THE AGA KHAN UNIVERSITY  
Institute for Educational Development, Pakistan  
MPhil/PhD Thesis Supervisors

Note:
1. It is recommended to go through at least 1-2 publications of the selected supervisor in order to get a broader understanding of the faculty’s research area.
2. Please visit Faculty profiles for further understanding about each faculty at https://www.aku.edu/iedpk/faculty/Pages/home.aspx

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Faculty</th>
<th>Areas of Research Interest</th>
<th>Qualification</th>
<th>Selected Publications</th>
</tr>
</thead>
</table>
| 1      | Afshan Ahmed   | • Early Childhood,                                  | • Doctor of Philosophy, Elementary Education from University of Alberta  
Areas of specialization: Early Childhood, Immigrant Children.  
Post-Baccalaureate Certificate in Teaching and Learning in Higher Education from University of Alberta  
Area of specialization: Adult teaching  
Master of Arts, Early Childhood Studies from Ryerson University, Toronto  
Areas of specialization: Early Childhood, Culturally and Linguistically Diverse (CLD) Children  
Diploma in Early Childhood Education from George Brown College Toronto | Journal Publication (refereed)  
Book Reviews (non-refereed)  
Published Proceedings (refereed) |
| 2 | Almina Pardhan | - Master of Arts in Elementary Education from University of The Punjab |
|   |               | - Same as Academic Specialization |
|   |               | - Early Childhood Education and Early Child Development: Child Development; Curriculum; Teaching and Learning; Literacy; Assessment; Research with Children; Gender in the Early Years; Role of Caregivers; Educational Research Methods: Qualitative and Mixed Methods. |


**Publication in Process**


- Refereed Journal Publications


- Book Chapters
Gender and Education


Material Development

Monograph

Journal Publication

3 Dilshad Ashraf

- Curriculum models and frameworks
- Teaching learning theories, processes and outcomes
- Teachers’ work,

- Doctor of Philosophy in Curriculum Studies and Teacher Development, Ontario Institute for Studies in Education-University of Toronto, Canada
<table>
<thead>
<tr>
<th>4</th>
<th>Kulsoom Jaffer</th>
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<tbody>
<tr>
<td></td>
<td>● Leadership practices with reference to gender</td>
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<tr>
<td></td>
<td>● Teacher and student leadership</td>
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<td></td>
<td>● Equity issues in education;</td>
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<td>● Gender equality and curriculum,</td>
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<td>● Education and Development;</td>
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<td>● Social cohesion and/in/through education;</td>
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<td>● Educational governance;</td>
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<td>● Models of teachers’ professional development;</td>
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<td></td>
<td>● School improvement</td>
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<td>● Feminist approaches in researching educational issues</td>
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<tr>
<td></td>
<td>● Doctor in Education (EdD) (International) Programme London Center for Leadership in Learning, Institute of Education, University of London</td>
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<td>● M.A. Educational Management and Administration Institute of Education, University of London</td>
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<td></td>
<td>● School Improvement;</td>
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<td>● Teacher Professional Development;</td>
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<td>● Teacher Professionalism;</td>
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<td>● Primary Education; Policy and School Reforms</td>
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<td>● Educational Change and School Improvement;</td>
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<td>● Educational Leadership and Management;</td>
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</tbody>
</table>

### Edited Book:

### Resource Book (in Urdu):

### Book Chapters


### Journal Publication


Jaffer, K. (2010). School inspection and supervision in
- School Self-Evaluation, External Evaluation and Programme Evaluation
- Research Methods - Quantitative, Qualitative and Mixed Methods
- M.A. Islamic Societies and Cultures
  School of Oriental and African Studies, London


**Book Chapters**


**Project Lead** (January 2017 – February 2018)

Evaluating Efficacy of the Professional Development Programme for Principals and Teachers. The project report was submitted to the project sponsors and the donors.

**Material Development**

Jaffer, K (2014) Concept of Leadership and Management. 18 hour module and a trainers’ manual for the Leadership and Management Programme for training of high and higher school heads’ in Khyber Pakhtunkhwa (KPK) Province in Pakistan, commissioned by GIZ.

Jaffer, K (2014) Institutional Management and Administration. 30 hour module and a trainers’ manual for the Leadership and Management Programme for training of high and higher school heads’ in Khyber Pakhtunkhwa (KPK) Province in Pakistan, commissioned by GIZ.

Jaffer, K (2014) Financial Management. 30 hour module and a trainers’ manual for the Leadership and Management...
<table>
<thead>
<tr>
<th></th>
<th>Meher Rizvi</th>
<th>School Improvement; Teacher Professional Development; Teacher Leadership; Creative Pedagogies.</th>
<th>PhD, Education from Queensland University of Technology (QUT), Australia. Masters of Education from Karachi University/Notre Dame Institute of Education (NDIE), Karachi, Pakistan. Masters of Education from Australian Catholic University (ACU)/NDIE, Karachi, Pakistan.</th>
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<tbody>
<tr>
<td></td>
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<td>Teacher Professionalism; Teacher Professionalization and Teacher Status. Primary Education; Policy and School Reforms; Curriculum, Teaching and Learning Processes, Educational Change, Educational Leadership and Management, Research Methods - Quantitative, Qualitative and Mixed Methods.</td>
<td>Journal Publication</td>
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<tr>
<td></td>
<td>Moladad Shafa</td>
<td>School improvement and teachers professional development. Girls education Community involvement</td>
<td>Ph. D. in Teacher Education from the Ontario Institute of Studies in Education (OISE), University of Toronto, Canada. M. Ed. from the Aga Khan</td>
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<td></td>
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<td>Journal Publication</td>
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</table>
| 7 | Munira Amir Ali | Mathematics Education  
Teacher learning and development;  
Quantitative and Qualitative Research Methods  
Curriculum, Teaching, Learning and Assessment  
Professional development of teachers and teacher educators | PhD in Education from Aga Khan University – Institute for Educational Development, Karachi, Pakistan  
Master in Teacher Education from Aga Khan University – Institute for Educational Development, Karachi, Pakistan |
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<tbody>
<tr>
<td>8</td>
<td>Nelofer Halai</td>
<td>Issues in teacher education particularly the professional</td>
<td>PhD in Education from Department of Curriculum, Teaching and Learning, Ontario</td>
</tr>
</tbody>
</table>

Shafa, M.D., Baig, S., Funer, K., & Begum, A. (2012). EDIP and School Communities’ Perceptions on Education in Gilgit-Baltistan of Pakistan. A longitudinal mix-method study is currently in progress will be completed by June 30, 2015.


**Journal Publication**


**Publication in Process**
Bashiruddin, A. Pardhan, A., & Amirali, M. Methodological Issues in research in Pakistan: Narrative of researchers’ enactment

**Journal Publications**
Halai, N. (2014). Teacher educators in the private sector in
- development of teachers;
- Science education, particularly the area of the nature of science
- Graduate Education particularly doctoral education
- Research methodology: the biographical genre of research;
- Higher Education (Teaching and Management at the postgraduate level),
- Teaching & Learning Research (especially qualitative research).

Institute for Studies in Education of the University of Toronto (OISE/UT), Canada.

- MS: Master of Science (with major in Science Education) from University of Southern Mississippi, Hattiesburg, USA


**Book(s) authored or co-authored;**


**Book Chapters**


<table>
<thead>
<tr>
<th>9</th>
<th>Nosheen Ali</th>
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<tr>
<td><strong>Peace, Citizenship and Diversity Education</strong>&lt;br&gt;<strong>Environment and Community Development</strong>&lt;br&gt;<strong>Digital Humanities and Cultural Heritage</strong>&lt;br&gt;<strong>Anthropology of Islam &amp; Muslim Societies</strong>&lt;br&gt;<strong>Postcolonial and Cultural Studies</strong>&lt;br&gt;<strong>Social Studies Education</strong></td>
<td><strong>Ph.D. in Development Sociology from Cornell University</strong>&lt;br&gt;<strong>M.S. in Development Sociology, Cornell University</strong></td>
</tr>
</tbody>
</table>

**Journal Publication**


**Book Chapters**

Nusrat Fatima Rizvi

- Mathematics teachers’ pedagogical knowledge and practices and students’ learning
- Role of schools in developing students’ social capability
- Pedagogy and virtual and real learning spaces
- Teacher education: Concepts and processes
- Teacher live and experiences
- Written feedback in higher education setting

- DPhil in Education from University of Oxford
- MA (by Research) from Flinders University of South Australia
- MEd from Flinders University of South Australia

Journal Publication

Rizvi, N. F. & Khamis, A. (In review process). Emerging and Traditional Models of Teacher Education in Pakistan. Journal of Comparative and International Education


Rizvi, N. F. (2013). (In review process) Students ‘construction to understand relative sizes of numbers written in exponent form. *Educational Studies in Mathematics*

Book Chapter


Rizvi, N.F. (in process) Reflective learning as pedagogy of
<table>
<thead>
<tr>
<th>Razia Fakir Mohammad</th>
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<tbody>
<tr>
<td>Assessment for learning</td>
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<td>Large scale assessment</td>
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<td>Assessment and feedback practices in teacher education</td>
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<td>Self-Regulated Learning</td>
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<td>Alternative Assessment</td>
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<td>Teacher Learning through Action Research in Rural Context</td>
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<td>Demographic Analysis</td>
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<td>Monitoring and Evaluation</td>
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<td>Teaching and Learning;</td>
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<td>Mentor Education Programme;</td>
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<td>Mathematics Education;</td>
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<td>Assessment of Student Learning;</td>
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<td>Histories and Cultures of Islamic Civilizations;</td>
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<td>Research Methods;</td>
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<tr>
<td>Post graduate certificate from King’s college London in Assessment and Curriculum Development</td>
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<tr>
<td>D.Phil. in Teacher Education From Department of Educational Studies, Oxford University</td>
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<td>M.Ed. in Teacher Education from The Aga Khan University -Institute for Educational Development (AKU-IED)</td>
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<td>MA in Education from Karachi University</td>
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<td>ME in Evaluation and Guidance from Karachi University</td>
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</table>


**Edited Book**

**Journal Publications**
Mohammad, F.R (2015) Rescue from Intellectual Inertia, Teaching and Teacher Education (In process)


**Publications in Process**
Rethinking large scale assessment 2018
Students becoming their own best assessors 2018

**Curriculum and Material Development**
Developing Active Pedagogies Creating a variety of active teaching and learning strategies; Exploiting the
local environment as a learning resource

Assessment for quality learning; Strategies for developing learner centered assessment practices

The Teacher role in promoting subject teaching; Pedagogic strategies and techniques appropriate to subject teaching
Understanding the relationship between subject knowledge, curriculum and teaching methods

The Inclusive approach to teaching and learning; Inclusive schools and classrooms (double TDU)
Identifying the diverse needs of learners with supportive teaching and learning strategies

Engaging parents & Professional development Strategies for engaging and working with parents in the learning process

At National Level

Designed Mathematics Kit for Secondary Mathematics Teachers (along with other national experts)  NISTE, Government of Pakistan 2005.

<table>
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<tr>
<th>12</th>
<th>Sadia Bhutta</th>
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<tbody>
<tr>
<td></td>
<td>• Quantitative and qualitative research;</td>
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<tr>
<td></td>
<td>• Classroom practice in urban and rural settings;</td>
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<td></td>
<td>• Development and validation of assessment tools;</td>
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<td></td>
<td>• Science Education;</td>
</tr>
<tr>
<td></td>
<td>• DPhil in Education from University of Oxford</td>
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<td>• MSc in Educational Research Methodology from University of Oxford</td>
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</table>

Journal Publication

| Health Education;  
| Quantitative and qualitative research;  
| Classroom practice and Children's Learning Outcomes |


**Book(s) authored or co-authored:**


**Book Chapters**


**Material Development**

<table>
<thead>
<tr>
<th>13</th>
<th>Sajid Ali</th>
</tr>
</thead>
</table>
| 1. Governance of Education: new forms and technologies of governing  
  2. Privatization of Education and Public Private Partnerships  
  3. Politics of education  
  4. PhD (Policy Studies - Education), University of Edinburgh, UK  
  5. MEd (Leadership and Policy), Monash University, Australia |  

**Research Reports**


**Journal Publication**


<table>
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<tr>
<th>14</th>
<th>Sherwin Rodrigues</th>
<th>• Classroom assessment with an emphasis on formative assessment</th>
<th>• D.Phil. (Educational Assessment) from University of Oxford, Department of</th>
<th>Journal Publications</th>
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</thead>
</table>

- Global and comparative studies in education;
- Leadership and management of education;
- Policy studies in education;
- Issues of educational policy in a globalized context and reconfiguration of state
- Teacher Labor Market
- Sociology of education;
- Knowledge creation and management;


Launched in 2007, the Centre for Teacher Education at the Aga Khan University's Institute for Educational Development, in collaboration with the AKU Institute for Educational Development, is aimed at enhancing the teaching and learning of young learners. The Centre is dedicated to improving the quality of education through research, development, and the dissemination of knowledge in the field of teacher education.

### Highlights

- **Research:** The Centre conducts research on various aspects of teacher education, including classroom techniques across subjects.

- **Methodologies:** The Centre explores M.Sc. (Educational Research Methodology) from University of Oxford, Department of Educational Studies and M.Ed. (Teacher Education) from Aga Khan University Institute for Educational Development.

- **Journal Publications:**

- **Book(s) authored or co-authored:**

- **Institutional Building:**
  - Sadruddin Pardhan

- **School Improvement Programme:**
  - Institutional Building;
  - School Improvement Programme;

- **Science Education:**
  - Science Education;

- **Educational Management:**
  - Educational Management

- **Doctoral:**
  - Doctoral, Chemistry, Uppsala University, Sweden

- **Postgraduate:**
  - Postgraduate, Diploma in Education, Uppsala University, Sweden

- **Masters:**
  - Masters, Business Administration, University of Alberta, Canada

- **Journal Publications:**

|   | Takbir Ali | Teacher development, School improvement and educational change; policy-driven large scale research around issues pertaining to teaching and learning; accessibility and quality of education; capacity building; Educational governance, etc. Teaching and Learning in Science, | PhD in Education from University of Toronto, Canada. MEd from Aga Khan University, Pakistan | Community Councils. New York: The Edwin Mellen Press, Ltd.  
S. Pardhan & M. Memon, Transparency Teachers for Capacity Building: Some Success and Challenges. To be published by SAHE, Pakistan.  
S. Pardhan et. al. (Chief Editor) Class I – V Science text books, Sindh Text book Board  
Pardhan, S. (2012). The Way it Began. In A. B. Bashiruddin, Education in Pakistan:  
**Book Chapters**  
Pardhan, S. (2018); In pursuit of Educational Reform and Institutional Growth: IED’s Experience published in Lessons from Implementation of Educational Reforms in Pakistan Implications for Policy and Practice edited by Takbir Ali and Sarfaroz Niyouzov  
S. Pardhan et. al. (co-editor) Higher Education, a pathway to development. The Aga Khan University and Oxford University Press (1999)  
http://www.exommon.aku.edu/research outlook/4  
Educational research (qualitative methods), educational leadership


Takbir, A. (2014). A multidimensional in-depth qualitative inquiry into in-service teachers’ perceptions about their professional competencies and its relationship with their actual classroom practices in Khyber-Pakhtunkhwa, the Province of Pakistan. In the final stage of publication with *Teacher Development: An International Journal of Teachers’ Professional Development*.


Tasneem Anwar

- Science teacher education
- Inquiry in Science
- STEM Integration
- Online and mobile learning for teacher professional development
- Teacher leadership for professional development
- Curriculum & Instruction for integration of Science Technology Engineering Mathematics (STEM)
- Design-based research.
- Ph.D. in Curriculum and Instruction, Concentration in Science Technology Engineering Mathematics (STEM) Education from University of Minnesota, Twin cities campus, USA
- M.Ed. in Teacher Education from Allama Iqbal Open University, Islamabad, Pakistan

Journal Publication


Book(s) authored or co-authored;
Books co-authored for DHA Education System, Lahore, Pakistan
- Environmental Science Workbooks for classes Prep-3
- General Science Workbooks for classes 4-5
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>• Quantitative Research Methodology,</td>
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<td>• The Development of Creativity in Children,</td>
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<td>• The development of mathematical concepts in Early Childhood</td>
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<td>• Programme Evaluation</td>
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<td><strong>Journal Publication</strong></td>
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<tr>
<td></td>
<td>Liu-Smith, Y and Pasha, A (2016) Teacher’s Professional Development Needs Assessment - Aga Khan University Examination Board (in progress of seeking publication)</td>
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<td><strong>Material Development</strong></td>
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<tr>
<td></td>
<td>Early Childhood Education Assessment Tools for under 5s.</td>
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<td>Comprehensive Social Studies for class 5</td>
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<td>Activities for Environmental Science for classes 1-3</td>
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<td>Documents developed for DHA Education System, Lahore, Pakistan</td>
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<td></td>
<td>Attainment Targets for General Science for classes 4-8</td>
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<td>Attainment Targets for Mathematics for classes 1-8</td>
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<td>Curriculum for Environmental Science for classes 1-3</td>
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