

PERSONAL
INFORMATION

Dr. Yaar Muhammad



📍 Department of Education, Government College Women University, Sialkot (Pakistan)

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WORK EXPERIENCE

25 May 2023
–Present

Associate Professor (Education) / Chairperson, Department of Education
Government College Women University, Sialkot (Pakistan)

- Teaching curriculum, pedagogy, and research methods courses
- Performing the duties of a chairperson of Department of Education from 25 May 2023 to date

7 Jan 2022–
25 April 2023

Assistant Professor (Education) / Incharge Department of Education
Government College Women University, Sialkot (Pakistan)

- Teaching Education to students of different departments
- Performing Incharge Department of Education responsibilities from Feb 2022 to date

1 Aug 2017–
6 Jan 2022

Assistant Professor (Education)/ Chairperson Department of Education
University of Management and Technology, Lahore (Pakistan)

- Taught MPhil (Education and ELM) and PhD (Education) students the following courses: Curriculum Development (PhD), Research Proposal Development (PhD), Qualitative Research Methods (MPhil), Becoming a Reflective Practitioner (MPhil), Critical Issues in Curriculum Design & Evaluation (MPhil) and SPSS & NVivo (MPhil)
- Supervised 5 PhD dissertations and 51 MPhil theses
- Performed responsibilities as Chairperson Department of Education from April 2018 to Feb 2019

25 Jul 2016–
24 Jul 2017

Assistant Professor (Education)
University of Gujrat, HH Campus Gujrat (Pakistan)

- Taught to B.Ed. (Hons) and MA (Education) students
- Successfully supervised seven MPhil students' research studies
- Conducted an HEC funded research project titled, "Social Science Research Students' Perspectives on Supervisory Support at their University: A Qualitative Analysis."

Mar 2008–
Jul 2008

Secondary School Teacher
Beaconhouse School System, Jhelum (Pakistan)

- Taught to 6 to GCE O-level Students
- Performed duties related to communication with parents, assessments of students, and staffmeetings.

May 2005–
Mar 2008

Secondary School Teacher/Coordinator

Lahore Lyceum School, Jhelum (Pakistan)

- Assumed all responsibilities of a regular classroom teacher of 10th class
- Taught various subjects effectively to GCE O' Level and Matric (Secondary) classes
- Designed curriculum and lesson plans
- Promoted to the post of Coordinator for Secondary Classes, and effectively performed all the administrative duties, especially conduction of orientation programs for new teachers, correspondence with Cambridge University, and documentation related to exams entries using exam management software (CAMEO)
- Attended various professional development workshops organized by school & British Council Pakistan

Jan 2002–
Apr 2005

Secondary School Teacher

National Foundation Academy, Jhelum (Pakistan)

- Assumed all responsibilities of a regular classroom teacher of 9th/10th class
- Performed basic administrative duties such as recording attendance and organizing student portfolios and providing individual assistance to students as needed
- Obtained excellent results for secondary classes in the Board of Intermediate & Secondary Education Rawalpindi, Pakistan

Apr 1998–
Dec 2001

Secondary School Teacher

Jesus & Mary High School, Jhelum (Pakistan)

- Initially worked as a middle school teacher and then as a high school teacher.
- Performed all the assigned duties with vim and vigor to gain a full understanding of a teacher's job.

EDUCATION AND TRAINING

May 2012–
Apr 2016

PhD in Education

University of Tasmania, Launceston (Australia)

Thesis Title: Pakistani National Identity, Cultural Diversity & Global Perspectives: A Policy Trajectory Study of National Curriculum for Pakistan Studies in Secondary Schools in Punjab

May 2012–
Dec 2012

Graduate Certificate in Research

University of Tasmania, Launceston (Australia)

Courses Studied: Introduction to Higher Degree by Research, Communicating Research, Specialized Research Methods, and Qualitative Research Methods

Sep 2009–
Jun 2010

Master's in Education (Distinction)

Linköping University, Linköping (Sweden)

Courses Studied: Theory of Outdoor Education, Outdoor Education and Outdoor Didactics, Methods of Inquiry & Theories of Research, and Outdoor Education Thesis

Thesis Title: Impact of 5 Day Adventure Based Experience on the Participants' Perception of Life Effectiveness: A Mixed Method Case Study

Sep 2009–
Jun 2010

Master's in International Migration & Ethnic Relations (Distinction)

Malmö University, Malmö (Sweden)

Courses Studied: The Research Field of IMER, Theoretical Foundations of the IMER-field, Theory of Science & Research Methodology, and IMER Thesis

Thesis Title: Framing Ethnic Violence in Karachi: A Mixed Methods Case Study

Jan 2009–
Jun 2009

Certificate in Peace and Conflict Studies

Malmö University, Malmö (Sweden)

Courses Studied: IR Theory & the History of Violence, Everyday Violence in New Conflicts, Media & War and Enemy Images

Feb 2002–
Apr 2005

Master of Science in Pakistan Studies

Allama Iqbal Open University, Islamabad (Pakistan)

Courses Studied: Geography of Pakistan, Pakistani Languages, Pakistan Movement, Economic Development, Foreign Policy, Ideology, Society & Culture, Political & Constitutional Development, Political Parties, and Pressure Groups, Research Methods, Social Theory, and Social Change

Sep 1998–
Jun 2000

Bachelor of Education (B.Ed.)

Allama Iqbal Open University, Islamabad (Pakistan)

Courses Studied: Perspectives of Education, School Organization & Management, Evaluation, Guidance & Research, Educational Psychology & Curriculum, Teaching of Science and Teaching of Urdu

Sep 1996–
Jun 1998

Bachelor of Arts

Punjab University, Lahore (Pakistan)

Major Courses Studied: Islamic Studies, Punjabi, and Arabic

Sep 1994–

F.Sc. (Pre-Medical)

Jun 1996 Govt. College G. T Road, Jhelum (Pakistan)

Sep 1992–
Jun 1994 **Matric (Science Group)**
Saint Thomas High School, Jhelum (Pakistan)

PERSONAL SKILLS

Mother tongue(s) Punjabi

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
English	C2	C2	C2	C2	C2
	IELTS 7.5				
Urdu	C2	C2	C2	C2	C2

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user

Common European Framework of Reference for Languages

Communication skills

Excellent verbal communication skills gained through my experience as a Secondary School Teacher and Assistant Professor.

Excellent written communication skills related to the presentation of original research to peers, community, and to the international epistemic community were gained through my training experience in multicultural university environments.

Digital skills

SELF-ASSESSMENT

Information processing	Communication	Content creation	Safety	Problem-solving
Proficient user	Proficient user	Proficient user	Proficient user	Proficient user

Digital skills - Self-assessment grid

Expert user of software packages such as Microsoft Windows, MS Word, Excel & PowerPoint, Endnote X9 (Bibliography and manuscript making software), and Quirkos and Nvivo 12 (Qualitative research software) and of the Internet

ADDITIONAL INFORMATION

Honours and awards

April 2016: PhD thesis was ranked in "A" category by two senior examiners from Australian universities and there were no requirements of further edits/corrections--only a rare candidate receives this outcome in the thesis examination

Oct 2012: Awarded "High Distinction" in the defence assessment for a poster presented at Graduate Research Conference - Sharing Excellence in Research (SEiR) 2012

May 2012: Awarded prestigious Elite Research Scholarship covering full tuition fee (\$26,500 p.a) and living allowance (\$32,000 p.a) for 3.5 years

June 2010: Obtained "Distinctions" (equivalent to Australian High Distinction) in two Master's degrees that were completed simultaneously in two different Swedish universities. Both Master's theses were also awarded "Distinctions."

Publications

(Research Articles)

(89)

Zahid, S. B., Muhammad, Y., & Waqar, Y. (2022). Becoming an effective classroom manager: Preservice teachers' perceptions of their classroom management education and self-efficacy beliefs. *Sir Syed Journal of Education & Social Research*, 5(3), 68-77. **[HEC Recognized Y Category Journal]**

Zafar, A. H., Muhammad, Y., & Bokhari, T. B. (2022). University students' perspectives on online teaching practices during the covid-19 pandemic: A qualitative study. *Research Journal of Social Sciences & Economics Review*, 3(2), 83-91. **[HEC Recognized Y Category Journal]**

Sharjeel, M., Muhammad, Y., & Waqar, Y. (2022). Primary students' online learning during covid-19 pandemic: Perspective of mothers. *Global Regional Review*, 7(2), 200–210. **[HEC Recognized Y Category Journal]**

Saeed, N., Muhammad, Y., & Farooq, F. (2022). Self-efficacy beliefs of prospective teachers regarding classroom management: Evidence from two case studies. *Journal of Education and Social Studies*, 3(2), 116-125. **[HEC Recognized Y Category Journal]**

Pirzada, G., Muhammad, Y., & Mahmood, A. (2022a). Assessment challenges faced by technical vocational education (TVET) stakeholders in pakistan: Stakeholders' perspectives. *Research Journal of Social Sciences & Economics Review*, 3(4), 17-26. **[HEC Recognized Y Category Journal]**

Pirzada, G., Muhammad, Y., & Mahmood, A. (2022b). Influence of vocational art and design education in Gilgit-Baltistan: The graduates' perceptions. *Asian Social Studies and Applied Research*, 3(2), 210-222. **[HEC Recognized Y Category Journal]**

Pirzada, G., Muhammad, Y., & Mahmood, A. (2022c). Working girls' education and life goals: A multiple case study of mothers' perspectives. *Global Sociological Review*, 7(1), 94-102. **[HEC Recognized Y Category Journal]**

Pervez, K., Muhammad, Y., & Waqar, Y. (2022). Higher-order thinking: An analysis of the prescribed versus tested Curricula in private secondary schools in Pakistan. *Journal of Social Sciences*

- Advancement*, 3(3), 165-175. **[HEC Recognized Y Category Journal]**
- Naz, M., Muhammad, Y., & Mahmood, A. (2022). Stress and burnout: An interpretive phenomenological analysis of elite school teachers' beliefs and experiences. *Global Sociological Review*, 7(2), 120-131. **[HEC Recognized Y Category Journal]**
- Naveed, M., Muhammad, Y., & Siddiqui, M. (2022). Influence of virtual professional development on teachers' online classroom management practices: An interview study. *Global Educational Studies Review*, 7(1), 227–239. **[HEC Recognized Y Category Journal]**
- Nasir, H., Muhammad, Y., & Bokhari, T. B. (2022). Elite schools principals' concerns and beliefs regarding beginning teachers' classroom management skills: A qualitative study. *Journal of Educational Research & Social Sciences Review*, 2(2), 83-91. **[HEC Recognized Y Category Journal]**
- Naseer, H., Muhammad, Y., & Jamil, M. (2022). Critical thinking skills in Pakistan studies textbook: Qualitative content analysis. *Pakistan Journal of Social Research*, 4(3), 744-755. **[HEC Recognized Y Category Journal]**
- Khokhar, A. J., & Muhammad, Y. (2022). An imagined space with an imagined time: Analysis of English language textbooks used in state schools in Pakistan. *Citizenship Teaching & Learning*, 17(2), 227–247. **[HEC Recognized X Category Journal]**
- Khawaja, F. F., Muhammad, Y., & Siddiqui, M. (2022). The lived experiences in learning qualitative research: An exploratory analysis of muffled voices. *Global Educational Studies Review*, 7(1), 270 – 279. **[HEC Recognized Y Category Journal]**
- Khalid, T., Muhammad, Y., & Siddiqui, M. (2022). Cultivating global citizenship among secondary school students: Pre-service teachers' beliefs. *Global Social Sciences Review*, 7(2), 326-337. **[HEC Recognized Y Category Journal]**
- Jamil, M., Muhammad, Y., & Akhtar, N. (2022). Teachers' critical reflective practice in the context of online teaching: A qualitative study. *Sir Syed Journal of Education & Social Research*, 5(3), 78-89. **[HEC Recognized Y Category Journal]**
- Iqbal, M., Muhammad, Y., & Anis, F. (2022). Research supervision at a private university in Lahore: An interpretative phenomenological analysis of students' lived experiences. *Research Journal of Social Sciences & Economics Review*, 3(4), 1-10. **[HEC Recognized Y Category Journal]**
- Iqbal, H., Muhammad, Y., & Waqar, Y. (2022). Challenges in learning to design constructively aligned courses: Evidence from two case studies. *International Review of Basic and Applied Sciences*, 10(2), 182-191. **[HEC Recognized Y Category Journal]**
- Imran, A., Muhammad, Y., & Waqar, Y. (2022). Prospective teachers' conceptions of reflective teaching: A qualitative study. *Research*

- Journal of Social Sciences & Economics Review*, 3(3), 75-82. **[HEC Recognized Y Category Journal]**
- Hani, U. E., Muhammad, Y., & Mahmood, A. (2022). Managing group work in the social studies classrooms in elite schools: An analysis of teachers' beliefs and practices. *Global Educational Studies Review*, 7(2), 314–324. **[HEC Recognized Y Category Journal]**
- Diana, N. K., Muhammad, Y., & Raauf, A. (2022). Perception of national identity: An interview study of teachers in Gilgit Baltistan. *Journal of Educational Research & Social Sciences Review*, 2(2), 92-98. **[HEC Recognized Y Category Journal]**
- Atta, A., Muhammad, Y., & Mahmood, A. (2022). Prospective teachers' understanding of good citizenship: Evidence from two case studies. *International Review of Basic and Applied Sciences*, 10(2), 206-214. **[HEC Recognized Y Category Journal]**
- Aslam, A., Muhammad, Y., & Nasir, L. (2022). Transgender students' experiences of bullying: Some case study evidence. *Global Social Sciences Review*, 7(2), 71-80. **[HEC Recognized Y Category Journal]**
- Ashraf, M., Muhammad, Y., & Bokhari, T. B. (2022). Enhancing classroom management skills through critical reflection: A qualitative study of primary teachers. *Journal of Educational Research & Social Science Review*, 2(3), 105-114. **[HEC Recognized Y Category Journal]**
- Arshad, A., Muhammad, Y., & Waqar, Y. (2022). Elementary school teachers' lived experiences in online teaching during covid-19 pandemic. *Asian Social Studies and Applied Research*, 3(2), 223-233. **[HEC Recognized Y Category Journal]**
- Anwar, S., Muhammad, Y., & Bokhari, T. B. (2022). Teachers' intentions & challenges concerning e-assessment at the virtual university of Pakistan: A phenomenological study. *Research Journal of Social Sciences & Economics Review*, 3(2), 92-101. **[HEC Recognized Y Category Journal]**
- Akram, S., Butt, S., & Muhammad, Y. (2022). Elementary school teachers' perspectives on the science textbook. *Global Educational Studies Review*, 7(3), 24–33. **[HEC Recognized Y Category Journal]**
- Zaka, S., & Muhammad, Y. (2021). Instructional effectiveness in history classrooms: An analysis of students' perceptions of instructional practices of university teachers. *International Journal of Innovation in Teaching and Learning*, 7(1), 39-62. **[HEC Recognized Y Category Journal]**
- Zafar, A., Muhammad, Y., & Anis, F. (2021). Research supervisors' beliefs and practices related to supervision. *Journal of Educational Sciences & Research*, 8(1), 207-223. **[HEC Recognized Y Category Journal]**
- Yasmin, S., Muhammad, Y., & Siddiqui, M. F. (2021). Character building of students: Private secondary school principals' perceptions and practices. *Global Educational Studies Review*, 6(1), 103-120. **[HEC**

Recognized Y Category Journal]

- Siddiqui, M. F., Muhammad, Y., & Naseer, H. (2021). Principals' self-efficacy beliefs about managing bullying cases in secondary schools. *Sir Syed Journal of Education & Social Research*, 4(1), 338-349. **[HEC Recognized Y Category Journal]**
- Shah, A. H., Shah, S. S. A., & Muhammad, Y. (2021). Role of parental involvement in their children academic achievement: A comparative qualitative study of public and private elementary schools. *Turkish Online Journal of Qualitative Inquiry*, 12(8), 5655–5667. **[HEC Recognized Y Category Journal]**
- Saleem, A., Muhammad, Y., & Siddiqui, M. F. (2021). Effectively managing classroom: A case study of four novice elementary teachers in private schools. *Global Social Sciences Review*, 6(3), 59–66. **[HEC Recognized Y Category Journal]**
- Saleem, A., Muhammad, Y., & Qureshi, N. (2021). Strategies and challenges of novice public-school teachers related to classroom management at the elementary level in lahore. *Pakistan Social Sciences Review*, 5(4), 258-271. **[HEC Recognized Y Category Journal]**
- Saleem, A., Muhammad, Y., & Masood, S. (2021a). Managing elementary classrooms: Experiences of novice public-schools teachers regarding behavioral challenges of students. *Asian Social Studies and Applied Research*, 2(3), 354-366. **[HEC Recognized Y Category Journal]**
- Saleem, A., Muhammad, Y., & Masood, S. (2021b). Novice teachers' perceptions of students' behavioral challenges instigating emotional self-regulation challenges in classroom management. *International Review of Basic and Applied Sciences*, 9(3), 300-314. **[HEC Recognized Y Category Journal]**
- Saif, S., Muhammad, Y., & Safdar, S. (2021). Teacher educators' reflective teaching practices in a teacher training program in Lahore: A multiple case study. *International Review of Basic and Applied Sciences*, 9(3), 321-331. **[HEC Recognized Y Category Journal]**
- Rauf, A., Muhammad, Y., & Saleem, A. (2021). Elite school students' perceptions of human rights: An interview study. *Research Journal of Social Sciences and Economics Review*, 2(1), 402-413. **[HEC Recognized Y Category Journal]**
- Rauf, A., Muhammad, Y., & Saeed, A. (2021). Citizenship rights and responsibilities in history textbooks of elite schools in Pakistan: A qualitative content analysis. *Journal of the Research Society of Pakistan*, 58(2), 235-246. **[HEC Recognized Y Category Journal]**
- Rajpoot, S., Muhammad, Y., & Anis, F. (2021). Bullying in universities: A qualitative analysis of the lived experiences of students with special needs. *Sir Syed Journal of Education & Social Research*, 4(1), 388-397. **[HEC Recognized Y Category Journal]**
- Pirzada, G., Muhammad, Y., & Zaka, S. (2021). Engaging instructions in

- history classrooms: Exploring university teachers' perceptions and practices. *Global Social Sciences Review*, 6(3), 38–48. **[HEC Recognized Y Category Journal]**
- Pirzada, G., Muhammad, Y., & Masood, S. (2021). TVET trainers' understanding of engaging instruction: Enriching training experience. *VFAST Transactions on Education and Social Sciences*, 9(3), 37-47. **[HEC Recognized Y Category Journal]**
- Pirzada, G., Muhammad, Y., & Aman, Y. (2021). Dwelling possibilities: Career perceptions of single women at mid-career in education sector of Pakistan. *Research Journal of Social Sciences and Economics Review*, 2(1), 390-401. **[HEC Recognized Y Category Journal]**
- Pirzada, G., Muhammad, Y., & Ahmed, F. (2021a). TVET trainers understanding of engaging instruction: The learning challenge. *Journal of Educational Research & Social Science Review*, 1(3), 25-35. **[HEC Recognized Y Category Journal]**
- Pirzada, G., Muhammad, Y., & Ahmed, F. (2021b). Vocational education practitioners learning to write reflective journal through reflections on their experiences during the Covid-19 pandemic. *Pakistan Social Sciences Review*, 5(1), 701-717. **[HEC Recognized Y Category Journal]**
- Muazzam, H., Muhammad, Y., & Naseer, H. (2021). English language teachers' attitudes towards instructional policy in public secondary schools: An interview study. *Global Educational Studies Review*, 6, 24-35. **[HEC Recognized Y Category Journal]**
- Khan, I., Muhammad, Y., & Masood, S. (2021). Teaching values to students for their holistic development: An analysis of secondary school teachers' beliefs. *VFAST Transactions on Islamic Research*, 9(3), 90- 99. **[HEC Recognized Y Category Journal]**
- Khalid, A., Muhammad, Y., & Masood, S. (2021). Challenges faced by students with low vision in preparing for their public exams: A qualitative study. *Global Educational Studies Review*, 6(3), 41–50. **[HEC Recognized Y Category Journal]**
- Jamil, M., Muhammad, Y., & Qureshi, N. (2021a). Secondary school science teachers' practices for the development of critical thinking skills: An observational study. *Journal of Development and Social Sciences*, 2(4), 259-265. **[HEC Recognized Y Category Journal]**
- Jamil, M., Muhammad, Y., & Qureshi, N. (2021b). Critical thinking skills development: Secondary school science teachers' perceptions and practices. *Sir Syed Journal of Education & Social Research*, 4(2), 21-30. **[HEC Recognized Y Category Journal]**
- Hani, U., Naz, M., & Muhammad, Y. (2021). Exploring in-service teachers' self-efficacy beliefs regarding online teaching: A qualitative multi-case study. *Global Educational Studies Review*, 6(2), 92–104. **[HEC Recognized Y Category Journal]**
- Diana, N. K., Muhammad, Y., & Iftikhar, M. G. (2021). Exploring teachers perceptions about aggressive classroom management at primary

- level: A qualitative case study. *Research Journal of Social Sciences and Economics Review*, 2(2), 386-398. **[HEC Recognized Y Category Journal]**
- Butt, S., Muhammad, Y., & Masood, S. (2021). Effectively dealing with bullying in elite schools: Principals' perceptions and practices. *Global Sociological Review*, 6(3), 1-10. **[HEC Recognized Y Category Journal]**
- Bukhari, S., Butt, S., & Muhammad, Y. (2021). Understanding academic motivation of high achieving students with hearing impairment in higher education: A qualitative study. *Global Sociological Review*, 6(2), 17–25. **[HEC Recognized Y Category Journal]**
- Batool, T., Muhammad, Y., & Anis, F. (2021). Writing a doctoral dissertation: A qualitative study of education doctoral students' perceptions. *Global Sociological Review*, 6, 31-40. **[HEC Recognized Y Category Journal]**
- Azmat, U., Jamil, M., & Muhammad, Y. (2021). Private tuition academies and the development of students' creative and critical skills: Perspectives of academy managers. *International Review of Social Sciences*, 9(4), 277-288. **[HEC Recognized Y Category Journal]**
- Arshad, M., Muhammad, Y., & Qureshi, N. (2021). The influence of parent-teacher meetings on early childhood students' academic performance: Prospective teachers' perceptions. *Global Social Sciences Review*, 6(2), 180–190. **[HEC Recognized Y Category Journal]**
- Anjum, M., Muhammad, Y., & Rauf, A. (2021). Teaching in a polarized islamic society: A phenomenological study of the Christian school teachers in the Gujrat city. *Global Regional Review*, 6(3), 45–52. **[HEC Recognized Y Category Journal]**
- Aman, Y., Muhammad, Y., & Batool, T. (2021). Practicing instructional and transformational leadership: Challenges faced by female principals in public colleges in lahore. *Research Journal of Social Sciences and Economics Review*, 2(3), 89-98. **[HEC Recognized Y Category Journal]**
- Tahira, M., Muhammad, Y., & Masood, S. (2020). Early childhood teachers' attitudes towards teacher-directed classroom management strategies in inclusive settings. *Journal of Early Childhood Care and Education*, 4(1), 37-60. **[HEC Recognized Y Category Journal]**
- Siddiqui, M. F., Arif, M., & Muhammad, Y. (2020). Maintaining discipline in private primary schools in the wake of ban on corporal punishment: A qualitative case study of teachers' perspectives. *Kashmir Journal of Education*, 1(11), 52-76. **[Non-HEC Recognized Local Journal]**
- Saleem, A., Muhammad, Y., & Masood, S. (2020a). Classroom management challenges and administrative support in elementary schools: Experiences of novice public-school teachers. *UMT Education Review*, 3(2), 29-46. **[Non-HEC Recognized Local Journal]**

- Saleem, A., Muhammad, Y., & Masood, S. (2020b). Support needs of novice public-school teachers for effective management of elementary level classrooms in Lahore. *Pakistan Social Sciences Review*, 4(III), 682-697. **[HEC Recognized Y Category Journal]**
- Pirzada, G., Muhammad, Y., & Anis, F. (2020a). Perspectives of working children on their education and life goals: A case study. *Research Journal of Social Sciences and Economics Review*, 1(4), 122-132. **[HEC Recognized Y Category Journal]**
- Pirzada, G., Muhammad, Y., & Anis, F. (2020b). Promoting 21st-century TVET skills in Pakistan: Teachers' perceptions. *Pakistan Social Sciences Review*, 4(2), 986-1001. **[HEC Recognized Y Category Journal]**
- Naz, M., Hani, U., & Muhammad, Y. (2020). Self-efficacy beliefs of pre-service teachers regarding online teaching. *International Journal of Distance Education and E- Learning*, 6(1), 47-65. **[HEC Recognized Y Category Journal]**
- Naseer, H., Muhammad, Y., & Masood, S. (2020). Critical thinking skills in a secondary school Pakistan studies textbook: A qualitative content analysis. *Sir Syed Journal of Education & Social Research*, 3(4), 84-95. **[HEC Recognized Y Category Journal]**
- Naseer, H., Muhammad, Y., & Masood, S. (2020). Developing reflective practices of elementary school teachers: A collaborative action research study. *Research Journal of Social Sciences and Economics Review*, 1(4), 22-33. **[HEC Recognized Y Category Journal]**
- Muhammad, Y., Masood, S., & Anis, F. (2020). The influence of a five-day adventure-based experience on international students' perceptions of self-effectiveness: A case study. *Pakistan Social Sciences Review*, 4(1), 776-792. **[HEC Recognized Y Category Journal]**
- Khokhar, A. J., & Muhammad, Y. (2020). Islamic habitus in English language textbooks produced by boards in Pakistan *The Journal of Islamic Thought and Civilization*, 10(1), 288–310. **[HEC Recognized X Category Journal]**
- Jamil, M., Muhammad, Y., Masood, S., & Habib, Z. (2020). Critical thinking: A qualitative content analysis of education policy and secondary school science curriculum documents. *Journal of Research and Reflections in Education*, 14(2), 249-258. **[HEC Recognized Y Category Journal]**
- Iqbal, T., & Muhammad, Y. (2020). Using differentiated instruction in inclusive schools: A qualitative analysis of prospective teachers' self-efficacy. *Journal of Inclusive Education*, 4(1), 229-257. **[HEC Recognized Y Category Journal]**
- Ahmed, F., Muhammad, Y., & Anis, F. (2020). Developing secondary school teachers' positive attitude towards reflective teaching: A collaborative action research study. *Sir Syed Journal of Education & Social Research*, 3(4), 43-53. **[HEC Recognized Y Category Journal]**

- Ahmad, A., Jamil, M., & Muhammad, Y. (2020). Co-curricular activities: A case study on perspectives of winning secondary school students. *Kashmir Journal of Education*, 11(1), 77-104. **[Non-HEC Recognized Local Journal]**
- Tariq, B., Dilawar, M., & Muhammad, Y. (2019). Innovative teaching and technology integration: Exploring elderly teachers' attitudes. *International Journal of Distance Education and E- Learning*, 5(1), 1-16. **[HEC Recognized Y Category Journal]**
- Saleem, A., Muhammad, Y., & Masood, S. (2019). Negative emotions and self-created challenges of novice public-school teachers in managing classroom behaviour. *Journal of elementary education*, 29(2), 178-195. **[HEC Recognized Y Category Journal]**
- Riffat, M., & Muhammad, Y. (2019). Exploring research students' experiences related to supervisory support: A cross-case analysis. *Kashmir Journal of Education*, 1(2), 94-116. **[Non-HEC Recognized Local Journal]**
- Naseer, H., Arshad, Naeem, & Muhammad, Y. (2019). Teachers' perspectives on the cultivation of moral values among twenty-first century college students. *Kashmir Journal of Education*, 1(2), 81-93. **[Non-HEC Recognized Local Journal]**
- Muhammad, Y., Masood, S., & Anis, F. (2019). Global identity, curricular reform and Pakistan studies textbooks: Understanding teachers' perceptions and beliefs. *Journal of Educational Sciences & Research*, 6(1), 65-78. **[HEC Recognized Z Category Journal]**
- Muhammad, Y., Akhter, M., & Lala, G. E. (2019). Exploring online peer harassment experiences of female university students: A qualitative study. *Journal of Educational Research*, 22(2), 109-124. **[HEC Recognized Y Category Journal]**
- Muhammad, Y. (2019). Pakistani national identity, curriculum reform and citizenship education textbooks: Understanding teachers' perspectives. *Journal of Research & Reflections in Education*, 13(1), 103-122. **[HEC Recognized Y Category Journal]**
- Jamil, M., & Muhammad, Y. (2019). Teaching science students to think critically: Understanding secondary school teachers' practices. *Journal of Research and Reflections in Education*, 13(2), 256-272. **[HEC Recognized Y Category Journal]**
- Amjad, H., & Muhammad, Y. (2019). Teaching students with down syndrome: Perspectives of special school teachers and psychologists. *Journal of Inclusive Education*, 3(1), 127-143. **[HEC Recognized Y Category Journal]**
- Aamer, A., Muhammad, Y., & Masood, S. (2019). Practices of elementary school teachers for developing English language competencies among students *Journal of elementary education*, 29(2), 210-222. **[HEC Recognized Y Category Journal]**
- Muhammad, Y., & Brett, P. (2017). Some challenges in teaching citizenship in an Islamic context: Pakistan Studies teachers' perspectives and practices in relation to teaching about Identity.

Citizenship Teaching and Learning, 12(3), 279–298. **[Non-HEC Recognized International Journal]**

Gube, J., Getenet, S., Satariyan, A., & Muhammad, Y. (2017). "Operating within the field": Doctoral students views of supervisors' discipline expertise. *International Journal of Doctoral Studies*, 12, 1-16. **[Non-HEC Recognized International Journal]**

Satariyan, A., Getenet, S., Gube, J., & Muhammad, Y. (2015). Exploring supervisory support in an Australian university: Perspectives of doctoral students in an education faculty. *Journal of the Australia and New Zealand Student Services Association*, 46, 1-12. **[Non-HEC Recognized International Journal]**

Muhammad, Y., & Brett, P. (2015). Beyond binary discourses? Pakistan studies textbooks and representations of cultural, national, and global Identity. *IARTEM e-Journal(Special Issue Dec.)*, 74-100. **[Non-HEC Recognized International Journal]**

Muhammad, Y., & Brett, P. (2013). 'The misdeeds and follies of morally bankrupt elite'? Framing rioting and ethnic violence in Karachi: A case study. *Global Media Journal-Pakistan Edition*, 6(2), 1-17. **[Non-HEC Recognized Local Journal]**

Muhammad, Y., & Brett, P. (2020). Infusing cultural diversity into Pakistan Studies textbooks: An analysis of textbooks and teachers' perspectives. In M. S. Pervez (Ed.), *Radicalization in Pakistan: A Critical Perspective* (pp. 61-76). London: Routledge.

Muhammad, Y., & Brett, P. (2019). Addressing social justice and cultural identity in Pakistani education: A qualitative content analysis of curriculum policy. In *Education, ethnicity, and equity in the multilingual Asian context* (pp. 235-253). New York: Springer.

Muhammad, Y., & Brett, P. (2015). The challenges of undertaking citizenship education research in Pakistan. In S. Fan & J. Fielding-Wells (Eds.), *The Future of Educational Research* (pp. 41-50). Rotterdam: Sense Publishers.

Ahmed, F., & Muhammad, Y. (2020). Finding out secondary school teachers' perception about reflective teaching and its role for professional development through focus group discussion. Paper presented at the International Conference Research in Education and Leadership, University of Management and Technology, Lahore.

Khan, I., & Muhammad, Y. (2020). *Values education and classroom effectiveness: An analysis of curriculum policy and teachers' beliefs*. Paper presented at the 8th International Conference on Research in Education, Institute of Education and Research, University of the Punjab, Lahore.

Awan, M. M. W., Azhar, M., Ammar, M., & Muhammad, Y. (2019). *Understanding linkages between classroom observation feedback and primary teacher's pedagogical skills: An analysis of teacher's*

Publications
(Book Chapters)
International
(3)

Publications
(Conference Papers)
(36)

- perceptions*. Paper presented at the 10th Post Graduate Students' Conference, Institute of Education and Research University of the Punjab, Quaid-e-Azam Campus, Lahore- Pakistan.
- Habib, A., Haq, M. S., Imran, A., & Muhammad, Y. (2019). *Understanding teachers' practices for creating effective competency-based ECE classroom: A case study*. Paper presented at the 10th Post Graduate Students' Conference, Institute of Education and Research University of the Punjab, Quaid-e-Azam Campus, Lahore- Pakistan.
- Naseer, H., Arshad, N., Sajid, R., & Muhammad, Y. (2019). *Cultivating moral values among college students of the twenty-first century: Teachers' perspectives*. Paper presented at the 10th Post Graduate Students' Conference, Institute of Education and Research University of the Punjab, Quaid-e-Azam Campus, Lahore- Pakistan.
- Naveed, H., Azmat, M., Sultana, K., & Muhammad, Y. (2019). *Motivating secondary school students for learning science: A qualitative analysis of teachers' perspective*. Paper presented at the 10th Post Graduate Students' Conference, Institute of Education and Research University of the Punjab, Quaid-e-Azam Campus, Lahore- Pakistan.
- Siddiqui, M., Arif, M., Fatima, N., & Muhammad, Y. (2019). *Maintaining discipline in the presence of no-corporal punishment law in private primary schools of Lahore: An analysis of teachers' perspective*. Paper presented at the 10th Post Graduate Students' Conference, Institute of Education and Research University of the Punjab, Quaid-e-Azam Campus, Lahore- Pakistan.
- Tariq, B., Dilawar, M., Ahmed, S., Yasin, S., & Muhammad, Y. (2019). *Elderly teachers' perspectives on adopting innovative teaching methods*. Paper presented at the 10th Post Graduate Students' Conference, Institute of Education and Research University of the Punjab, Quaid-e-Azam Campus, Lahore- Pakistan.
- Amjad, H., Iqbal, J., & Muhammad, Y. (2019). *A phenomenographic study of secondary school head teachers' conceptions of their leadership styles' links with students' academic achievement*. Paper presented at the 7 International Conference on Research in Education, Institute of Education and Research, University of the Punjab, Lahore.
- Anis, F., Muhammad, Y., & Masood, S. (2019). *Students' preferences for conducting research at the graduate level*. Paper presented at the National Conference-Cum Symposium on Research in Pakistan Universities: Standards and Practices, Virtual University Lahore.
- Amjad, H., Shah, A. H., & Muhammad, Y. (2019). *Parental involvement and students' academic achievements: A case study comparing public and private elementary schools*. Paper presented at the 7

- International Conference on Research in Education, Institute of Education and Research, University of the Punjab, Lahore.
- Anwar, S., & Muhammad, Y. (2019). *Using e-assessment for assessing students learning in higher education institutions: University teachers' perceptions*. Paper presented at the 7 International Conference on Research in Education, Institute of Education and Research, University of the Punjab, Lahore.
- Azmat, U., & Muhammad, Y. (2019). *Framing effectiveness of private tuition academies for students' learning: Perspectives of academic managers*. Paper presented at the 7 International Conference on Research in Education, Institute of Education and Research, University of the Punjab, Lahore.
- Faiz, Z., & Muhammad, Y. (2019). *Effectiveness of counseling for students with ADHD: School psychologists' perspectives*. Paper presented at the 7 International Conference on Research in Education, Institute of Education and Research, University of the Punjab, Lahore.
- Masood, S., Muhammad, Y., & Anis, F. (2019). *Perceptions of students about research at the graduate level in universities of Lahore*. Paper presented at the National Conference-Cum Symposium on Research in Pakistan Universities: Standards and Practices, Virtual University, Lahore.
- Muhammad, Y., & Islam, M. u. (2019). *Understanding social science research students' perspectives on supervisory support at their university: A framework analysis*. Paper presented at the National Conference-Cum Symposium on Research in Pakistan Universities: Standards and Practices, Virtual University, Lahore.
- Jamil, M., & Muhammad, Y. (2019). *Secondary school science teachers' practices for developing critical thinking skills: Some evidence from observational data*. Paper presented at the 7 International Conference on Research in Education, Institute of Education and Research, University of the Punjab, Lahore.
- Khokhar, A. J., & Muhammad, Y. (2019). *Analysis of language textbook studies in Pakistan: Exploring new avenues of Research*. Paper presented at the 7 International Conference on Research in Education, Institute of Education and Research, University of the Punjab, Lahore.
- Saleem, A., Muhammad, Y., & Masood, S. (2019). *Self-created challenges of novice public-school teachers in managing classroom*. Paper presented at the 7 International Conference on Research in Education, Institute of Education and Research, University of the Punjab, Lahore.
- Tahira, M., & Muhammad, Y. (2019). *Early childhood teachers' strategies for managing inclusive classrooms: A qualitative study*. Paper

- presented at the 7 International Conference on Research in Education, Institute of Education and Research, University of the Punjab, Lahore.
- Zafar, A., Zaka, S., & Muhammad, Y. (2019). *A qualitative case study of the research supervision practices at a public university*. Paper presented at the 7 International Conference on Research in Education, Institute of Education and Research, University of the Punjab, Lahore.
- Amir, A., & Muhammad, Y. (2019). *Competency-based national curriculum for the English language in Pakistan: Provisions, practices, and barriers*. Paper presented at the 7th International Conference on Education, University of Education, Lahore.
- Ammar, N., Alvi, I., Kalsoom, S., & Muhammad, Y. (2019). *Framing school philosophies: An analysis of elite private schools' websites*. Paper presented at the 7th International Conference on Education, University of Education, Lahore.
- Bukhari, S., & Muhammad, Y. (2019). *Motivation of students with hearing impairment towards academic achievement at university level: A qualitative case study*. Paper presented at the 7th International Conference on Education, University of Education, Lahore.
- Mumtaz, Z., & Muhammad, Y. (2019). *Teachers' practices to develop reading skills of deaf & hard of hearing students at special elementary school in Gujranwala*. Paper presented at the National Postgraduate Research Conference in Education, University of Management and Technology, Lahore.
- Shahzad, M., & Muhammad, Y. (2019). *Teachers' practices to develop reading skills of deaf & hard of hearing students at special elementary school in Gujranwala*. Paper presented at the National Postgraduate Research Conference in Education, University of Management and Technology, Lahore.
- Amjad, H., & Muhammad, Y. (2018). *Down syndrome students' learning difficulties: A qualitative case study of perspectives of special school teachers & psychologists*. Paper presented at the 9th Post Graduate Students' Conference Institute of Education and Research, University of the Punjab, Lahore.
- Jamil, M., & Muhammad, Y. (2018a). *Developing critical thinking skills in secondary school science students: An analysis of curriculum policy documents*. Paper presented at the 6 International Conference on Research in Education, Institute of Education and Research, University of the Punjab, Lahore.
- Jamil, M., & Muhammad, Y. (2018b). *Critical thinking pedagogy for secondary school students: A qualitative study of teachers' perspectives*. Paper presented at the 9th Post Graduate Students' Conference Institute of Education and Research, University of the

Punjab, Lahore.

Jamil, M., & Muhammad, Y. (2018c). *Nurturing critically thinking citizens: A qualitative study of teachers' perspectives*. Paper presented at the International Conference on Peace Education, Sargodha.

Saleem, A., & Muhammad, Y. (2018). *Effectively managing classroom: A case study of four novice elementary teachers in private schools*. Paper presented at the 9th Post Graduate Students' Conference, Institute of Education and Research, University of the Punjab, Lahore.

Zaka, S., & Muhammad, Y. (2018). *Research students' perceptions of teachers' effectiveness in a public university: A qualitative case study*. Paper presented at the 6 International Conference on Research in Education, Institute of Education and Research, University of the Punjab, Lahore.

Anjum, M., & Muhammad, Y. (2018). *Minority teachers' problems in a muslim society: A case study of Christian school teachers in Gujrat*. Paper presented at the International Conference on Peace Education, Sargodha.

Khokhar, A. J., & Muhammad, Y. (2018). *Imagining the nation: Analysis of classes 4 and 5 social studies textbooks published by the textbook boards in Pakistan*. Paper presented at the 6 International Conference on Research in Education, Institute of Education and Research, University of the Punjab, Lahore.

Muhammad, Y. (2012). *Citizenship education policy for secondary schools in Pakistan: inclusive or exclusive of ethnic and religious diversity?* Paper presented at the Graduate Research-Sharing Excellence in Research Conference 2012, University of Tasmania, Australia.

Thesis Supervision
(MPhil)
Completed (51)

Zahid, S. B. (2022). *Becoming an effective classroom manager: Pre-service teachers' perceptions of their classroom management education*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.

Zafar, A. H. (2022). *University students' perspectives on best practices for online teaching during pandemic covid-19: Implication for education policy*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.

Ume-Hani. (2022). *Managing group work in the classroom: An analysis of social studies teachers' beliefs and practices in elite schools*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.

Sharjeel, M. (2022). *Parental involvement in primary students' online learning during the covid-19 pandemic: Implications for education*

- policy*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Pervez, K. (2022). *Higher-order thinking: An analysis of the prescribed versus tested curricula in private secondary schools in Sialkot*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Naz, M. (2022). *Stress and burnout among elite school teachers: An interpretive phenomenological analysis of teachers' belief and experiences*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Naveed, M. (2022). *Influence of virtual professional development on teachers' online class management practices: An interview study*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Nasir, H. (2022). *Elite schools principals' concerns and beliefs regarding beginning teachers' classroom management skills*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Muhammad, A. A. (2022). *Prospective teachers' understanding of good citizenship: An interview study*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Khalid, T. (2022). *Pre-service teachers' beliefs about cultivating global citizenship among secondary school students: Implications for teacher education program*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Jamil, M. (2022). *Understanding teachers' critical reflective practice in the context of online teaching: A qualitative study*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Iqbal, H. (2022). *Learning to develop constructively aligned courses: An analysis of students' lived experiences*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Imran, A. (2022). *Prospective teachers' conceptions of reflective teaching: A qualitative study*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Farooq, F. (2022). *Exploring students' lived experiences related to learning qualitative research in higher education*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Aslam, A. (2022). *A phenomenological inquiry into lived experiences of transgender students: Implications for educational policy*. (MPhil thesis), University of Management and Technology, Johar Town

Campus, Lahore.

- Ashraf, M. (2022). *Enhancing classroom management skills through critical reflection: A qualitative study of primary school teachers' perspectives*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Arshad, A. (2022). *Lived experiences of elementary school teachers related to online teaching during covid 19 pandemic: Implications for instructional leadership*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Anwar, S. (2022). *E-assessment practices in the Virtual University of Pakistan*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Sayed, M. (2021). *Prospective teachers' understanding of parent-teacher meetings and their influence on students' performance* (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Saif, S. (2021). *Reflective teaching practices used by teacher educators in a teacher training program at a public university in Lahore*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Saeed, N. (2021). *Self-efficacy beliefs of prospective teachers regarding classroom management*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Pirzada, G. (2021). *Exploring technical and vocational education and training (TVET) trainers' understanding of engaging instruction: A qualitative study*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Diana, N. K. (2021). *Perceptions of social studies teachers in Gilgit-Baltistan about Pakistani national identity: Implications for Pakistan's education system*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Yasmeen, S. (2020). *Principals' perceptions and practices about character building of secondary school students*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Siddique, M. F. (2020). *Principals' self-efficacy beliefs regarding managing bullying in schools*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Sehrish. (2020). *Lived experiences of students with disabilities related to bullying in inclusive schools: A qualitative study*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Naseer, H. (2020). *Analyzing critical thinking in secondary school*

- textbooks: A qualitative analysis.* (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Naseer, H. (2020). *Developing reflective practices in elementary teachers through interactive workshops.* (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Muazzam, A. (2020). *Teachers' attitudes towards instructional policy.* (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Khalid, A. (2020). *Challenges faced by students with low vision in preparing for public exams: A qualitative study.* (MPhil MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Iqbal, T. (2020). *Prospective teachers' self-efficacy beliefs towards differentiated instructions in inclusive classrooms.* (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Iqbal, M. (2020). *Research students' perceptions of supervisory practices: A qualitative case study.* (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Batool, T. (2020). *Doctoral students' perceptions of writing a thesis: A qualitative study.* (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Baig, M. (2020). *Self-efficacy beliefs of prospective teachers about teaching students with hearing impairment.* (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Aman, Y. (2020). *Challenges faced by female principals of public colleges in Lahore.* (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Ahmed, F. (2020). *Developing teachers' positive attitudes towards reflective teaching through focus group discussions.* (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Tahira, M. (2019). *Managing inclusive classroom: Early childhood teachers' perspectives.* (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Lala, G. E. (2019). *A qualitative analysis of digital citizenship practices of university students.* (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Faiz, Z. (2019). *School psychologists' perspectives on the effectiveness of counseling for the students with ADHD* (MPhil thesis), University of

Management and Technology, Johar Town Campus, Lahore.

- Butt, S. (2019). *Principals' perceptions and practices regarding disruptive-aggressive students in elite schools*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Bukhari, S. (2019). *Understanding academic motivation of students with hearing impairment at university level: A qualitative study* (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Azmat, U. (2019). *Effectiveness of private tuition academies for students' learning: Perspectives of academy managers*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Akram, S. (2018). *An evaluative study of science books at the elementary level as perceived by science teachers*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Aamer, A. (2018). *Competency-based education and effectiveness of middle school national curriculum of Pakistan: A qualitative analysis*. (MPhil thesis), University of Management and Technology, Johar Town Campus, Lahore.
- Iqbal, J. (2018). *Secondary school head teachers' conceptions of the relationship existing between their leadership styles and students' academic achievement*. (MPhil), University of Gujrat, Hafiz Hayat Campus, Gujrat.
- Anjum, M. (2018). *Problems of Christian school teachers in Gujrat city: A qualitative case study*. (MPhil), University of Gujrat, Hafiz Hayat Campus, Gujrat.
- Ahmad, A. (2018). *Perspectives of the winning secondary school students' on co-curricular activities: A qualitative case study*. (MPhil), University of Gujrat, Hafiz Hayat Campus, Gujrat.
- Zaka, S. (2017). *Perceptions of teachers and students about university teachers' effectiveness: A qualitative case study*. (MPhil), University of Gujrat, Hafiz Hayat Campus, Gujrat.
- Zafar, A. (2017). *Research supervisors' conceptions of supervisory support at the University of Gujrat: A qualitative study*. (MPhil), University of Gujrat, Hafiz Hayat Campus, Gujrat.
- Riffat, M. (2017). *Exploring supervisory support in the university of Gujrat: Perspectives of research students in the departments of History & Pakistan Studies*. (MPhil), University of Gujrat, Hafiz Hayat Campus, Gujrat.
- Amjad, M. H. (2017). *Perspectives of special school teachers & psychologists on learning difficulties faced by down syndrome*

students: A qualitative case study. (MPhil), University of Gujrat, Hafiz Hayat Campus, Gujrat.

Thesis Supervision
(PhD)
Completed (3)

Saleem, A. (2018-2021). *Challenges and needs of novice public school teachers related to classroom management at elementary level.* (PhD), University of Management and Technology, Johar Town Campus, Lahore. [Degree Awarded]

Khokhar, A. J. (2018-2021). *Exploration of national identity: Analysis of textbooks published by textbook boards in pakistan.* (PhD), University of Management and Technology, Johar Town Campus, Lahore. [Degree Awarded]

Jameel, M. (2018-2021). *An analysis of education policy and science teachers' practices for developing critical thinking skills in secondary school students.* (PhD), University of Management and Technology, Johar Town Campus, Lahore. [Degree Awarded]

Thesis Supervision
(PhD)
In progress (2)

Rauf, A. (2020-). *Citizenship education in elite schools: An analysis of the textbooks.* (PhD), University of Management and Technology, Johar Town Campus, Lahore.

Khan, I. (2019-). *Values education in secondary schools curriculum: An analysis of policy, teachers' beliefs and practices.* (PhD), University of Management and Technology, Johar Town Campus, Lahore.

Workshops/Seminars
Conducted as a
Resource Person

(Sept, 2022). *Using NVivo for Data Analysis and Writing Literature Review.* University of Management and Technology, Johar Town Campus, Lahore.

(Sept, 2022). *Using NVivo for Data Analysis.* University of Management and Technology, Johar Town Campus, Lahore.

(July, 2022). *Curriculum Designs.* Syed Ahsan Ali and Syed Maratib Ali School of Education (SOE). LUMS - Lahore University of Management Sciences. Lahore.

(Feb, 2022). *10 days' Workshop Series on Qualitative Research Methods.* GC Women University, Sialkot.

(Dec, 2021). *Thematic Analysis using Advanced Quirkos.* University of Management and Technology, Johar Town Campus, Lahore.

(Oct, 2020). *Using NVivo 12 for Qualitative Data Analysis: Hands-on Introduction* University of Management and Technology, Johar Town Campus, Lahore.

(Oct, 2020). *Using Endnote X8 for APA Referencing.* University of Gujrat, Hafiz

Hayat Campus, Gujrat.

(Jan, 2019). *Qualitative Content Analysis of Interview Data*. University of Management and Technology, Johar Town Campus, Lahore.

(Jan, 2019). *Using NVivo 11 for Qualitative Data Analysis: Hands-on Introduction*. University of Management and Technology, Johar Town Campus, Lahore

(Dec, 2016). *Using Endnote X7 for APA Referencing*. University of Gujrat, Hafiz Hayat Campus, Gujrat.

(Dec, 2012). *Religious Diversity and Curriculum Policy of Citizenship Education in Pakistan: Interpretive Policy Analysis*. University of Tasmania, Australia.

Workshops/Seminars Attended

(Aug, 2022). 10 days Faculty Development Program (FDP) for the Faculty of GCWUS on 20th June -- 3rd July, 2022.

(Aug, 2017). 5 days Faculty Development Program (FDP) for the Faculty of UMT on 24th -- 29th August, 2017.

(Jan, 2014). *Writing a literature review*, University of Tasmania, Australia. (Prof. John Williamson)

(Jan, 2014). *Introduction to EndNote*, University of Tasmania, Australia. Ms Anna Klebansky

(Jan, 2014). *Writing your first journal article*. University of Tasmania, Australia. (Dr Janet Dymment)

(Jan, 2014). *Preparing an ethics application*, University of Tasmania, Australia. (Dr. Janet Dymment & Dr. Chris Rayner)

(Jan, 2014). *Designing and conducting interviews*, University of Tasmania, Australia. (Dr. Neil Cranston)

(Jan, 2014). *Introduction to NVivo*, University of Tasmania, Australia. (Dr. Noleine Fitzallen & Deborah Brewer)

(Jan, 2014). *Analysing interview data*, University of Tasmania, Australia. (Dr. Peter Orpin)

(Jan, 2014). *Developing a conceptual framework*, University of Tasmania, Australia. (Prof. David Kember)

Planning to collect and analysing observational data, (Dr. Rosemary

Callingham)

(Nov, 2012). *Pre-service teachers' dispositions: Reflection, awareness and understanding*. University of Tasmania, Australia. (Mrs Amanda Lydon)

(Nov, 2012). *The perception of teachers in primary schools in Fiji in using the newly introduced cba to inform and to improve students' learning*. University of Tasmania, Australia. (Mrs Mereseini Tikoduadua)

(Sept, 2012). *Conceptualising technology integrated mathematics teaching*. University of Tasmania, Australia. (Mr. Seyum Tekeher)

Aug, 2012). *Gratitude in education: A Radical view* University of Tasmania, Australia. (Dr. Kerry Howells)

References

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