planning.

Ali, T. (2011). Understanding how practices of teacher education in Pakistan compare with the popular theories and theories and narrative of reform of teacher

education in international context. *International Journal of Humanities and Social Sciences*, *1*(8), 208.

Aliakbari, M., & Heidarzadi, M. (2015). The relationship between EFL teachers' beliefs and actual practices of classroom management. *Cogent Education*, *2*(1), 1039255.

Alter, P., & Haydon, T. (2017). Characteristics of effective classroom rules: A review of the literature. *Teacher Education and Special Education*, *40*(2), 114-127.

ANDARGIE, W. (2019). *CHALLENGES AND IMPACT OF ISO/IEC17025 ACCREDITATION; IN ETHIOPIAN CONFORMITY ASSESSMENT AND ETHIOPIAN NATIONAL METROLOGY INSTITUTE* (Doctoral dissertation, st. Mary's University).

Anđić, D. (2020). Continuing professional development of teachers in Education for Sustainable Development–case study of the Republic of Croatia. *Teacher development*, *24*(2), 143-164.

Andrews, J., Perera, N., Eyles, A., Sahlgren, G. H., Machin, S., Sandi, M., & Silva, O. (2017). The impact of academies on educational outcomes. July 2017.

Arroyo, M., Quinn, L. F., Paretti, L., & McCarthy, J. (2020). A Content Analysis of Coaching Novice Teachers. *Educational Research: Theory and Practice*, *31*(1), 22-25.

Azeem, M., Ahmad, N., Hussain, S., & Nafees, B. (2021). Higher Education in Pakistan: A Case of Business Schools. *Ilkogretim Online*, *20*(5).

Ballantine, J. H., & Spade, J. Z. (Eds.). (2011). *Schools and society: A sociological approach to education*. Pine Forge Press.

Banks, F., Leach, J., & Moon, B. (2005). Extract from new understandings of teachers' pedagogic knowledge. *Curriculum Journal*, *16*(3), 331-340.

BASIT, A. Examining the Professional Competencies of Regular and Distance Learning Prospective Teachers on pakistan Professional Standards for Teachers in Pakistan.

Bennett, S., Agostinho, S., & Lockyer, L. (2015). Technology tools to support learning design: Implications derived from an investigation of university teachers' design practices. *Computers & Education*, *81*, 211-220.

Bill & Melinda Gates Foundation. (2014). *Teachers Know Best: Teachers' Views on Professional Development*. ERIC Clearinghouse.

Brueckner, M., Girardi, A., Alziyadat, N. A., & Bustamante, S. (2022). 1 Country Data: National Context 1.1 Political and Socio-Economic Conditions. *Corporate Social Responsibility and Employer Attractiveness: An International Perspective*, 223.

Caena, F. (2011). Literature review Quality in Teachers' continuing professional development. *European Commission*, *2*, 20.

Call, K. (2018). Professional teaching standards: A comparative analysis of their history, implementation and efficacy. *Australian Journal of Teacher Education*, *43*(3), 93-108.

Carter Andrews, D. J., & Richmond, G. (2019). Professional Development for Equity: What Constitutes Powerful Professional Learning? *Journal of Teacher Education*, *70*(5), 408-409.

Carver-Thomas, D., & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. *Learning Policy Institute*.

Choi, J., & Kang, W. (2019). Sustainability of cooperative professional development: Focused on teachers' efficacy. *Sustainability*, *11*(3), 585.

Chalmers, D., Cummings, R., Elliott, S., Stoney, S., Tucker, B., Wicking, R., & Jorre de St Jorre, T. (2014). Australian university teaching criteria and standards project.

Chiarini, A. (2017). Risk-based thinking according to ISO 9001: 2015 standard and the risk sources European manufacturing SMEs intend to manage. *The TQM Journal*.

Cox, J. (2019). Professional Development Skills for Modern Teachers. *URL: http://www. Teachhub. Com/15-professional-development-skillsmodern-teachers*.

Crammond, R. J. (2019). Progressing Enterprising Education within Universities. *Journal of Higher Education Service Science and Management (JoHESSM)*, *2*(2).

Cresswell, J. W., & Plano Clark, V. L. (2011). Designing and Conducting Mixed Method Research; 2nd Sage: Thousand Oaks. *Search in*.

Croft, M., Guffy, G., & Vitale, D. (2018). Encouraging more high school students to consider teaching. *ACT Research & Policy*.

Danielson, C., & McGreal, T. L. (2018). *Teacher evaluation to enhance professional practice*. Ascd.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Research Brief. *Learning Policy Institute*.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development.

DeLuca, C., & Bellara, A. (2013). The current state of assessment education: Aligning policy, standards, and teacher education curriculum. *Journal of Teacher Education*, *64*(4), 356-372.

Dervenis, C., Fitsilis, P., & Iatrellis, O. (2022). A review of research on teacher competencies in higher education. *Quality Assurance in Education*.

Dias-Lacy, S. L., & Guirguis, R. V. (2017). Challenges for New Teachers and Ways of Coping with Them. *Journal of Education and Learning*, *6*(3), 265-272.

Dilshad, M., Hussain, B., & Batool, H. (2019). Continuous Professional Development of Teachers: A Case of Public Universities in Pakistan. *Bulletin of Education and Research*, *41*(3), 119-130.

Dousay, T. A. (2020, April). An integrated map of the ISTE Standards for Educators, Danielson Framework for Teaching, and Interstate Teacher Assessment and Support Consortium (InTASC) Standards. In *Society for Information Technology & Teacher Education International Conference* (pp. 992-996). Association for the Advancement of Computing in Education (AACE).

Dunpath, R., Friedrich-Nel, H., Biggs, L., Dippenaar, H., Joubert, D., Nell, I., & Yeats, J. (2021). Unveiling the professional attributes of university teachers. *Critical Studies in Teaching and Learning (CriSTaL)*, *9*(SI), 126-144.

Engelbrecht, W., & Ankiewicz, P. (2016). Criteria for continuing professional development of technology teachers' professional knowledge: A theoretical perspective. *International Journal of Technology and Design Education*, *26*(2), 259-284.

Fedorov, A., Ilaltdinova, E., & Frolova, S. (2020). Teacher's professional well-being: State and factors. *Universal Journal of Educational Research, 8*(5), 1698-1710.

Filipe, M. N., Ferreira, F. A., & Santos, S. P. (2015). A multiple criteria information system for pedagogical evaluation and professional development of teachers. *Journal of the Operational Research Society, 66*(11), 1769-1782.

García, E., & Weiss, E. (2019). The Role of Early Career Supports, Continuous Professional Development, and Learning Communities in the Teacher Shortage. The Fifth Report in'The Perfect Storm in the Teacher Labor Market'Series. *Economic Policy Institute*.

García, E., & Weiss, E. (2019). The Role of Early Career Supports, Continuous Professional Development, and Learning Communities in the Teacher Shortage. The Fifth Report in'The Perfect Storm in the Teacher Labor Market'Series. *Economic Policy Institute*.

García, E., & Weiss, E. (2019). The Teacher Shortage Is Real, Large and Growing, and Worse than We Thought. The First Report in" The Perfect Storm in the Teacher Labor Market" Series. *Economic Policy Institute*.

Goodwin, A. L. (2021). Teaching standards, globalization, and conceptions of teacher professionalism. *European Journal of Teacher Education*, *44*(1), 5-19.

Guerriero, S. (2014). Teachers' pedagogical knowledge and the teaching profession. *Teaching and Teacher Education*, *2*(1), 7.

Handayani, L. (Ed.). *International Journal of Evaluation and Research in Education: March 2015*. Institute Advanced Engineering and Science.

Harden, R. M., & Crosby, J. O. Y. (2000). AMEE Guide No 20: The good teacher is more than a lecturer-the twelve roles of the teacher. *Medical teacher*, *22*(4), 334-347.

HE, A. (2021). UK Professional Standards Framework (PSF).

Hénard, F., & Roseveare, D. (2012). Fostering quality teaching in higher education: Policies and practices. *An IMHE Guide for Higher Education Institutions*, *1*(1), 7-11.

Ingersoll, R. M., & Perda, D. (2008). The status of teaching as a profession. *Schools and society: A sociological approach to education*, *3*, 106-118.

Ingvarson, L. (2002). Development of a national standards framework for the teaching profession.

Iqbal, T., Saeed, A., & Akhter, M. (2019). A Study of University Teachers' Approaches to Teaching at Undergraduate Level in Punjab, Pakistan. *Bulletin of Education and Research*, *41*(1), 147-162.

Kálmán, O., Tynjälä, P., & Skaniakos, T. (2020). Patterns of university teachers' approaches to teaching, professional development and perceived departmental cultures. *Teaching in Higher Education*, *25*(5), 595-614

Kalsoom, Q., & Qureshi, N. (2019). Teacher education for sustainable development in Pakistan: content analysis of teacher education curriculum and standards. *Available at SSRN 3388457*.

Moriña, A., & Orozco, I. (2022). Portrait of an inclusive lecturer: professional and personal attributes. *Innovation: The European Journal of Social Science Research*, 1-17.

Kayani, T. (2012). Total quality management in classroom at university level in Islamabad City. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, *6*(2), 392-404.

Kennedy, M. M. (2016). How does professional development improve teaching? *Review of educational research*, *86*(4), 945-980.

Khalid, J., Ali, A. J., Khaleel, M., & Islam, M. S. (2017). Towards Global Knowledge Society; A SWOT Analysis of Higher Education of Pakistan in Context of Internationalization. *Journal of Business*, *2*(2), 08-15.

Khizar, A., Anwar, M. N., & Malik, M. A. (2019). Role of National Education Policy-2009 and National Professional Standards for Teachers in Developing Teachers' Professionalism. *Bulletin of Education and Research*, *41*(3), 101-118.

Kivunja, C. (2014). Innovative pedagogies in higher education to become effective teachers of 21st century skills: Unpacking the learning and innovations skills domain of the new learning paradigm. *International Journal of Higher Education*, *3*(4), 37-48.

Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of educational research*, *88*(4), 547-588.

Laporte, C. Y., Muñoz, M., & Gerançon, B. (2017, July). The education of students about ISO/IEC 29110 software engineering standards and their implementations in very small entities. In *2017 IEEE Canada International Humanitarian Technology Conference (IHTC)* (pp. 94-98). IEEE.

Lavonen, J. (2017). Governance decentralisation in education: Finnish innovation in education. *Revista De Education a Distancia (RED)*, (53).

Lavonen, J. (2018). Educating professional teachers in Finland through the continuous improvement of teacher education programmes. *Contemporary pedagogies in teacher education and development*, 3-22.

Liaquat, Z. (2016). *International accreditation of education departments in universities of Pakistan* (Doctoral dissertation, University of Management and Technology Lahore).

Lin, J., & Liu, X. (2019). Key Competencies of Teachers' Professional Development in China. *Educational Innovations and Applications, 7*, 59-68.

Loh, J. (2022). Teacher Education in Singapore: Changes for a New Landscape. In *Handbook of Research on Teacher Education* (pp. 491-504). Springer, Singapore.

Loveless, A. (2011). Technology, pedagogy and education: reflections on the accomplishment of what teachers know, do and believe in a digital age. *Technology, Pedagogy and Education*, *20*(3), 301-316.

Major, C. H., & Palmer, B. (2006). Reshaping teaching and learning: The transformation of faculty pedagogical content knowledge. *Higher Education*, *51*(4), 619-647.

Makovec, D. (2018). The teacher's role and professional development. *International Journal of Cognitive Research in Science, Engineering and Education*, *6*(2), 33.

Malik, A. B. (2011). Policy analysis of education in Punjab Province. *Islamabad, Pakistan: UNESCO. Retrieved January*, *4*, 2017.

Malik, M. A. (2020). Evaluation of Undergraduate Teacher Education Curriculum with reference to Outcome Based Indicators and National Professional Standards for Teachers in Pakistan.

Malik, S. K., Nasim, U., & Tabassum, F. (2015). Perceived Effectiveness of Professional Development Programs of Teachers at Higher Education Level. *Journal of Education and Practice*, *6*(13), 169-181.

Malik, S. K., Nasim, U., & Tabassum, F. (2015). Perceived Effectiveness of Professional Development Programs of Teachers at Higher Education Level. *Journal of Education and Practice*, *6*(13), 169-181.

Meer, H. S. (2016). Top 7 characteristics and qualities of a good teacher. *URL: https://owlcation. Com/academia/Character istics-Of-A-Good-Teacheron*.

Mushtaq, S., & Mustafa, M. T. (2015). National Professional Standards for Teachers in Pakistan in Light of Teaching of the Holy Prophet (PBUH). *Journal of Policy Research (JPR)*, *1*(4), 171-181.

Note regarding Israel, A. TALIS 2018 Results (Volume I) Teachers and School Leaders as Lifelong Learners.

O'Reilly, V. N. (2018). Professional standards and professional identity: Perspectives of career development practitioners in Australia and New Zealand.

Peng, S. (2018). Novice Teachers' Voices on Professional Agency and Professional Identity in Finland and China.

Phillips, V. (2014). Teachers know best: Teachers views on professional development. Bill and Melinda gates foundation.

Podolsky, A., Kini, T., & Darling-Hammond, L. (2019). Does teaching experience increase teacher effectiveness? A review of US research. *Journal of Professional Capital and Community*.

Qureshi, N., & Kalsoom, Q. (2022). Teacher Education in Pakistan: Structure, Problems, and Opportunities. In *Handbook of Research on Teacher Education* (pp. 971-986). Springer, Singapore.

Rajandiran, D. (2021). Singapore's teacher education model for the 21st century (TE21). In *Implementing deeper learning and 21st century education reforms* (pp. 59-77). Springer, Cham.

Roberto, J., & Madrigal, D. (2018). Teacher quality in the light of the Philippine Professional Standards for Teachers. *Philippine Social Science Journal*, *1*(1), 67-80.

Sakai, S. (2014). Toward Setting Professional Standards for Teacher Development in Japan.

Santoro, N., & Kennedy, A. (2016). How is cultural diversity positioned in teacher professional standards? An international analysis. *Asia-Pacific Journal of Teacher Education*, *44*(3), 208-223.

Schwartz, S. (2019). What do teachers really want from professional development? Respect. *Education Week*, *38*(33), 3-4.

Shaukat, S., & Chowdhury, R. (2020). Teacher educators' perceptions of professional standards: Implementation challenges in Pakistan. *Issues in Educational Research*, *30*(3), 1084-1104.

Shaukat, S., & Chowdhury, R. (2020). Teacher educators' perceptions of professional standards: Implementation challenges in Pakistan. *Issues in Educational Research*, *30*(3), 1084-1104.

Shaukat, S., & Chowdhury, R. (2021). Pre-service Teachers' Perceptions of Professional Standards and their Integration into Pre-service Training: A Comparative Study of Australia and Pakistan. *Australian Journal of Teacher Education*, *46*(11), 4.

Siddiqui, S. (2010). 18th amendment and education. *Retrieved January*, *4*, 2013.

Singh, P., Allen, J., & Rowan, L. (2019). Quality teaching: Standards, professionalism, practices. *Asia-Pacific Journal of Teacher Education*, *47*(1), 1-4.

Sulaiman, N. (2015). *PERSPECTIVES ON QUALITY OF TEACHER EDUCATION IN PAKISTAN* (Doctoral dissertation).

Tahira, M., Hassan, A., Malik, A., & Yousuf, M. I. (2020). Teacher Education in Pakistan: Issues and Problems. *Online Submission*.

Tanveer, M., Mahmood, H., Haq, I. U., Rather, R. A., & Ali, H. (2021). Higher Education Quality Assurance Framework Pathway for Transformation in Pakistan: Managerial and Economic Perspectives.

Tariq, T. M., Hina, K., & Arshad, A. M. (2020). National Professional Standards for Teachers: Awareness, Perspective & Implementation in Pakistan. *Research Journal of Social Sciences and Economics Review*, *1*(4), 242-249.

Usman, I. S., John, D. P., & Simvyap, W. L. (2019). Developing Effective Teaching Skills: What Teachers Should Know. *ATBU Journal of Science, Technology and Education*, *7*(1), 34-40.

Van Dijk, E. E., van Tartwijk, J., van der Schaaf, M. F., & Kluijtmans, M. (2020). What makes an expert university teacher? A systematic review and synthesis of frameworks for teacher expertise in higher education. *Educational Research Review*, *31*, 100365.

Vangrieken, K., Meredith, C., Packer, T., & Kyndt, E. (2017). Teacher communities as a context for professional development: A systematic review. *Teaching and teacher education*, *61*, 47-59.

Vlăsceanu, L., Grünberg, L., & Pârlea, D. (2004). *Quality assurance and accreditation: A glossary of basic terms and definitions* (p. 25). Bucharest: Unesco-Cepes.

Watson, S. B. (2006). Novice science teachers: Expectations and experiences. *Journal of Science Teacher Education*, *17*(3), 279-290.

Yue, X., & Ji, R. (2020). Teacher Professional Competencies in Education for Sustainable Development. In *Sustainable Organizations-Models, Applications, and New Perspectives*. IntechOpen.

Zhumash, Z., Zhumabaeva, A., Nurgaliyeva, S., Saduakas, G., Lebedeva, L. A., & Zhoraeva, S. B. (2021). Professional Teaching Competence in Preservice Primary School Teachers: Structure, Criteria and Levels. *World Journal on Educational Technology: Current Issues*, *13*(2), 261-271.

Appendix A

Letter of Approval of topic

NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2020/Edu

Dated: 30-07-2020

To: Shumaila Jabeen
1627-M.Phil /Edu/F18

Subject: **APPROVAL OF M.Phil THESIS TOPIC AND SUPERVISOR**

1. Reference to Letter No, ML.1/2/2020-Edu, dated 06-07-2020, the Higher Authority has approved the topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 14th May 2020.

   a. **Supervisor's Name & Designation**
   Dr. Khush Bakht Hina (Supervisor)
   Assistant Professor,
   Department of Education, NUML, Islamabad.

   b. **Topic of Thesis**

   "A Critical Analysis of Professional Criteria for University teachers in Pakistan"

2. You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time. It is inform you that your thesis should be submit within described period by **31 August 2021** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4. Thesis are to be prepared strictly on NUML's format that can be had from (Coordinator, Department of Education)

Telephone No: 051-9265100-110 Ext: 2090
E-mail: ftabassum@numl.edu.pk

30/07/20
Dr. Marium Din
A/Head,
Department of Education

Distribution: Ms. Shumaila Jabeen (M.Phil Scholar)

Dr. Khushbakht Hina (Thesis Supervisor)

Appendix B

Cover Letter of Questionnaire

A Critical analysis of professional criteria for university teachers in Pakistan

By Shumaila Jabeen

M.Phil. scholar, Department of Education, Faculty of Social Sciences

National University of Modern Languages (NUML), H-9 Islamabad, Pakistan

Respected Sir/ Madam

I am a student of M.Phil. In Education at National University of Modern Languages, Islamabad and conducting a research on *"A Critical analysis of professional criteria for university teacher in Pakistan".*

Objectives of the study

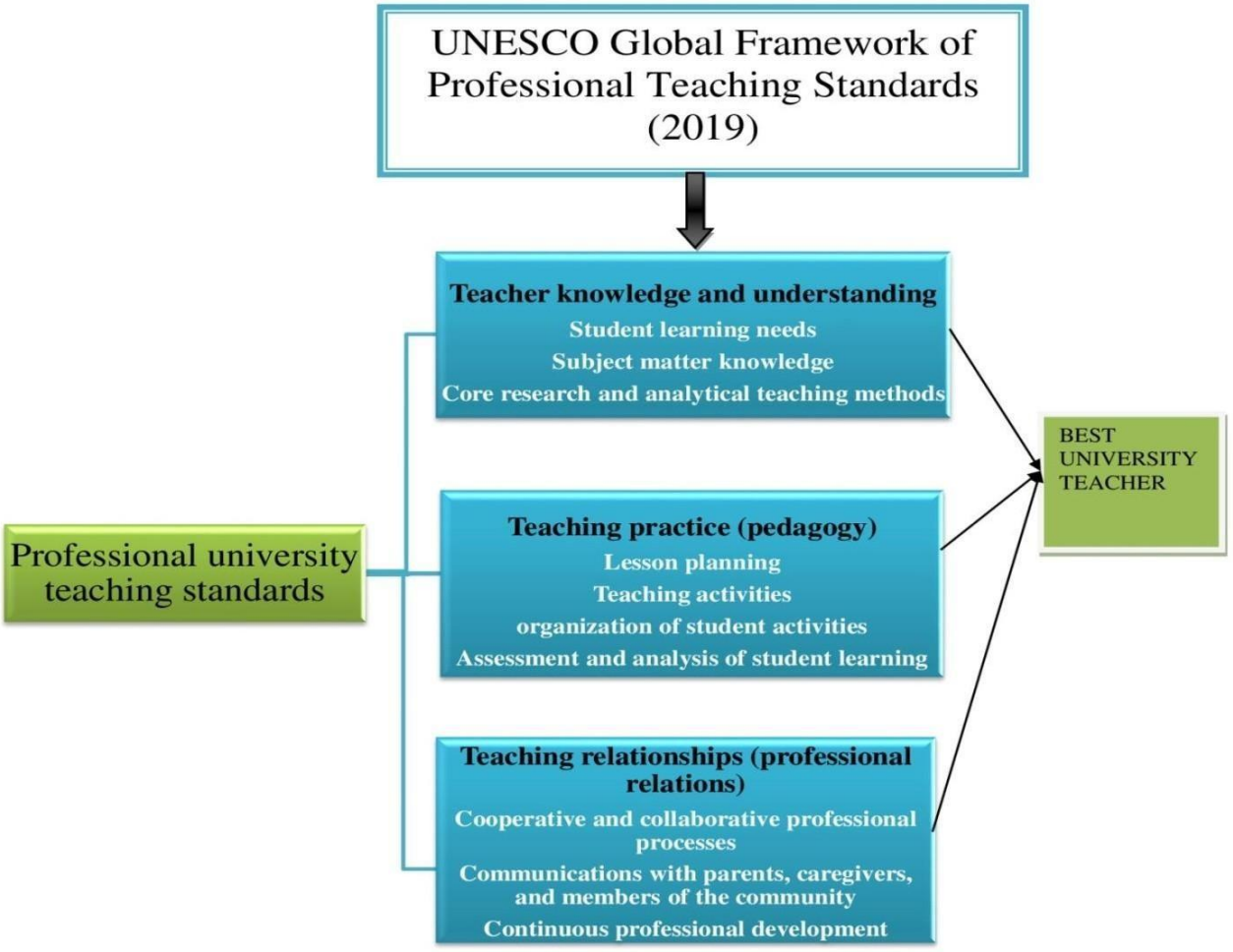
3. To explore the domains of the Global framework of professional teaching of university faculty with respect to HEC To investigate the Perception of professional teaching standards in the context of the framework of the study amongst university faculty at public sectors universities in Islamabad territory

i. To investigate the perception of university faculty regarding "Teacher knowledge and understanding" in domains of a framework of the study

ii. To determine the perception of university faculty regarding "Teacher teaching practice" in domains of the framework of the study

iii. To assess the perception of university faculty regarding "Teacher teaching relations" in domains of the framework of the study

Theoretical Framework



The questionnaire has been self-developed by the researcher in light of adopted global framework made by UNESCO and educational international consisting of three

domains and 10 standards, kindly assist me by spending few minutes on completing a questionnaire consists of 36 items in which all are close ended questions. You are requested to give your responses against the options ranging from 1 to 5, indicating your preference of response from “strongly disagree” to “strongly agree”.

Kindly evaluate my questionnaire in terms of its content and construction, provide your valuable suggestions for its improvement and certify its validity by filling the certificate attached at the end of the document.

Questionnaire is provided below. Your contribution towards this research is highly appreciated. Collected data will be used for research purpose only. It is assured you that your responses will be kept confidential and will not be disclosed to any person or authority.

Shumaila jabeen

MPhil Scholar

Department of Education

National University of Modern Languages,

Islamabad

Appendix C

Questionnaire Serial Number:

"University Teachers Professional criteria Scale"

Directions

Dear respondent, this questionnaire is devised with the aim of looking into your perspective regarding Professional criteria for university teacher with respect to Global framework of professional teaching standards. To that end, your careful completion of the questionnaire will definitely contribute to obtaining real data which is crucial for more accurate findings. The information will be kept confidential and will be used just for research purposes. Thank you very much in advance for your time and cooperation.

Part-A

Demographic information

Please tick (√) in the appropriate box.

Qualification:

1) **M.P**hil./MS	2) PhD	3) Doctorate

Experience:

1) 0-5 years	2) 5-10 years	3)10-15 years	4)15-20 years	5) more than 20 years

Gender:

1) Male	2) Female

Part-B

Please indicate the level of your agreement with each statement. 1. Strongly Disagree (S.D) 2. Disagree (D) 3. Neutral 4. Agree (A) 5. Strongly Agree (S.A)

S.NO	CODE	**Domain 1: Teacher knowledge and understanding (**teacher is expert and knowledgeable in understanding of content and understand their subject they are teaching **How students learn, and the particular learning, social, and development needs of their students**	SD	D	N	A	SA
1	**TK1**	I build instructional strategies according to learners cognitive and social needs	1	2	3	4	5
2	**TK2**	I understand the learning strengths and needs of students from diverse cultural, religious and social background	1	2	3	4	5
3	**TK3**	I help the students to develop social –emotional competencies in them	1	2	3	4	5
4	**TK4**	I understand the use of digital technologies in optimizing student's ability to learn.	1	2	3	4	5
		The content and related methodologies of the subject matter or content being taught					
5	**TK5**	I have an in-depth knowledge of the subject matter that I am teaching	1	2	3	4	5
6	**TK6**	I use appropriate methods for teaching and learning in the subject area I teach	1	2	3	4	5
7	**TK7**	I have a Knowledge of the common conceptions, misconceptions, and difficulties that students encounter when learning particular content	1	2	3	4	5
8	**TK8**	I understands major concepts and ways of knowing that are central to the subject I teach	1	2	3	4	5

		Core research and analytical methods that apply in teaching, including with regard to student assessment					
9	**TK9**	I consult theoretical frameworks to apply them in my teaching where relevant	1	2	3	4	5
10	**TK10**	I am continuously and actively engaged with up-to date research and developments in teaching, learning and assessments to plan practice	1	2	3	4	5
11	**TK11**	I examine data from students' assessment, draw conclusion and share with them appropriately.	1	2	3	4	5
12	**TK12**	I participate in writing research projects to enhance my research competencies	1	2	3	4	5
Domain 2: Teaching Practice (teaching practice manifest in many ways and always reflect teacher understanding regarding student learning and development)							
		Planning and preparation to meet the learning objectives held for students					
13	**TP13**	I plan and implement lessons that set clear and high expectations and make knowledge accessible for all students.	1	2	3	4	5
14	**TP14**	I arrange learning activities and use appropriate teaching methodologies for the achievement of learning objectives	1	2	3	4	5
15	**TP15**	I describe learning objectives in the start of the lecture to clearly demonstrate what students will learn	1	2	3	4	5
		An appropriate range of teaching activities					
16	**TP16**	I design teaching activities to motivate students for group activities	1	2	3	4	5
17	**TP17**	I design teaching activities that built students critical thinking and problem solving skills.	1	2	3	4	5
18	**TP18**	I arrange teaching activities that makes students active member in the class	1	2	3	4	5

		Organization and facilitation of students' activities					
19	**TP19**	I create a classroom culture in which students cooperate with each other	1	2	3	4	5
20	**TP20**	I create the learning environment to actively and equitably engage learners by organizing, coordinating the resource of time, space and learner's attention.	1	2	3	4	5
21	**TP21**	I develop learning strategies that engage learners in collaborative and self-directed learning	1	2	3	4	5
		Assessment and analysis of student learning					
22	**TP22**	I continuously assess student learning	1	2	3	4	5
23	**TP23**	I plan and develop assessment strategies to meet the different needs and learning preference of students	1	2	3	4	5
24	**TP24**	I provide timely, accurate and constructive feedback to students about their progress in learning.	1	2	3	4	5
Domain 3: Teaching Relations (professional relationship of teacher with student's colleagues and parents and include active participation in:							
		Cooperative and collaborative professional processes					
25	**TR25**	I collaborate with colleagues to share new ideas about teaching and learning methodologies	1	2	3	4	5
26	**TR26**	I collaborate with colleagues to improve my professional knowledge and practices	1	2	3	4	5
27	**TR27**	I collaborate with colleagues to build a safe learning climate of openness, mutual respect and support	1	2	3	4	5
28	**TR28**	I build effective relationship with colleagues and learners to create a safe and supportive environment for learners	1	2	3	4	5
		Communications with members of the community					
29	**TR29**	I participate in community networks and forum, to improve	1	2	3	4	5

		professional practice and educational outcomes of students					
30	**TR30**	I promote the learning and academic growth of students through effective communication with community members	1	2	3	4	5
31	**TR31**	I communicate with colleagues to deliver excellence in learning	1	2	3	4	5
32	**TR32**	I seek to foster respectful communication among all members of a learning community	1	2	3	4	5
		Continuous professional development					
33	**TR33**	I am engaged in meaningful and appropriate professional development activities aligned with needs of learners.	1	2	3	4	5
34	**TR34**	I maintain up-to-date knowledge and understanding of the professional duties of teachers	1	2	3	4	5
35	**TR35**	I participates in formal professional learning and development courses or training	1	2	3	4	5
36	**TR36**	I demonstrate commitment to continuing professional development in teaching and learning	1	2	3	4	5

Thank you for your cooperation

Appendix D

Certificate of Validity

A Critical analysis of professional criteria for university teachers in Pakistan

by Shumaila Jabeen

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to clarify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess the perception of university faculty regarding domains of global framework as a standard at higher level teachers teaching. The questionnaire has been organized in two major parts exploring respondent's demographic data and 3 domains of Global framework. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, developed for the research above titled is according to the objectives of the research and can be used for data collection by the researcher with fair amount of confidence.

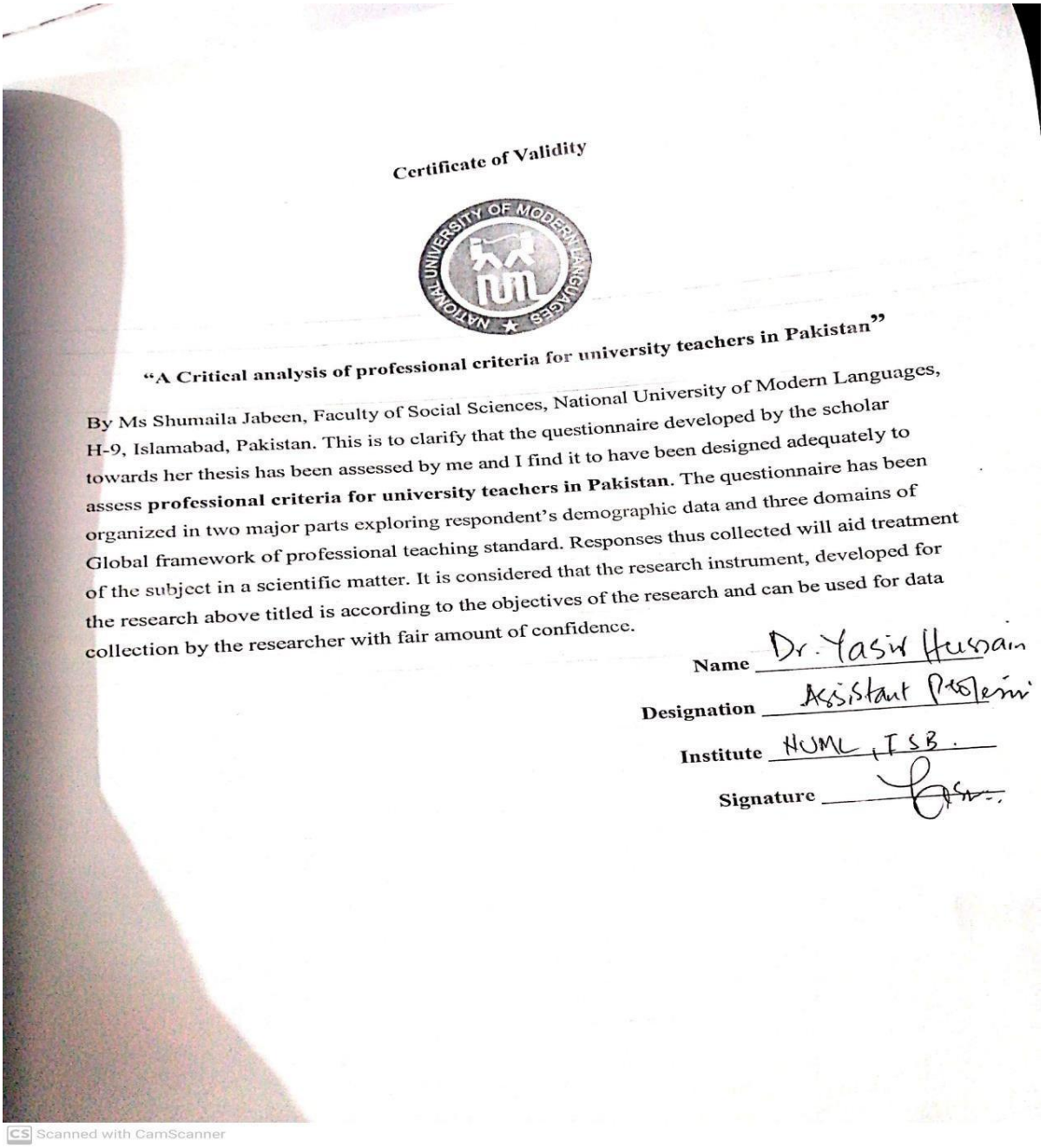
Name _____

Designation _____

Institute _____

Signature _____

Appendix E



Certificate of Validity

"A Critical analysis of professional criteria for university teachers in Pakistan"

By Ms Shumaila Jabeen, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan. This is to clarify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess **professional criteria for university teachers in Pakistan**. The questionnaire has been organized in two major parts exploring respondent's demographic data and three domains of Global framework of professional teaching standard. Responses thus collected will aid treatment of the subject in a scientific matter. It is considered that the research instrument, developed for the research above titled is according to the objectives of the research and can be used for data collection by the researcher with fair amount of confidence.

Name Dr. Yasir Hussain

Designation Assistant Professor

Institute NUML, ISB.

Signature _____

Scanned with CamScanner

Appendix F

Certificate of Validity

"A Critical analysis of professional criteria for university teachers in Pakistan"

By Ms Shumaila Jabeen, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan. This is to clarify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess **professional criteria for university teachers in Pakistan.** The questionnaire has been organized in two major parts exploring respondent's demographic data and three domains of Global framework of professional teaching standard. Responses thus collected will aid treatment of the subject in a scientific matter. It is considered that the research instrument, developed for the research above titled is according to the objectives of the research and can be used for data collection by the researcher with fair amount of confidence.

Name Dr. Shaza Khan

Designation MRDB / Assoc. Professor

Institute NUML.

Signature

Appendix G

Certificate of Validity

"A Critical analysis of professional criteria for university teachers in Pakistan"

By Ms Shumaila Jabeen, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan. This is to clarify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess **professional criteria for university teachers in Pakistan**. The questionnaire has been organized in two major parts exploring respondent's demographic data and three domains of Global framework of professional teaching standard. Responses thus collected will aid treatment of the subject in a scientific matter. It is considered that the research instrument, developed for the research above titled is according to the objectives of the research and can be used for data collection by the researcher with fair amount of confidence.

Name Dr Saira Nudrat

Designation AP

Institute NUML, Isb.

Signature

Appendix H

Certificate of Validity

"A Critical analysis of professional criteria for university teachers in Pakistan"

By Ms Shumaila Jabeen, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan. This is to clarify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess **professional criteria for university teachers in Pakistan**. The questionnaire has been organized in two major parts exploring respondent's demographic data and three domains of Global framework of professional teaching standard. Responses thus collected will aid treatment of the subject in a scientific matter. It is considered that the research instrument, developed for the research above titled is according to the objectives of the research and can be used for data collection by the researcher with fair amount of confidence.

Name Qurat-ul-Ain Hira

Designation AP (Education)

Institute NUML

Signature

Appendix I

DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel.No: 051-9265100 Ext: 2090

ML.1-4/2021-Edu

Dated: 24-02-2021

TO WHOM IT MAY CONCERN

It is certified that Ms. Shumaila Jabeen D/O Muhammad Banaras, Registration # 1627-MPhil/Edu/F18 is a student of M.phil Department of Education at National University of Modern Languages Islamabad is engaged in project of Research Work entitled "A Critical Analysis of Professional Criteria for University Teachers in Pakistan". This survey is part of her M.Phil study.

In view of your important management position at your institution, you may make a valuable contribution to the achievement of this study's objectives. You are therefore requested to kindly spare 15-20 minutes for answers of some questions related to the study. It is ensured that information given by you will be kept confidential and used only for research purpose. I would highly appreciate your cooperation in this regard.

Following Universities are the part of the present study for the collection purpose:-

- Bahria University Islamabad
- International Islamic University Islamabad
- COMSATS University Islamabad
- Quaid e Azam University Islamabad
- Federal Urdu University of Arts, Sciences and Technology Islamabad
- National University of Science and Technology Islamabad
- National Defense University Islamabad
- AIR UNIVERSITY

24/02/20

Dr Marium Din
A/Head,
Department of Education.

National University of Modern Languages Education Deptt

Appendix J

List of Public Universities of Islamabad

Name	Sector	Chartered By	Discipline	Province	City
Air University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Allama Iqbal Open University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Bahria University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
COMSATS Institute of Information Technology	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Federal Urdu University of Arts, Sciences & Technology	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Health Services Academy (HSA), Islamabad	Public	Government of Pakistan	Medical	Islamabad Capital Territory	Islamabad
Institute of Space Technology	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
International Islamic University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
National Defense University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
National University of Modern Languages	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
National University of Sciences & Technology	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
National University of Technology (NUTECH), Islamabad	Public	Government of Pakistan	Engineering & Technology	Islamabad Capital Territory	Islamabad
Pakistan Institute of Development Economics (PIDE)	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Pakistan Institute of Engineering & Applied Sciences	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Quaid-i-Azam University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Shaheed Zulfiqar Ali Bhutto Medical University	Public	Government of Pakistan	Medical	Islamabad Capital Territory	Islamabad

Appendix -K

Gender Wise Population Distribution

S#	University	Faculty	Male	Female
1.	National University of Modern Languages	Social Sciences	52	77
2	International Islamic University Islamabad	Social Sciences	82	77
3	Quaid -I- Azam University	Social Sciences	49	53
4.	Bahria University	Social Sciences	5	29
5.	COMSATS Institute of Information Technology	Social Sciences	13	9
6.	Federal Urdu University of Arts, Sciences &Technology	Social Sciences	8	7
7.	National University of Sciences & Technology	Social Sciences	28	35
8.	Pakistan Institute of Development Economics (PIDE)	Social Sciences	41	13
9.	Allama Iqbal Open University	Social Sciences	57	30
10.	National Defense University	Social Sciences	20	22
11.	Air University	Social Sciences	17	8

S.No	Name of university	University status	Social science Faculty	Total Number of faculty
1	International Islamic university Islamabad	Public	1. Applied psychology 2. Education 3. History and Pakistan studies 4. Islamic art and architecture studies 5. Media and communication 6. Sociology 7. Politics and IR 8. Psychology	159
2	National University of Modern Languages	Public	1. Applied psychology 2. Education 3. IR 4. Islamic studies 5. Mass Communication 6. Pak studies 7. Peace and conflict	129
3	Quaid-e-Azam	Public	1. Economics 2. Pakistan Studies 3. Anthropology 4. Psychology 5. Politics and IR 6. History 7. English	102
4	Bahria University	Public	1. International Relation 2. Development studies and Anthropology 3. Professional Psychology 4. Media studies	34
5	COMSATS Institute of Information Technology	Public	1. Psychology 2. IR 3. Linguistic and literature	22
6	Federal Urdu University of Arts, Sciences &Technology	Public	1. Mass communication 2. IR 3. Islamic History 4. Education 5. Special Education 6. Social work	15

			7. Political science 8. psychology	
7	National University of Sciences & Technology	Public	1. Career counselling & education. 2. Economics. 3. Mass communication. 4. Development **studies**. 5. **Psychology**.	63
8	Pakistan Institute of Development Economics (PIDE)	Public	1. Economics	54
9	Allama Iqbal Open University	Public	1. Mass communication 2. Education 3. Pakistan studies 4. History 5. Sociology and social work	87
10	National Defense University	Public	1. Social science 2. International Relation 3. Psychology 4. Peace and conflict studies 5. Leadership and management studies 6. Government and public policy	42
11	Air University	Public	1. Humanities 2. Education 3. Psychology	25

Appendix L

QUALITY ASSURANCE AGENCY PERFORMAS

Preformat - 1

Student Course Evaluation Questionnaire

University Logo

(To be filled by each Student at the time of Course Completion)

Department_____ Course No: _____

Course Title_____ Teacher Name: _____

Year of Study_____ Semester/Term: _____

Please give us your views so that Course quality can be improved.
You are encouraged to be frank and constructive in your comments

CORE QUESTIONS

Course Content and Organization	Strongly Agree	Agree	Un-certain	Dis-agree	Strongly Disagree
1. The course objectives were clear	☐	☐	☐	☐	☐
2. The Course workload was manageable	☐	☐	☐	☐	☐
3. The Course was well organised (e.g. timely access to materials, notification of changes, etc.)	☐	☐	☐	☐	☐
4. Comments					

Student Contribution					
5. Approximate level of your own attendance during the whole Course	☐<20%	☐21-40%	☐ 41-60%	☐ 61-80%	☐>81%
	Strongly Agree	Agree	uncertain	Disagree	Strongly Disagree
6. I participated actively in the Course	☐	☐	☐	☐	☐
7. I think I have made progress in this Course	☐	☐	☐	☐	☐
8. Comments					

Learning Environment and Teaching Methods	Strongly Agree	Agree	Uncertain	Dis-agree	Strongly Dis-agree
9. I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical etc.)	☐	☐	☐	☐	☐
10. The learning and teaching methods encouraged participation.	☐	☐	☐	☐	☐
11. The overall environment in the class was conducive to learning.	☐	☐	☐	☐	☐
12. Classrooms were satisfactory	☐	☐	☐	☐	☐
13. Comments					

Learning Resources	Strongly Agree	Agree	Uncertain	Dis-agree	Strongly Dis-agree
14. Learning materials (Lesson Plans, Course Notes etc.) were relevant and useful.	☐	☐	☐	☐	☐
15. Recommended reading Books etc. were relevant and appropriate	☐	☐	☐	☐	☐
16. The provision of learning resources in the library was adequate and appropriate	☐	☐	☐	☐	☐
17. The provision of learning resources on the Web was adequate and appropriate (if relevant)	☐	☐	☐	☐	☐
18 Comments					

Quality of Delivery	Stron-gly Agree	Agree	Un-certain	Dis-agree	Strongly Disagree
19. The Course stimulated my interest and thought on the subject area	☐	☐	☐	☐	☐
20. The pace of the Course was appropriate	☐	☐	☐	☐	☐
21. Ideas and concepts were presented clearly	☐	☐	☐	☐	☐
22. Comments					

Assessment	Strongly Agree	Agree	Uncertain	Dis-agree	Strongly Disagree
23. The method of assessment were reasonable	☐	☐	☐	☐	☐
24. Feedback on assessment was timely	☐	☐	☐	☐	☐
25. Feedback on assessment was helpful	☐	☐	☐	☐	☐
26. Comments					

Additional Core Questions

Instructor / Teaching Assistant Evaluation	**Strongly Agree**	**Agree**	**Uncertain**	**Dis-Agree**	**Strongly Disagree**
27. I understood the lectures	☐	☐	☐	☐	☐
28. The material was well organized And presented	☐	☐	☐	☐	☐
29. The instructor was responsive to student Needs and problems	☐	☐	☐	☐	☐
30. Had the instructor been regular throughout The course?	☐	☐	☐	☐	☐

Tutorial	**Strongly Agree**	**Agree**	**Uncertain**	**Dis-Agree**	**Strongly Disagree**
31. The material in the tutorials was useful	☐	☐	☐	☐	☐
32. I was happy with the amount of work needed For tutorials	☐	☐	☐	☐	☐
33. The tutor dealt effectively with my	☐	☐	☐	☐	☐

Practical	**Strongly Agree**	**Agree**	**Uncertain**	**Dis-Agree**	**Strongly Disagree**
34. The material in the practicals was useful	☐	☐	☐	☐	☐
35. The demonstrators dealt effectively	☐	☐	☐	☐	☐

Overall Evaluation

36. The best features of the Course were :

37. The Course could have been improved by :

Equal Opportunities Monitoring (Optional)

38. The University does not tolerate discrimination on any irrelevant distinction (e.g. race, age, gender) and is committed to work with diversity in a wholly positive way. Please indicate below anything in relation to this Course which may run counter to this objective:

Demographic Information: (Optional)

39. Full/part time study: Full Time ☐ Part Time ☐

40. Do you consider yourself to be disabled: Yes ☐ No ☐ 41? Domicile :

☐ ☐ ☐ ☐ ☐ ☐

42. Gender: Male Female
43. Age Group: less than 22 22-29 over 29
44. Campus: Distance Learning/Collaborative

Performa 2

Faculty Course Review Report

University Logo

(To be filled by each teacher at the time of Course Completion)

For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept.
Quality Officer) together with copies of the Course Syllabus outline

Department:			Faculty:		
Course Code:		Title:			
Session:		Semester:	Autumn	Spring	Summer
Credit Value:		Level:		Prerequisites:	
Name of Course Instructor:		No. of Students Contact Hours	Lectures	Other (Please State)	
			Seminars		
Assessment Methods: give precise details (n assignments, exams, O & length of weightings etc.)					

Distribution of Grade/Marks and other Outcomes:
(Adopt the grading system as required)

Undergraduate	Originally Registered	% Grade A	% Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total

No. of Students										
Post-Graduate	Originally Registered	% Grade A	% Grade B	% Grade C	D	E	No Grade		Withdrawal	Total
No. of Students										

Overview/Evaluation (Course Coordinator's Comments)

Feedback: first summarize, and then comment on feedback received from:

(These boxes will expand as you type in your answer.)

1) Student (Course Evaluation) Questionnaires
2) External Examiners or Moderators (if any)
3) Student /Staff Consultative Committee (SSCC) or equivalent, (if any)
4) Curriculum: Comment on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes course objectives) and its compliance with the HEC Approved / Revised National Curriculum Guidelines
5) Assessment: Comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course objectives)
6) Enhancement: Comment on the implementation of changes proposed in earlier Faculty Course Review Reports
7) Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt
Name:_____Date:_____*(Course Instructor)* Name:_____Date: _____ *(Head of Department)*

Performa: 3

Survey of Graduating Students

(To be filled out by graduating students in last semester/year before the award of degree)

The survey seeks graduating students' input on the quality of education they received in their program and the level of preparation they had at university. The purpose of this survey is to assess the quality of the academic programs. We seek your help in completing this survey.

A: Very satisfied B: Satisfied C: Uncertain D: Dissatisfied E: Very dissatisfied

1. The work in the programmed is too heavy and induces a lot of pressure

A B C D E

2. The program is effective in enhancing team-working abilities.

A B C D E

3. The programmed administration is effective in supporting learning.

A B C D E

4. The programmed is effective in developing analytical and problem solving skills.

A B C D E

5. The programmed is effective in developing independent thinking.

A B C D E

6. The programmed is effective in developing written communication skills.

A B C D E

7. The programmed is effective in developing planning abilities.

A B C D E

8. The objectives of the program have been fully achieved.

A B C D E

9. Whether the contents of curriculum are advanced and meet programmed objectives.

A B C D E

10. Faculty was able to meet the programmed objectives.

A B C D E

11. Environment was conducive for learning.

A B C D E

12. Whether the Infrastructure of the department was good.

A B C D E

13. Whether the programmed was comprised of Co-curricular and extra-curricular activities.

A B C D E

14. Whether scholarships/ grants were available to students in case of hardship.

A B C D E

Answer question 15 if applicable.

15. The internship experience is effective in enhancing.

a.	Ability to work in teams	(A)	(B)	(C)	(D)	(E)
b	Independent thinking	(A)	(B)	(C)	(D)	(E)
c.	Appreciation of ethical Values	(A)	(B)	(C)	(D)	(E)
d.	Professional development	(A)	(B)	(C)	(D)	(E)
e.	Time management skills	(A)	(B)	(C)	(D)	(E)
f	Judgment	(A)	(B)	(C)	(D)	(E)
g.	Discipline	(A)	(B)	(C)	(D)	(E)
h.	The link between theory and Practice	(A)	(B)	(C)	(D)	(E)

16. What are the best aspects of your programmed?

_____

_____

_____

_____

_____

17. What aspects of your programmed could be improved?

You may use additional sheets for questions 10 & 11 if needed.

Performa: 4

RESEARCH STUDENT PROGRESS REVIEW FORM
(To be filled out by Master/ M.Phil./PhD Research Students on six monthly basis)

University Logo

To be submitted by the HoD / Dept. Quality Officer to the QEC

For Research Student to Complete:

1. Date of admission to the department
2. Date of initiation of research
3. Date of completion of Course work
4. Number of credit hours completed
5. Date of Synopsis Defense
6. Cumulative Grade Point Average (CGPA) secured
7. Please outline details of progress in your research since your last review (including any research publications):
8. Do you have any Comments on the level of supervision received?
9. What do you plan to achieve over the next 6 months?
10. Do you have any Comments on generic or subject-specialist training you may have received or would like to receive internally and / or externally?
11. Do you have easy access to sophisticated scientific equipment?
12. Do you have sufficient research material / commodities available?

Student_____Date: _____

Supervisory Committee Comments

(Please comment on and benchmark the student's progress against your University's internal and external HEC Quality Criteria for Master/PhD/M.Phil. Studies)

Principal Supervisor:_____ Date: _____

Co-Supervisor:_____ Date: _____

Co-Supervisor: _____ Date: _____

Head of Department Comments:

Signature: _____ Date: _____

Director, Board of Research Studies (or equivalent) Comments:

Signature:_____ Date: _____

Dean/Director, QEC Action: (including monitoring of Follow-up action) Date:

_____

Performa: 5

Faculty Survey

(To be submitted on annual basis by each faculty member)

The Purpose of this survey is to assess faculty members' satisfaction level and the effectiveness of programs in place to help them progress and excel in their profession. We seek your help in completing this survey and the information provided will be kept in confidence.

Indicate how satisfied are you with each of the following aspects of your situation at your department?

A: Very satisfied B: Satisfied C: Uncertain D: Dissatisfied E: Very dissatisfied.

1. Your mix of research, teaching and community service.

   A B C D E

2. The intellectual stimulation of your work.

   A B C D E

3. Type of teaching / research you currently do.

   A B C D E

4. Your interaction with students.

   A B C D E

5. Cooperation you receive from colleagues.

   A B C D E

6. The mentoring available to you.

   A B C D E

7. Administrative support from the department.

   A B C D E

8. Providing clarity about the faculty promotion process.

   A B C D E

9. Your prospects for advancement and progress through ranks.

A B C D E

10. Salary and compensation package.
A B C D E

11. Job security and stability at the department.

A B C D E

12. Amount of time you have for yourself and family.

A B C D E

13. The overall climate at the department.

A B C D E

14. Whether the department is utilizing your experience and knowledge

A B C D E

15. What are the best programs / factors currently available in your department that enhance your motivation and job satisfaction:

_____

_____

_____

_____

_____

_____

_____

_____

16. Suggest programs / factors that could improve your motivation and job satisfaction?

_____

_____

_____

_____

Information about faculty member

i. Academic rank:
A: Professor B: Associate Professor C: Assistant Professor D: Lecturer
E: Other

ii. Years of service:

A: 1-5 B: 6-10 C: 11-15 D: 16-20 E: >20

Name:_____ Signature:_____ Date: _____

Performa: 6

SURVEY OF DEPARTMENT OFFERING PhD PROGRAMMES

The following information is required for EACH Department in which a PhD programmed is offered.

1.	**General Information:**	
1.1	Name of Department	
1.2	Name of Faculty	
1.3	Date of initiation of PhD program	
1.4	Total number of academic journals subscribed in area relevant to PhD program.	
1.5	Number of Computers available per PhD student	
1.6	Total Internet Bandwidth available to all the students in the Department.	
2.	**Faculty Resources:**	
2.1	Number of faculty members holding PhD degree in the department.	
2.2	Number of HEC approved PhD Advisors in the department.	
3.	**Research Output:**	
3.1	Total number of articles published last year in International Academic Journals that are authored by faculty members and students in the department.	
3.2	Total number of articles published last year in Asian Academic Journals that are authored by faculty members and students in the department.	
3.3	Total number of ongoing research projects in the department funded by different organizations	
3.4	Number of post-graduate students in the department holding scholarships/fellowships.	

3.5	Total Research Funds available to the Department from all sources.	
3.6	Number of active international linkages involving exchange of researchers/students/faculty etc. (Attach Details)	
4.	**Student Information:**	
4.1	Number of PhD degrees conferred to date to students from the Department during the past three academic years.	
4.2	Number of PhD students currently enrolled in the department.	
4.3	Ratio of number of students accepted to total number of applicants for PhD Program.	
5.	**Program Information**	
5.1	Entrance requirements into PhD Program (M.Sc. / M.Phil.) Indicate subjects or M.Sc. / M.Phil.	
5.2	Is your PhD program based on research only? (Y/N)	
5.3	Maximum number of years in which a PhD degree has to be completed after initial date of enrollment in PhD program.	
5.4	Total number of post M.Sc. (16 year equivalent) courses required for PhD	
5.5	Total number of M.Phil. Level courses taught on average in a Term / Semester.	
5.6	Total number of PhD level courses taught on average in a Term / Semester.	
5.7	Do your students have to take/write:	
	a. PhD Qualifying examination (Y/N)	
	b. Comprehensive examination (Y/N)	
	c. Research paper in HEC approved Journal	
	d. Any other examination (Y/N)	
5.8	Total number of International examiners to which the PhD dissertation is sent.	
5.9	How is the selection of an examiner from technologically advanced countries carried out?	

5.10	Is there a minimum residency requirement (on campus) for award of PhD degree?	
6.	**Additional Information**	
6.1	Any other information that you would like to provide.	

Performa: 7

Alumni Survey

(To be filled by Alumni - after the completion of each academic year)

The purpose of this survey is to obtain alumni input on the quality of education they received and the level of preparation they had at University. The purpose of this survey is to assess the quality of the academic program. We seek your help in completing this survey.

A: Excellent B: Very good C: Good D: Fair E: Poor

I. Knowledge

1. Math, Science, Humanities and professional discipline, (if applicable)

(A) (B) (C) (D) (E)

2.	Problem formulation and solving skills		(A)	(B) (C) (D) (E)
3.	Collecting and analyzing appropriate data	(A)	(B)	(C) (D) (E)
4.	Ability to link theory to practice.	(A)	(B)	(C) (D) (E)
5.	Ability to design a system component or process	(A)	(B)	(C) (D) (E)
6.	IT knowledge	(A)	(B)	(C) (D) (E)

II. Communications Skills

1.	Oral communication	(A)	(B)	(C) (D) (E)
2.	Report writing	(A)	(B)	(C) (D) (E)
3.	Presentation skills	(A)	(B)	(C) (D) (E)

III. Interpersonal Skills

1.	Ability to work in teams.	(A)	(B)	(C) (D) (E)
2.	Ability to work in arduous /Challenging situation			
3.	Independent thinking	(A)	(B)	(C) (D) (E)
4.	Appreciation of ethical Values	(A)	(B)	(C) (D) (E)

IV. Management /leadership Skills

1.	Resource and Time management skills	(A)	(B)	(C) (D) (E)
2.	Judgment	(A)	(B)	(C) (D) (E)
3.	Discipline	(A)	(B)	(C) (D) (E)

V. General Comments

Please make any additional comments or suggestions, which you think would help strengthen our programs. (New courses that you would recommend and courses that you did not gain much from)

VI. Career Opportunities

VII. Department Status

1.	Infrastructure	(A)	(B)	(C) (D) (E)
2.	Faculty	(A)	(B)	(C) (D) (E)
3.	Repute at National level	(A)	(B)	(C) (D) (E)
4.	Repute at international level	(A)	(B)	(C) (D) (E)

VIII. Alumni Information

1. Name (Optional) _____
2. Name of organization _____
3. Position in organization _____
4. Year of graduation _____

Performa: 8

Employer Survey (To be filled in by Employer – after the completion of each academic year)

The purpose of this survey is to obtain employers' input on the quality of education University of is providing and to assess the quality of the academic program. The survey is with regard to University of graduates employed at your organization. We seek your help in completing this survey.

A: Excellent B: Very good C: Good D: Fair E: Poor

I. Knowledge

1. Math, Science, Humanities and professional discipline, (if applicable)

(A) (B) (C) (D) (E)

(A) (B) (C) (D)

2. Problem formulation and solving skills

(E)

3. Collecting and analyzing appropriate data	(A)	(B)	(C)	(D)	(E)
4. Ability to link theory to Practice	(A)	(B)	(C)	(D)	(E)
5. Ability to design a system component or process	(A)	(B)	(C)	(D)	(E)
6. Computer knowledge.	(A)	(B)	(C)	(D)	(E)

II. Communication Skills

1. Oral communication	(A)	(B)	(C)	(D)	(E)
2. Report writing	(A)	(B)	(C)	(D)	(E)
3. Presentation skills	(A)	(B)	(C)	(D)	(E)

III. Interpersonal Skills

1. Ability to work in teams	(A)	(B)	(C)	(D)	(E)
2. Leadership	(A)	(B)	(C)	(D)	(E)
3. Independent thinking	(A)	(B)	(C)	(D)	(E)
4. Motivation	(A)	(B)	(C)	(D)	(E)

5. Reliability	(A)	(B)	(C)	(D)	(E)
6. Appreciation of ethical values	(A)	(B)	(C)	(D)	(E)

IV. Work skills

1. Time management skills	(A)	(B)	(C)	(D)	(E)
2. Judgment	(A)	(B)	(C)	(D)	(E)
3. Discipline	(A)	(B)	(C)	(D)	(E)

V. General Comments

Please make any additional comments or suggestions, which you think would help strengthen our programs for the preparation of graduates who will enter your field. Did you know as to what to expect from graduates?

_____

_____

_____

_____

_____

_____

VII Information about Organization

1. Organization Name_____
2. Type of Business_____
3. Number of Graduates (specify the program) in your Organization

Performa: 9

Faculty Resume

Name	
Personal	*May include address(s) and phone number(s) and other personal information that the candidate feels is pertinent.*
Experience	List current appointment first, each entry as follows: *Date, Title, and Institution.*
Honor and Awards	List honors or awards for scholarship or professional activity.
Memberships	*List memberships in professional and learned Societies, indicating offices held committees, or otherspecific assignments.*
Graduate Students Postdocs Undergraduate Students Honor Students	*List supervision of graduate students, post docs and undergraduate honors theses showing:* **Years Degree Name** Show other information as appropriate and list membership on graduate degree committees.
Service Activity	*List University and public service activities.*
Brief Statement of Research Interest	*May be as brief as a sentence or contain additional details up to one page in length.*

Publications	*List publications in standard bibliographic format with earliest date first.* ○ Manuscripts accepted for publication should be included under appropriate category as "in press;" ○ Segment the list under the following standard headings: • Articles published by refereed journals. • Books. • Scholarly and /or creative activity published through a refereed electronic venue. • Contribution to edited volumes.
	• Papers published in refereed conference proceedings. • Paper or extended abstracts published in conference proceedings. (refereed on the basis of abstract) • Articles published in popular press. • Articles appearing in in-house organs. • Research reports submitted to sponsors. • Articles published in non-refereed journals. • Manuscripts submitted for publication. (Include where and when submitted).
Research Grants and Contracts.	*Entries should include:* **Date Title Agency / Organization** **Total Award Amount** Segment the list under following headings: • Completed • Funded and in progress • In review
Other Research or Creative Accomplishments	*List patents, software, new products developed, etc.*
Selected Professional Presentations	

Performa: 10

Teacher Evaluation Form

Course Title and Number: _____

Name of Instructor:_____ Semester_____

Department:_____ Degree_____

Use the scale to answer the following questions below and make Comments

A: Strongly Agree B: Agree C: Uncertain D: Disagree E: Strongly Disagree

Instructor:					
1. The Instructor is prepared for each class	A	B	C	D	E
2. The Instructor demonstrates knowledge of the subject	A	B	C	D	E
3. The Instructor has completed the whole course	A	B	C	D	E
4. The Instructor provides additional material apart from the textbook	A	B	C	D	E
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	A	B	C	D	E
6. The Instructor communicates the subject matter effectively	A	B	C	D	E
7. The Instructor shows respect towards students and encourages class participation	A	B	C	D	E
8. The Instructor maintains an environment that is conducive to learning	A	B	C	D	E
9. The Instructor arrives on time	A	B	C	D	E
10. The Instructor leaves on time	A	B	C	D	E
11. The Instructor is fair in examination	A	B	C	D	E
12. The Instructor returns the graded scripts etc. in a reasonable amount of time	A	B	C	D	E
13. The Instructor was available during the specified office hours and for after class consultations	A	B	C	D	E
14. Course:					
15. The Subject matter presented in the course has increased your knowledge of the subject	A	B	C	D	E
16. The syllabus clearly states course objectives requirements, procedures and grading criteria	A	B	C	D	E
17. The course integrates theoretical course concepts with real world applications	A	B	C	D	E

18. The assignments and exams covered the materials presented in the course	A	B	C	D	E
19. The course material is modern and updated	A	B	C	D	E

APPENDIX M

QUESTIONNAIRES ON BUTA EVALUATION PARAMETERS

Important Notes:

i). Universities are required to follow guidelines given in Table 2 while responding to questions against each of the parameters (*see "Revised Framework & Award Procedure for HEC BUTA" in "Download" section of HEC webpage*).

ii). Please check all the boxes within questionnaires. All questions carry equal marks, as below:

Yes = 2, Somewhat = 1, No = 0

iii). Marks against each parameter may be calculated as per following formulae and total marks obtained will be calculated by adding marks obtained by the candidate in each parameter:

(Marks Secured/Max Marks x Weightage) x 100

Solved Example for Parameter 2 below (Course Syllabus) which has 11 questions (so max marks are 22) and weightage of 10% (as per table 2 above)

{21 (marks secured)/22 (Max Marks) x 10/100 (Weightage)} x 100 = 9.5

iv). Name of the candidate along with his/her department, university and year of award must be mentioned on each page of the questionnaire.

v). Universities are required only to use the template below in responding against each question under various evaluation parameters. Questionnaires not filled as per the below format will not be accepted. Student feedback form template (along with questions) has also been provided below with parameter 9 (Student Evaluations) for collecting information from students.

vi). Attach softcopies of the evidences in the space provided in the questionnaires. No marks will be accepted if the required documentary evidence is not attached in support of achievements claimed against each of the parameters.

vii). Softcopies of all the filled questionnaires along with evidences attached/hyperlinked must be saved in PDF/Non-Editable file format in one single folder. The same folder must be submitted to HEC along with other documents of the candidates for HEC National-Level Best University Teacher Award. Universities are required to ensure that proper hyperlinks to the attachments are created and saved in the same folder.

Table 3 – Questionnaires on BUTA Evaluation Parameters						
SN	**Parameter**	**Check List**	**Response (Yes/Somewhat/No)**			**Attach softcopies of evidences with adequate title**
1	***Command of the Subject*** *Maximum marks (10); Weightage (10%)*	i. Does candidate have a degree in the discipline?	Yes ☐		No ☐	*For example: Copy of Degree*
		ii. Does candidate have a certificate, diploma, or other qualification in the course topic?	Yes ☐		No ☐	*For example: Copy of Diploma*
		iii. Does the syllabus demonstrate command of the subject?	Yes ☐		No ☐	
		iv. Do the exams/assignments demonstrate command?	Yes ☐	Some what ☐	No ☐	
		v. Does the lecture and classroom interaction demonstrate command of the subject?	Yes ☐	Some what ☐	No ☐	
Marks obtained by the candidate under "Command of Subject"						**Total =**

SN	**Parameter**	**Check List**	**Response (Yes/Somewhat/No)**	**Attach softcopies of evidences with adequate title**

2.	***Teaching Philosophy*** *Maximum marks (10); Weightage (10%)*	i. Has the candidate submitted their statement of teaching philosophy?	N/A	N/A	N/A	*Statement on Teaching Philosophy*
Marks obtained by the candidate under "Teaching Philosophy"						**Total =**

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach softcopies of evidences with adequate title
3.	***Course Syllabus*** *Maximum marks (22); Weightage*	i. Was the syllabus made available ahead of time?	Yes ☐		No ☐	*Syllabus (s)*
		ii. Does the syllabus describe the subject matter effectively?	Yes ☐	Somewhat ☐	No ☐	
		iii. Are the learning objectives clear and well crafted?	Yes ☐	Somewhat ☐	No ☐	
		iv. Does the syllabus list any prerequisites for the course?	Yes ☐		No ☐	
		v. Is there a main textbook for the course?	Yes ☐		No ☐	
		vi. Was the textbook published in the last three years?	Yes ☐		No ☐	
		vii. Are other course materials (if any) selected professionally?	Yes ☐	Somewhat ☐	No ☐	

	(10%)	viii. Does the syllabus list the expectations from the students?	Yes ☐		No ☐	
		ix. Does the course ask students to read the assigned materials ahead of time?	Yes ☐		No ☐	
		x. Does the syllabus list or refer to relevant university or HEC rules (e.g., on plagiarism)?	Yes ☐		No ☐	
		xi. Does the syllabus describe any special condition or requirement for the course?	Yes ☐		No ☐	
Marks obtained by the candidate under "Course Syllabus"						**Total =**

SN	**Parameter**	**Check List**	**Response (Yes/Somewhat/No)**			**Attach softcopies of evidences with adequate title**
4.	***Grading System, Tests, and Assignments*** *Maximum marks (32);*	i. Does the syllabus describe the grading system (i.e., distribution of grades for different exams, tests, assignments, etc.)?	Yes ☐	Somewhat ☐	No ☐	*Syllabus (s)*
		ii. Have the tests, if any, been prepared professionally?	Yes ☐	Somewhat ☐	No ☐	*Tests*
		iii. Do the test questions assess	Yes ☐	Somewhat ☐	No ☐	

	Weightage (10%)	proficiency in the learning objectives?				
		iv. Have the quizzes, if any, been prepared professionally?	Yes ☐	Somewhat ☐	No ☐	*Quizzes*
		v. Do the quizzes reward preparation or insight?	Yes ☐	Somewhat ☐	No ☐	
		vi. Has the professor given in-class assignments?	Yes ☐		No ☐	*Assignments*
		vii. Has the professor given homework assignments?	Yes ☐		No ☐	
		iii. Do the students receive grades for completion of the assignments?	Yes ☐		No ☐	*Grading System*
		ix. Does the grading system encourage students to act in ways as to achieve learning objectives?	Yes ☐	Somewhat ☐	No ☐	
		x. Does the professor assign grades for class participation?	Yes ☐		No ☐	
		xi. Do the course describe how class participation will be graded?	Yes ☐		No ☐	
		xii. Does the course require field work?	Yes ☐		No ☐	
		iii. Does the course require lab work?	Yes ☐		No ☐	
		iv. Does the course outline describe how field work or lab work, if relevant, will be	Yes ☐	Somewhat ☐	No ☐	*Grading System*

		graded?				
		xv. Does the course require group work?	Yes ☐		No ☐	
		vi. Does the course outline describe how group work will be graded?	Yes ☐		No ☐	*Grading System*
Marks obtained by the candidate under "*Grading System, Tests, and Assignments*"						**Total =**

SN	**Parameter**	**Check List**	**Response (Yes/Somewhat/No)**			**Attach softcopies of evidences with adequate title**
5.	***Lesson Plan*** *Maximum marks (14); Weightage (05%)*	i. Has the faculty member (candidate) submitted a detailed lesson plan for the entire semester (i.e., division of the course materials into individual lectures, with clearly defined content, learning objectives for each lecture, assigned readings, other homework assignments, and power point slides, if any)?	Yes ☐		No ☐	*Lesson Plan (s)*
		ii. Does the lesson plan provide learning objectives for each lecture?	Yes ☐	Somewhat ☐	No ☐	

		iii. Does the lesson plan provide a precise reading assignment (both textbook and other readings) for each lecture?	Yes ☐	Somewhat ☐	No ☐	
		iv. Is the volume of assigned readings for each lecture feasible for students to undertake?	Yes ☐		No ☐	
		v. Does the lesson plan include homework assignments?	Yes ☐		No ☐	
		vi. Does the lesson plan include in-class assignments or quizzes?	Yes ☐		No ☐	
		vii. Does the lesson plan provide for active learning in the classroom?	Yes ☐	Somewhat ☐	No ☐	
Marks obtained by the candidate under "Lesson Plan"						**Total =**

SN	**Parameter**	**Check List**	**Response (Yes/Somewhat/No)**			**Attach softcopies of evidences with adequate title**
6.	***Classroom Teaching***	i. Does the professor use PPTs?	Yes ☐	Somewhat ☐	No ☐	*PPTs*
		ii. Have the PPTs been made available to the students?	Yes ☐		No ☐	
		iii. Is the length of the PPTs suitable for the time allotted for the lecture?	Yes ☐		No ☐	

	Maximum marks (34); Weightage (20%)	iv. Are the PPTs designed professionally (i.e., they are not just a handful of slides thrown together without regard to the learning objectives, assigned readings, in-class assignments, or active learning modules)?	Yes ☐	Somewhat ☐	No ☐	
		v. Do the PPTs demonstrate the faculty member's command of the subject?	Yes ☐	Somewhat ☐	No ☐	
		vi. Has the university submitted a videotaped lecture by the candidate?	Yes ☐		No ☐	*Videotape (s) of Lectures*
		vii. In the videotape, did the candidate introduce the learning objectives for that specific lecture?	Yes ☒	Somewhat ☐	No ☐	
		viii. In the videotape, did the faculty member succeed in achieving the learning objectives for the specific lecture?	Yes ☐	Somewhat ☐	No ☐	
		ix. In the videotape, does the faculty member demonstrate adequate command of the subject?	Yes ☐	Somewhat ☐	No ☐	
		x. In the videotape, does the faculty member's lecture style engage the attention and interest of the students?	Yes ☐	Somewhat ☐	No ☐	
		xi. (If relevant) In the videotape, if	Yes ☐	Somewhat ☐	No ☐	

		there was the presentation of a mathematical or quantitative example or problem, was the professor well-prepared in presenting such a problem?				
		xii. (If relevant) was the mathematical/ quantitative problem explained effectively to students?	Yes ☐	Somewhat ☐	No ☐	
		xiii. In the videotape, does the faculty member create a respectful classroom atmosphere?	Yes ☐	Somewhat ☐	No ☐	
		xiv. In the videotape, is there a use of active learning?	Yes ☐	Somewhat ☐	No ☐	
		xv. (If relevant), in the videotape, are the active learning modules effective and have been designed carefully?	Yes ☐	Somewhat ☐	No ☐	
		xvi. (If relevant) In the videotape, does the faculty member use current event examples to illustrate the issues and motivate the discussion?	Yes ☐	Somewhat ☐	No ☐	
		xvii. (If relevant) In the videotape, does the faculty member handle politically controversial issues in a balanced manner?	Yes ☐	Somewhat ☐	No ☐	
Marks obtained by the candidate under "Classroom Teaching"						**Total =**

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach softcopies of evidences with adequate title
7.	***Use of Technology*** *Maximum marks (18); Weightage (05%)*	i. Did the candidate submit a statement on their use of technology in teaching?	N/A	N/A	N/A	*Statement by the candidate on Use of Technology*
		ii. Does the faculty member use any of the modern technological tools listed below?	Yes ☐	Somewhat ☐	No ☐	
		iii. Does the faculty member assign any audiovisual materials as homework assignment or use them in the classroom?	Yes ☐		No ☐	
		iv. Does the faculty member use the flipped classroom approach?	Yes ☐		No ☐	
		v. Does the faculty member use an automated grading system, e.g., for in-class quizzes?	Yes ☐		No ☐	
		vi. Does the faculty member ask students to participate in a class blog or class-related social media pages?	Yes ☐		No ☐	
		ii. Does the faculty member communicate with students	Yes ☐		No ☐	

		through email list servers or other group arrangements?				
		iii. Does the faculty member encourage or require assignments to be submitted electronically?	Yes ☐		No ☐	
		ix. Does the faculty member use smart classroom technology for interactive learning?	Yes ☐		No ☐	
Marks obtained by the candidate under "Use of Technology"						**Total =**

S. No	**Parameter**	**Check List**	**Response (Yes/Somewhat/No)**			**Attach softcopies of evidences with adequate title**
8.	***Student interaction and mentoring*** *Maximum marks (16); Weightage (10%)*	i. Did the candidate provide a statement regarding their mentoring and student interaction activities?	N/A	N/A	N/A	*Statement by the candidate on mentoring and student interaction activities.*
		ii. Does the faculty member announce regular office hours in which students could see her/him for follow up questions or course-related help?	Yes ☐		No ☐	

		iii. In the videotape, does the faculty member try to create an interactive learning environment in which students feel comfortable in asking questions?	Yes ☐	Somewhat ☐	No ☐	
		iv. Does the faculty member make an attempt to link the subject to current events or other issues that might be of interest to students?	Yes ☐	Somewhat ☐	No ☐	
		v. (For faculty members advising graduate students) Does the faculty member have a clearly articulated system for supervising graduate students and research teams?	Yes ☐	Somewhat ☐	No ☐	
		vi. (For faculty members advising graduate students) Does the faculty member meet regularly with their graduate student mentees?	Yes ☐	Somewhat ☐	No ☐	
		vii. (For faculty members advising graduate students) Does the faculty member allocate a minimum of 8 hours per week on mentoring students outside of the classroom?	Yes ☐	Somewhat ☐	No ☐	
		viii. Does the faculty member participate personally in	Yes ☐	Somewhat ☐	No ☐	

		classroom blogs or class-related social media pages, e.g., by commenting on posts, raising issues, or providing guidance?				
Marks obtained by the candidate under "*Student Evaluations*"						**Total =**

SN	**Parameter**	**Check List**	**Response (Yes/Somewhat/No)**			**Attach softcopies of evidences with adequate title**
9.	***Student Evaluations*** ***** *Maximum marks (04); Weightage (20%)*	i. Has the university submitted student evaluations for the candidate faculty member?	Yes ☐		No ☐	*Student Evaluation Forms/Results*
		ii. Has the university provided evaluation averages across the entire universities and for the department and faculty of the candidate?	Yes ☐		No ☐	
Marks obtained by the candidate under "*Student Evaluations*"						**Total =**

*** A template with questions for getting students' feedback on candidate's teaching is provided below. Universities can add more questions, as seem appropriate.**

STUDENT FEEDBACK FORM

Name of Teacher: _____

Subject & Department: _____

University: _____

Date: _____

Note: *Each question carries equal marks, according to the criteria given below:*

Yes=2, Somewhat=1, No=0

SN	Parameter	Questions	Response		
1.	*Course Syllabus*	i. Does the syllabus list the expectations from the students?	Yes ☐		No ☐
		ii. Does the course ask students to read the assigned materials ahead of time?	Yes ☐		No ☐
2.	*Grading System, Tests, and Assignments*	i. Do the quizzes reward preparation or insight?	Yes ☐	Somewhat ☐	No ☐
		ii. Has the professor given in-class assignments?	Yes ☐		No ☐
		iii. Has the professor given homework assignments?	Yes ☐		No ☐
		iv. Do the students receive grades for completion of the assignments?	Yes ☐		No ☐
		v. Does the grading system encourage students to act in ways as to achieve learning objectives?	Yes ☐	Somewhat ☐	No ☐
		vi. Does the professor assign grades for class participation?	Yes ☐		No ☐
3.	*Lesson Plan*	i. Is the volume of assigned readings for each lecture feasible	Yes ☐		No ☐

		for students to undertake?			
		ii. Does the lesson plan include homework assignments?	Yes ☐		No ☐
		iii. Does the lesson plan include in-class assignments or quizzes?	Yes ☐		No ☐
		iv. Does the lesson plan provide for active learning in the classroom?	Yes ☐	Somewhat ☐	No ☐
4.	*Classroom Teaching*	i. Does the professor use PPTs?	Yes ☐	Somewhat ☐	No ☐
		ii. Have the PPTs been made available to the students?	Yes ☐		No ☐
		iii. Is the length of the PPTs suitable for the time allotted for the lecture?	Yes ☐		No ☐
		iv. (If relevant) was the mathematical/ quantitative problem explained effectively to students?	Yes ☐	Somewhat ☐	No ☐
		v. (If relevant) does the faculty member use current event examples to illustrate the issues and motivate the discussion?	Yes ☐	Somewhat ☐	No ☐
		vi. (If relevant) does the faculty member handle politically controversial issues in a balanced manner?	Yes ☐	Somewhat ☐	No ☐
5.	*Use of Technology*	i. Does the faculty member assign any audiovisual materials as	Yes ☐		No ☐

		homework assignment or use them in the classroom?			
		ii. Does the faculty member use the flipped classroom approach?	Yes ☐		No ☐
		iii. Does the faculty member use an automated grading system, e.g., for in-class quizzes?	Yes ☐		No ☐
		iv. Does the faculty member ask students to participate in a class blog or class-related social media pages?	Yes ☐		No ☐
		v. Does the faculty member communicate with students through email list servers or other group arrangements?	Yes ☐		No ☐
		vi. Does the faculty member encourage or require assignments to be submitted electronically?	Yes ☐		No ☐
		vii. Does the faculty member use smart classroom technology for interactive learning?	Yes ☐		No ☐
6.	*Student Interaction & Mentoring*	i. Does the faculty member announce regular office hours in which students could see her/him for follow up questions or course-related help?	Yes ☐		No ☐
		ii. Does the faculty member try to create an interactive learning environment in which students	Yes ☐	Somewhat ☐	No ☐

		feel comfortable in asking questions?			
		iii. Does the faculty member make an attempt to link the subject to current events or other issues that might be of interest to students?	Yes ☐	Somewhat ☐	No ☐
		iv. (For faculty members advising graduate students) Does the faculty member meet regularly with their graduate student mentees?	Yes ☐	Somewhat ☐	No ☐
		v. (For faculty members advising graduate students) Does the faculty member allocate a minimum of 8 hours per week on mentoring students outside of the classroom?	Yes ☐	Somewhat ☐	No ☐
		vi. Does the faculty member participate personally in classroom blogs or class-related social media pages, e.g., by commenting on posts, raising issues, or providing guidance?	Yes ☐	Somewhat ☐	No ☐
Total Marks obtained by the teacher					**Total:**