



MUHAMMAD TUFAIL

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ABOUT ME

I am a dedicated teacher, researcher, and lifelong student. I am experienced in educational management, designing pedagogies, tool development, data collection, data management, ASER tool, certified TEACH tool expert (by the World Bank), and MEAL.

I am passionate about the technological integration into teaching practices and 21st-century learning skills to contribute to the ongoing improvement of education.

WORK EXPERIENCE

12 AUG 2024 – 9 OCT 2024 Islamabad, Pakistan

SURVEY ENUMERATOR TALEEMABAD

I am an ASER (Primary Level) Test, MELQO, and TEACH Tool expert enumerator trained and certified by the World Bank. My responsibilities include:

1. Assessing pre-primary students and collecting data using the MELQO test
2. Assessing primary (grade I-V) students and collecting data using the ASER (I-V) test
3. Observing teaching and classroom environment using the TEACH (primary level) tool

RESEARCH COORDINATOR INSTITUTE OF EDUCATION, UNIVERSITY OF SARGODHA

I worked as a graduate research group coordinator for 6 months. My responsibilities were to check the weekly progress of the researcher and report the supervisor, guide them in research writing, help them in data collection, and collaborate with the stockholders.

5 AUG 2021 – 9 JAN 2024 Sargodha, Pakistan

SCHOOL TEACHER (PER-TIME) ZIA UL QURAN GRAMMAR SCHOOL SARGODHA (IT IS A PRIVATE GRAMMAR SCHOOL AFFILIATED WITH THE FBISE.)

As a senior school teacher at elementary level, my key responsibilities include:

1. Developing and implementing lesson plans aligned with national and international standards
2. Assessing students' progress using different assessment techniques and tools
3. Classroom management and ensuring inclusivity and accommodations for diverse learners
4. Coordinating, regularly reviewing, and updating curriculum content and redirecting teaching methodology

EDUCATION AND TRAINING

1 SEP 2021 – 4 DEC 2023 Sargodha, Pakistan

M.PHIL. IN EDUCATION Institute of Education, University of Sargodha

Website www.su.edu.pk | **Field of study** Assessment and Evaluation in Education | **Final grade** 3.44/4.00 |

Thesis Exploring 21st Century Learning Skills and its Relationship with Academic Achievement among Undergraduate Students.

25 NOV 2017 – 2 JUL 2021 Sargodha, Pakistan

BACHELORS IN EDUCATION (BS-HONS) Institute of Education, University of Sargodha

Website www.su.edu.pk | **Final grade** 3.45/4.00 | **Thesis** Primary School Children's Academic Wellbeing amidst Covid-19

CERTIFICATIONS

7 OCT 2024 – 6 NOV 2024

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE (by the STUDY MELBOURNE)

This 4-week showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by Deakin University, Federation University, Australian Catholic University, Holmesglen Institute, Melbourne Polytechnic, FutureLearn, Women's Health Victoria, Australian Council for Educational Research (ACER), and Storybox Library. The course explores new teaching practices, evaluates solutions, applies teaching artefacts, and understands Victoria's edutech ecosystem, focusing on effective classroom learning and provider roles in the learner journey.

Link <https://www.futurelearn.com/certificates/6h1fa6g>

10 OCT 2024 – 4 NOV 2024

MEASURING WHAT MATTERS: TRANSFORMING ASSESSMENT AND RECOGNITION OF COMPLEX LEARNING COMPETENCIES (by the University of Melbourne))

This 3-week course explored how to transform assessment in recognition of complex competencies, examining how the University of Melbourne's research-based approach to assessment and credentialing is influencing global policy and practices. It discusses the policy context for assessing and recognising complex competencies, outlines learning ambitions, outlines teaching, assessment, and recognition methods, and outlines the need for new schooling grammar and assessment designs.

Link <https://www.futurelearn.com/certificates/sqe71ao>

3 OCT 2024 – 4 NOV 2024

TEACHING AND ASSESSING CORE SKILLS (by the British Council)

This 4-week online course introduces the core skills and explores tools and approaches for teaching and assessing these skills in the classroom.

The course covered topics including core skills and why they matter, breaking down core skills into manageable steps that can be easily taught and assessed, the principles of teaching and assessing core skills, and developing an action plan to build students' core skills.

Link <https://www.futurelearn.com/certificates/1skjgs2>

2 OCT 2024 – 23 OCT 2024

Exploring Inclusive Pedagogies (by the British Council)

I have learnt and explored how to integrate inclusive practices into teaching to create a more inclusive learning environment where all learners can succeed.

I have developed a greater understanding on how inclusive pedagogies can help create a fair and thriving learning environment where all students have the chance to fulfil their potential.

I have explored the concepts of inclusion and exclusion with practical examples, and learned practical approaches to integrate inclusive practices into teaching.

Link <https://www.futurelearn.com/certificates/mkk9n6f>

22 OCT 2024

MEAL Essentials Certificate (by Disaster Ready)

This course covers the core principles, practices, and tools of effective Monitoring, Evaluation, Accountability, and Learning (MEAL) in the context of humanitarian and development work.

The content of this curriculum is aligned with the MEAL DPro Guide and covers all the essentials required for an MEAL expert.

Link disasterready.org

3 OCT 2024 – 5 OCT 2024

Introduction to the Learning Process for Teachers and Trainers (by Alison Empower Yourself)

This fundamental course for teachers and trainers explores key learning theories like behaviourism, constructivism, and social learning and offers practical strategies for classrooms and training environments.

The course emphasises differentiated instruction and learner engagement, helping educators meet diverse student needs and enhancing teaching efficacy and student success.

Link <https://alison.com/certification/check/505b85e1c5>

PUBLICATIONS

2023

Primary School Children's Academic Wellbeing Amidst Covid-19

Tufail, M. (2023). Primary School Children's Academic Wellbeing Amidst Covid-19 JESR, 10(1), p31-46

2022

Thematic Analysis of Identities' Reflection of Pakistani Universities.

Tufail, M. (2022). Thematic Analysis of Pakistani Universities. JESR, 9(2), p18

● CONFERENCES AND SEMINARS

1 MAR 2024 – 2 MAR 2024 Institute of Education, University of Sargodha

4th International Conference on EDUCATIONAL SCIENCE AND RESEARCH (ICESR) 2024 Theme: Education for Sustainable Development

Research Paper Presented, Title: **Exploring Critical Thinking and Creativity among Undergraduates: A Cross-Sectional Study**

14 DEC 2022 – 15 DEC 2022 Institute of Education, University of Sargodha

3rd International Conference on Educational Sciences and Research (ICESR) 2022

Thesis Work Presented in Conference, titled: **University Freshmen Challenges and Adjustment**

14 DEC 2021 – 14 DEC 2021 Institute of Education, University of Sargodha

2rd International Online Conference on “Educational Sciences and Research” (2021) Theme: Reshaping Education for Wellbeing and Sustainability

Thesis Work Presented in Conference, titled: **Primary School Children’s Academic Wellbeing amidst Covid-19.**

● DIGITAL SKILLS

Data Gathering / Data Processing / Data Visualization / Data Analysis | SPSS | Google Drive | Microsoft Excel | Scheduling and coordination | Events Organizing

● LANGUAGE SKILLS

Mother tongue(s): **POSHTO** | **URDU**

Other language(s): **ENGLISH** | **PANJABI; PUNJABI**

● REFEREES

Associate Prof. Mushtaq Ahmad Malik, Institute of Education, University of Sargodha,
mushtaq.ahmad@uos.edu.pk

Assistant Prof. Ahmad Bilal Cheema, Institute of Education, University of Sargodha,
ahmad.bilal@uos.edu.pk
