



# THE FACULTY ANNUAL REPORT

## 2005 - 2006



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# Faculty Mission & Strategic Aims

# Faculty Mission and Strategic Aims

## (1) Background of the Faculty Mission:

### **The Faculty mission was stated basing on:**

- The quality assurance strategy of Mansoura University
- The missions of the faculties of Education as identified by the National Project of the Faculties of Education Reform.
- The faculty vision

The three following jobs were taken into account in stating the faculty mission:

- Education
- Research
- Community Service

### **Disseminating the Faculty Mission:**

- ✓ The faculty mission was admitted by the faculty council in 19/2/2006.
- ✓ The faculty mission was disseminated through the following channels:
  - distributing brochures to the senior and junior faculty staff as well as the working staff and students
  - publishing the mission in faculty bulletin boards
  - symposiums and meetings with to the senior and junior faculty staff as well as the working staff and students
  - discussions during academic lecturers and practical classes.

## **Mission Faculty**

The Faculty mission is to prepare and train pre- university education teachers who believe in their mission and who are able to create and form teaching and learning as well as compete in the job market, to prepare researchers who are capable of promoting educational knowledge and using it in solving society problems, and to provide services and technical consultations through its centers and specialized units.

### (3) Updating the Faculty Mission:

Due to the novelty of applying the quality system in the Egyptian universities, it was agreed upon to review and update the faculty mission every each three years in October.

### (4) Strategic aims of the Faculty:

**(Approved by Faculty Council 19/2/2006)**

**Based upon the vision and mission of the faculty as well as the university strategy and the worldwide trends, Mansoura Faculty of Education endeavors to fulfill the following strategic aims:**

1. Promoting the preparation of teachers through high quality programs in the different majors of general education from kindergarten to secondary school, which entails the improvement and development of study programs in light of local needs and global trends, as well as supporting the services offered to students and learning opportunities and consequently gaining the trust of society in the faculty graduates.
2. Coping with the technological advances and employing them in all fields of teacher preparation through enhancing electronic education; educational networks; and virtual labs; through transforming lecture halls and classrooms into smart halls; through providing question item banks; through the mechanization of the exams work and the teaching evaluation.
3. Developing the abilities of staff members and academic and administrative leaderships and encouraging them to acquire better

technological and technical skills as well as the mastery of foreign languages for distinguished performance levels which will be reflected on the graduate's level.

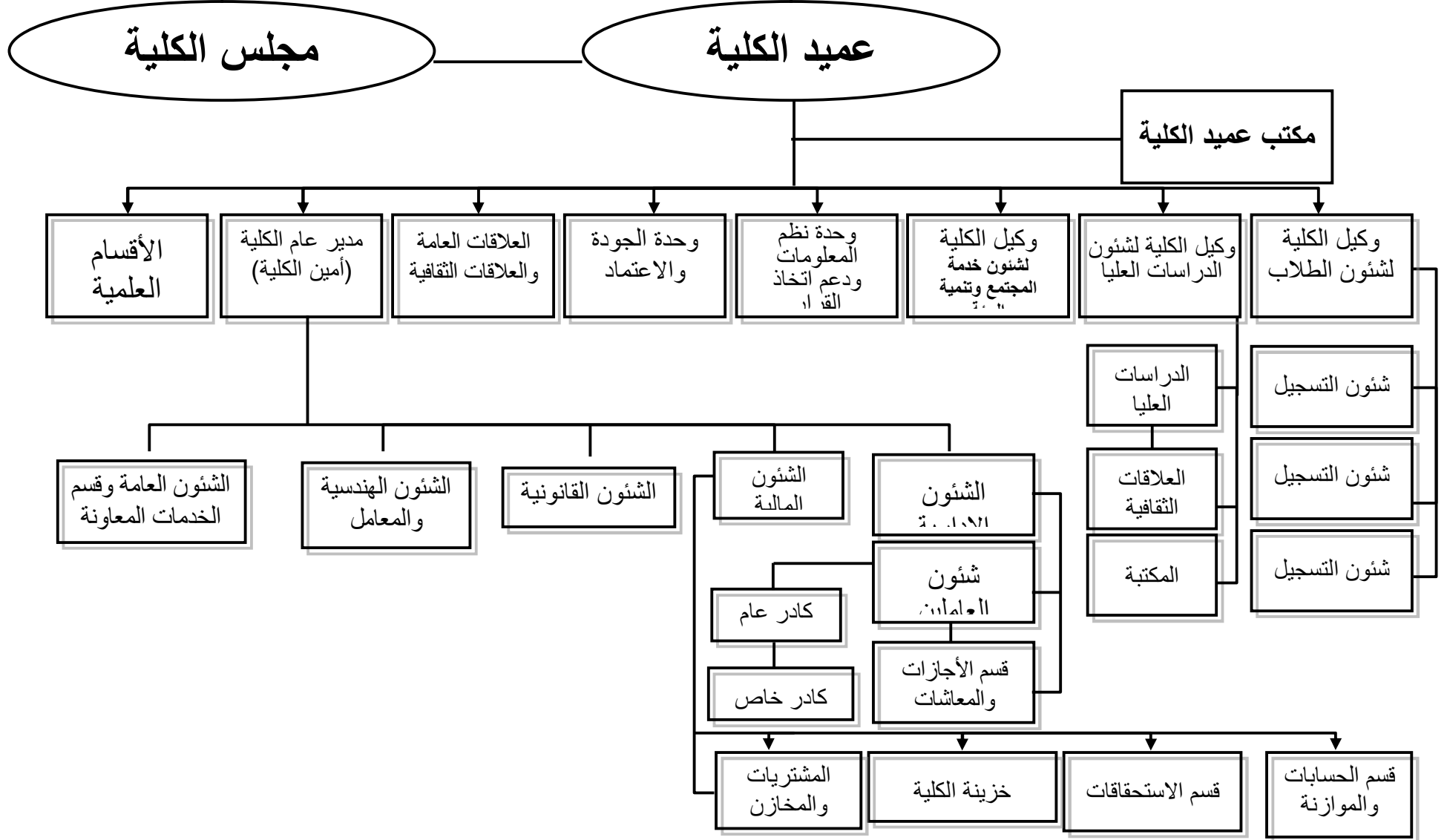
4. Developing an efficient administrative body which able to cope with the information age and the quality standards.
5. Developing graduate studies and conducting educational research for solving the problems of education.
6. Reinforcing the concept of community participation by involving researchers with the problems of education in Dakahlia governorate and cooperation between the faculty and the private sector institutions and the civil community for fund finding and ensuring job opportunities for graduates.
7. Ensuring the consistency of internal monitoring and continuous self-evaluation, studying the available technical resources, and identifying the required needs to ensure a better quality of performance in all areas (education – research – community service) in order to get accredited.



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# GOVERNANCE & ADMINISTRATION

# الهيكل التنظيمي للكلية





# Governance and Administration

## (1) The Organizational structure:

The organizational structure of the faculty includes two main sub-structures, namely:

### **a- The academic structure of the faculty which includes:**

- The Faculty Dean
- The Vice Deans
  - § The Vice Dean for Community Service and Environment Development Affaires
  - § The Vice Dean for Graduate Studies and Research Affaires
  - § The Vice Dean for education and Students Affaires
- The Faculty Council
- The Academic Departments ( 8 academic departments)

### **b- The administrative structure of the faculty which includes:**

- The Faculty Trustee
- The Administrative Divisions
  - § Staff Affaires Division
  - § Personnel Division
  - § Administrative Affaires Division
  - § Financial Budget and accounting Division
  - § Purchases and stores Division
  - § Students Affaires Division
  - § Graduate Affaires Division
  - § Graduate Studies and cultural Relation Affaires Division

§ Library Division

§ Engineering Affaires Division

## (2) Selection the Academic Leaderships:

Candidates for leading positions should demonstrate significant professional accomplishments within their faculties. It is expected that the successful candidate will be a strong advocate of academic values in a context of shared academic governance. Candidates should have exceptional interpersonal skills, superb communication skills, high integrity and commitment. The key to the success of the candidates is the ability to lead and make a significant contribution to the continued success of the university.

§ The selection of the senior leaders (Dean, Vice Deans, and Heads of the Departments) is done by appointment.

§ The appointment of the academic leaders (program coordinators) depends on:

- Previous history (CV) and personality
- Managerial qualifications
- Academic and professional activities, motivation and dedication
- Experience and knowledge

§ The appointment depends on many criteria:

- Qualifications
- Experience
- Communication skills
- Activity
- Appearance
- Social behavior

- Flexibility and ability to change priorities according to the situation

### (3) The Effectiveness of policies, systems and practices:

- The current policies are adequate for the purposes of improvement. The faculty established a strategy for improvement in 5 years as a time line to be qualified for accreditation.
- The adopted practices to fulfill the improvement plans are inadequate and need more financial and spiritual support and cooperation at all levels.
- In spite of the efforts exerted by the administrative system, the desired outcomes have not been completely fulfilled and there is a gap between the actual reality and the desired outcomes.
- The faculty administration endeavors to solve the students' problems. The students can report their problems directly to the vice dean for education and students affairs. In case of not being able to solve the problem, the students can directly communicate with the dean of the faculty. In addition, there is a box for complaints and suggestions in a prominent place in the faculty yard.
- Examples of the problems that were responded to by the faculty administration:
  - 1- Academic schedule problems
  - 2- Exams schedule problems
  - 3- Exams results problems
  - 4- Field experience problems

5- Financial problems

6- Exam performing problems (accidental situations)

(4) Responsiveness to changing priorities and emerging needs:

§ The faculty administration responds to the surrounding variables.

§ For example: the faculty administration responds to the National Project for Faculties of Education Reform and other reform projects such as the FLDP (Faculty and Leadership Development Project) and seeks to qualify the faculty for accreditation.

§ The policy of the faculty is flexible. It responds to the changes and priorities according to their importance as well as the conditions of the faculty unless it is contradicted with its internal regulation policy and the universities organization law.

§ There are some rules to respond to these changeable variables:

- Attempting to modify some items of the internal regulations policy
- Open door policy
- Direct contact with the academic and administrative departments
- Appropriate decision making regarding changeable variable and priorities
- Holding emergent councils if necessary

§ There is resistance for change on the part of some staff members. The faculty leadership endeavors to manage this resistance through:

- a- awareness raising and enlightening

- b- convincing
- c- absorbing resistance
- d- holding meetings and workshops
- e- distributing brochures
- f- Incentives for distinguished staff

The developmental vision of the faculty was disseminated through:

- 1- Printing it and distributing it to all the staff and students
- 2- Awareness raising seminars and symposiums.
- 3- Publishing it in the allocated places
- 4- Assigning students to visit the Quality Assurance unit and observing its activities
- 5- Assigning the topic in the term papers of the students

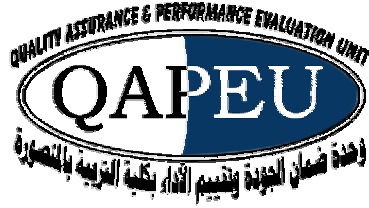
(5) The contribution of the new improvement plans in the strategic aims and plans:

- The following activities were implemented in terms of quality improvement in the faculty:
  - 1- Establishing an integrated electronic and paper data base unit about the faculty.
  - 2- Developing a handbook for each academic program in the faculty including the following:
    - Program specifications
    - Courses specifications
    - courses reports
    - Program reports including the program improvement plan

- 3- Developing a website for the faculty on the World Wide Web which includes all the faculty data.
- 4- Developing a web page for each staff member on the internet including the following:
  - The annual plan and report
  - Courses specification for the staff member
  - The CV of the staff member
- 5- Conducting some awareness raising workshops and meetings for students and staff members
- 6- Providing some rewards for the best staff member as evaluated by students

#### (6) Reviewing the effect of the previous improvement plans:

Although there is no previous integrated improvement plans, there are some attempts on the part of the faculty administration to identify the points of weaknesses and overcoming it via communication with the academic and administrative departments as well as the university administration and the educational studies sector committee. For example, the gaps in the new regulation policy are identified and solutions are researched for overcoming these gaps.



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# Human Resources of the Faculty

# Human Resources of the Faculty

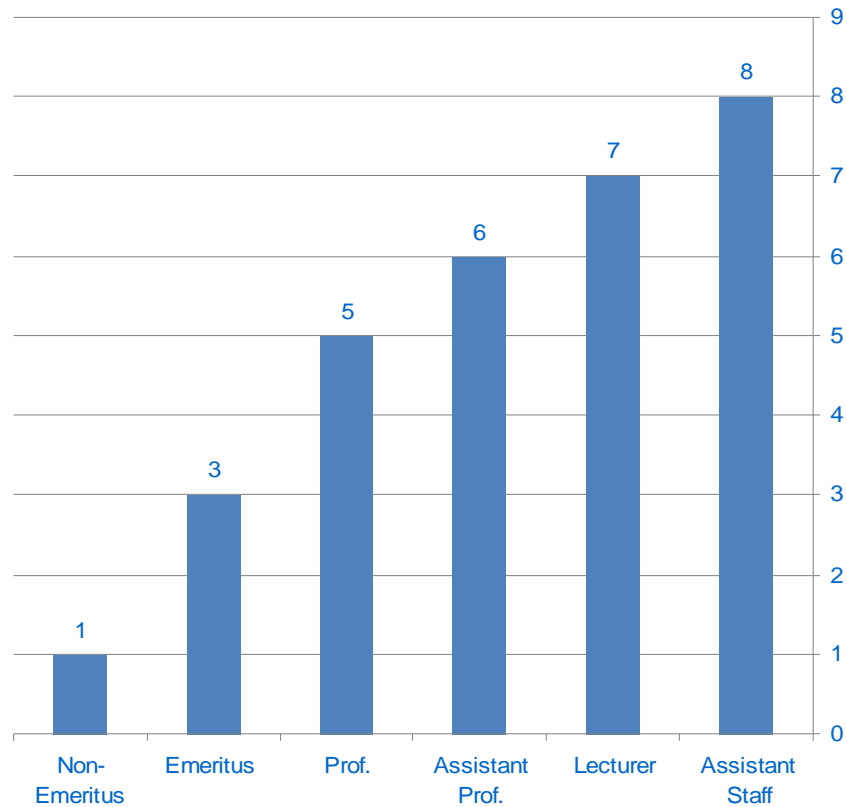
## (1) Statistics

**Faculty staff members and their assistant staff  
distributed according to the academic departments**

### *Educational Psychology Department*

**The head of department: Professor: Fouad Hamed El Mouafy**

| Assistant Staff | Lecturer | Assistant Prof. | Prof. | Emeritus | Non-Emeritus | Total |
|-----------------|----------|-----------------|-------|----------|--------------|-------|
| 8               | 7        | 6               | 5     | 3        | 1            | 30    |



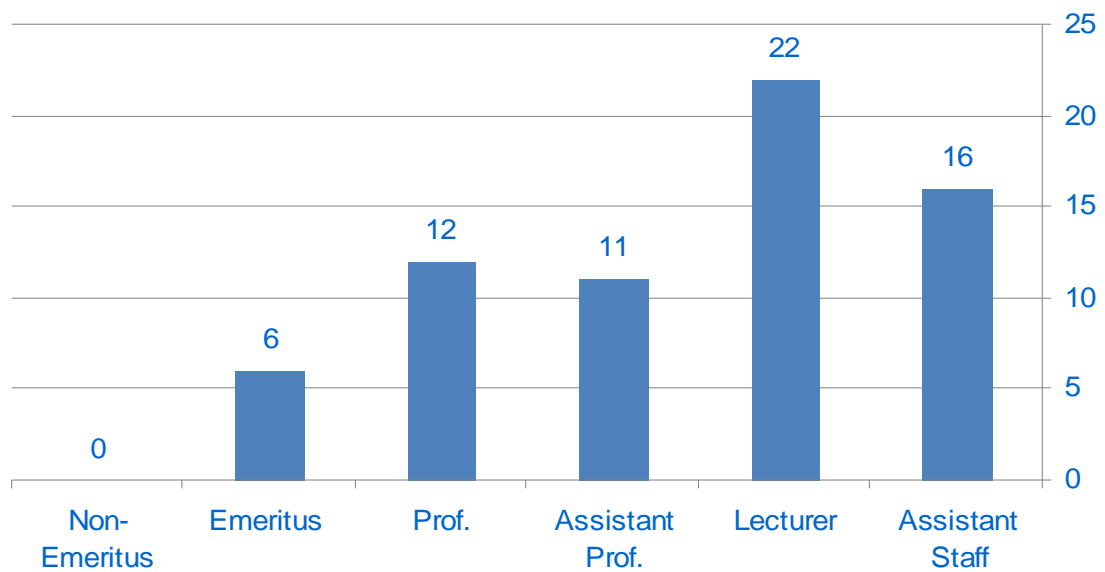


## *Curriculum and Instruction Department*

**The head of department:**

**Professor: Fouad Mohammed Mousa Abdel Aal.**

| Assistant Staff | Lecturer | Assistant Prof. | Prof. | Emeritus | Non-Emeritus | Total |
|-----------------|----------|-----------------|-------|----------|--------------|-------|
| 16              | 22       | 11              | 12    | 6        | 0            | 67    |

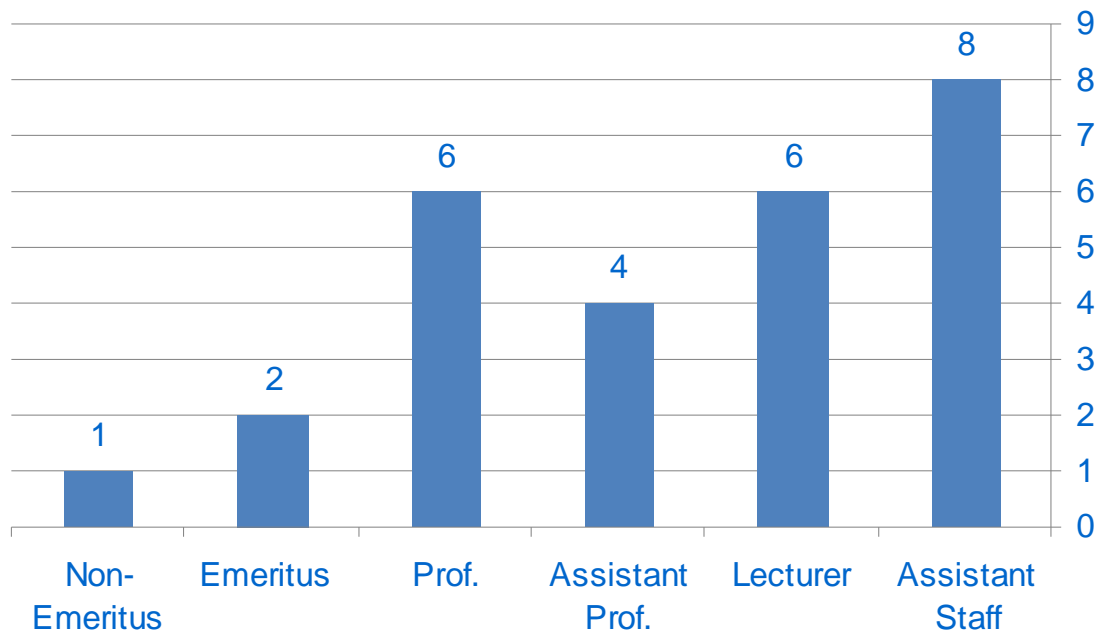


## *Foundations of Education Department*

**The head of department:**

**Professor: Toudary Mourqs Hena Moukar.**

| Assistant Staff | Lecturer | Assistant Prof. | Prof. | Emeritus | Non-Emeritus | Total |
|-----------------|----------|-----------------|-------|----------|--------------|-------|
| 8               | 6        | 4               | 6     | 2        | 1            | 27    |

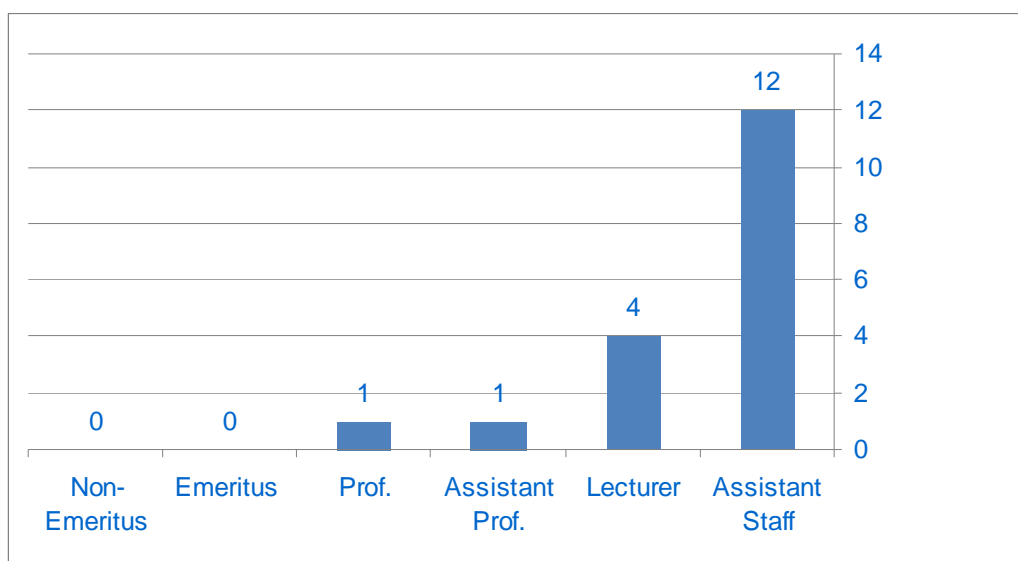


## *Educational Technology Department*

**The head of department:**

**Professor: El Ghareeb Zahr Ismaaiel Mohamed.**

| Assistant Staff | Lecturer | Assistant Prof. | Prof. | Emeritus | Non-Emeritus | Total |
|-----------------|----------|-----------------|-------|----------|--------------|-------|
| 12              | 4        | 1               | 1     | 0        | 0            | 18    |

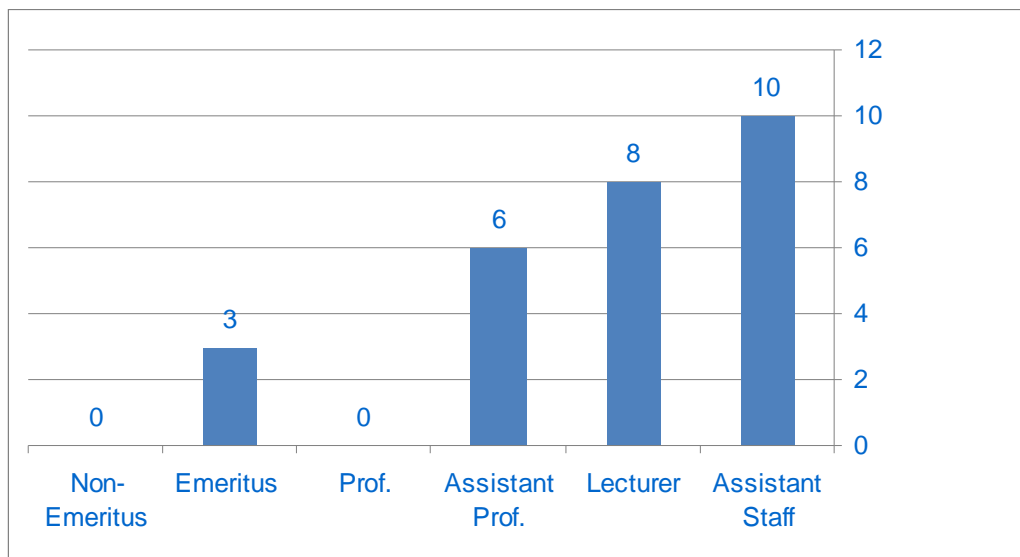


## *Arabic Language and Islamic Studies Department*

**The head of department:**

**Professor: Abdel Hameed Abdel Azeem El Qet.**

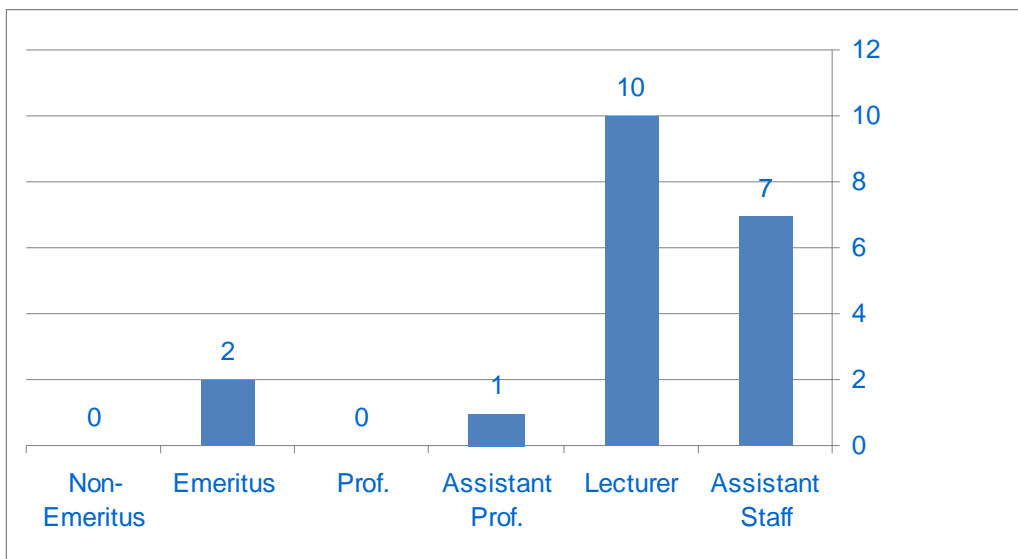
| Assistant Staff | Lecturer | Assistant Prof. | Prof. | Emeritus | Non-Emeritus | Total |
|-----------------|----------|-----------------|-------|----------|--------------|-------|
| 10              | 8        | 6               | 0     | 3        | 0            | 27    |



## *Social Studies Department*

**The head of department: Professor: Zaki Ali El Behyri.**

| Assistant Staff | Lecturer | Assistant Prof. | Prof. | Emeritus | Non-Emeritus | Total |
|-----------------|----------|-----------------|-------|----------|--------------|-------|
| 7               | 10       | 1               | 0     | 2        | 0            | 20    |

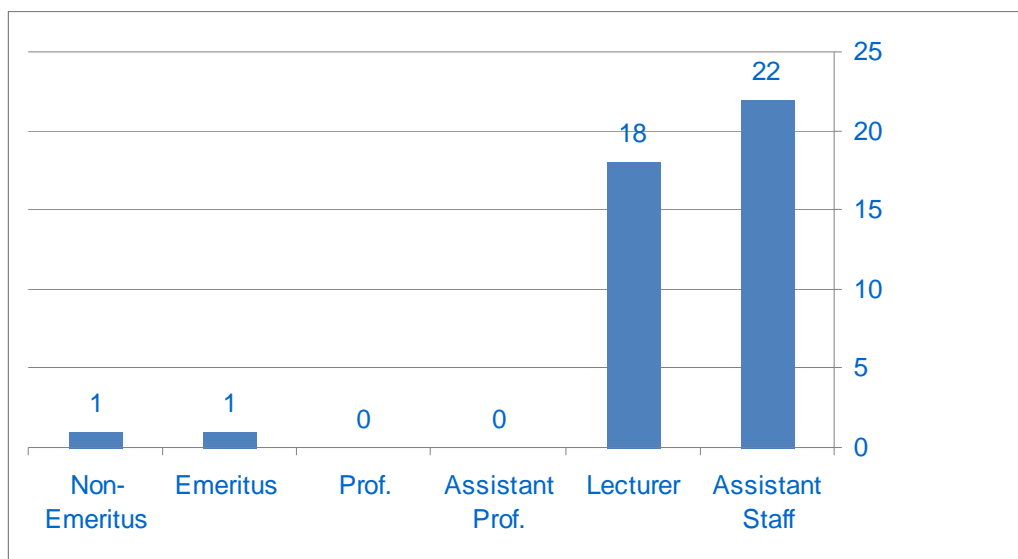


## *Foreign Languages Department*

**The head of department:**

**Professor: Mamdouh Abdel Moneim El Kenany.**

| Assistant Staff | Lecturer | Assistant Prof. | Prof. | Emeritus | Non-Emeritus | Total |
|-----------------|----------|-----------------|-------|----------|--------------|-------|
| 22              | 18       | 0               | 0     | 1        | 1            | 42    |

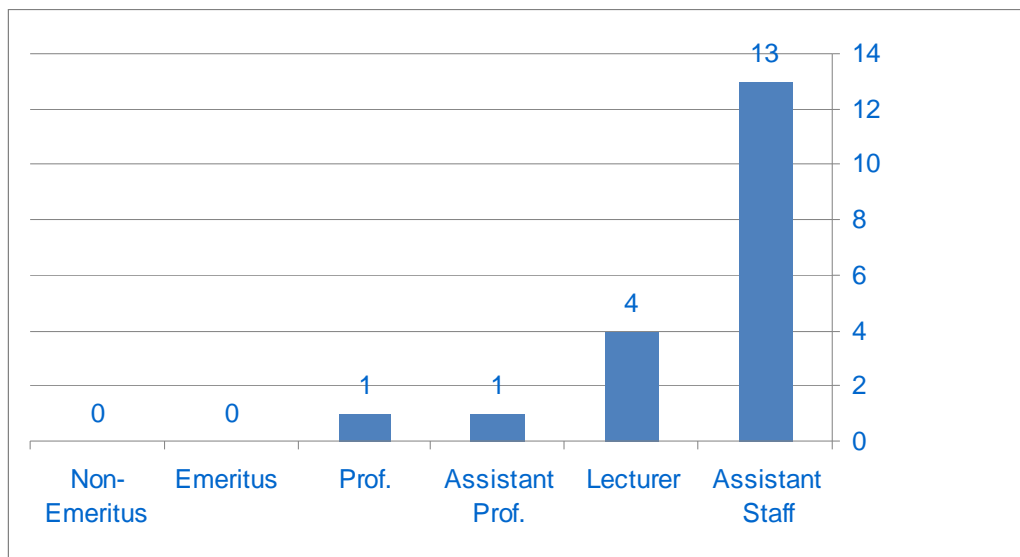


## *Kindergarten Department*

**The head of department:**

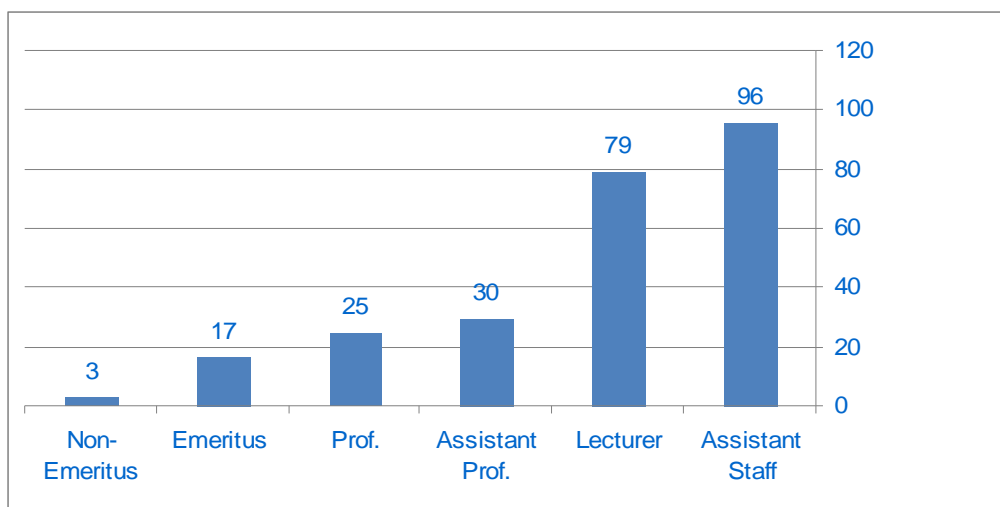
**Professor: Gabr Mahmoud Tolba El Karf.**

| Assistant Staff | Lecturer | Assistant Prof. | Prof. | Emeritus | Non-Emeritus | Total |
|-----------------|----------|-----------------|-------|----------|--------------|-------|
| 13              | 4        | 1               | 1     | 0        | 0            | 19    |



***Faculty members and assistant staff  
distributed according to the academic degree***

|                                     | Assistant Staff | Lecturer  | Assistant Prof. | Prof.     | Emeritus  | Non-Emeritus | Total      |
|-------------------------------------|-----------------|-----------|-----------------|-----------|-----------|--------------|------------|
| Psychology                          | 8               | 7         | 6               | 5         | 3         | 1            | 30         |
| Curriculum and Methodology          | 16              | 22        | 11              | 12        | 6         | 0            | 67         |
| Foundation of Education             | 8               | 6         | 4               | 6         | 2         | 0            | 27         |
| Educational Technology              | 12              | 4         | 1               | 1         | 0         | 0            | 18         |
| Islamic Studies and Arabic Language | 10              | 8         | 6               | 0         | 3         | 0            | 27         |
| Social Studies                      | 7               | 10        | 1               | 0         | 2         | 0            | 20         |
| Foreign Language                    | 22              | 18        | 0               | 0         | 1         | 1            | 42         |
| Kindergartens                       | 13              | 4         | 1               | 1         | 0         | 0            | 19         |
| <b>Total</b>                        | <b>96</b>       | <b>79</b> | <b>30</b>       | <b>25</b> | <b>17</b> | <b>3</b>     | <b>250</b> |



It can be noticed that the percentage of lecturers is the highest one in comparison with other percentages of staff members. The percentage of assistant professors is the second highest one. Then comes the full professors' category. This matches the hierarch distribution of the staff members. The percentage of the lecturers represents the base of the pyramid while the percentage of the full professors represents the top of the pyramid.



## (2) The Sufficiency of the number of the faculty staff members and assistant staff

The faculty adopts a vision to meet its needs from senior and junior staff members. This vision includes two strategies:

First: The integration with the counterpart departments in the universities, especially Mansoura Faculty of Science which is responsible for teaching the following programs (mathematics, physics, chemistry, biology, sciences for primary stage teachers).

Second: Filling in the academic structure of the current scientific departments in the faculty such as: Arabic language and Islamic studies, social studies, foreign languages by announcing about the vacant jobs and appoint the qualified staff who meet the criteria.

Regarding demonstrators, there are three year and five year plans to meet the needs of the academic departments from demonstrators.

### **A-The Academic Programs Domain**

To judge the sufficiency of the number of senior and junior faculty staff members to teach the various academic programs, the proportion between the number of the faculty staff members and the number of students should be calculated in each program. The general proportion is 1:30. If the number of the assistant staff members, including demonstrators and assistant lecturers, is taken into account, the proportion becomes 1:24. This is a convenient proportion. Hence, the number of senior and junior faculty staff members is appropriate for the academic programs. It should be noticed that some of the academic departments do not have any working assistant or full professors like Foreign Languages

Department and some departments do not have working professors like Social Studies and Arabic Languages Departments. Also, there are some specializations that are not available in the faculty like art education, religious education, music, German, and public health. These specializations are afforded by affiliation from inside or outside the university.

## **B-The Scientific Research Domain**

The number is adequate because the higher studies in the faculty are confined to educational departments only (foundations of education, curricula and instruction, psychology, educational technology and kindergarten). These departments are equipped and adequate regarding numbers and academic structure.

## **C- Community Participation Domain**

The number is adequate since the educational departments are responsible for this part of the mission of the faculty.

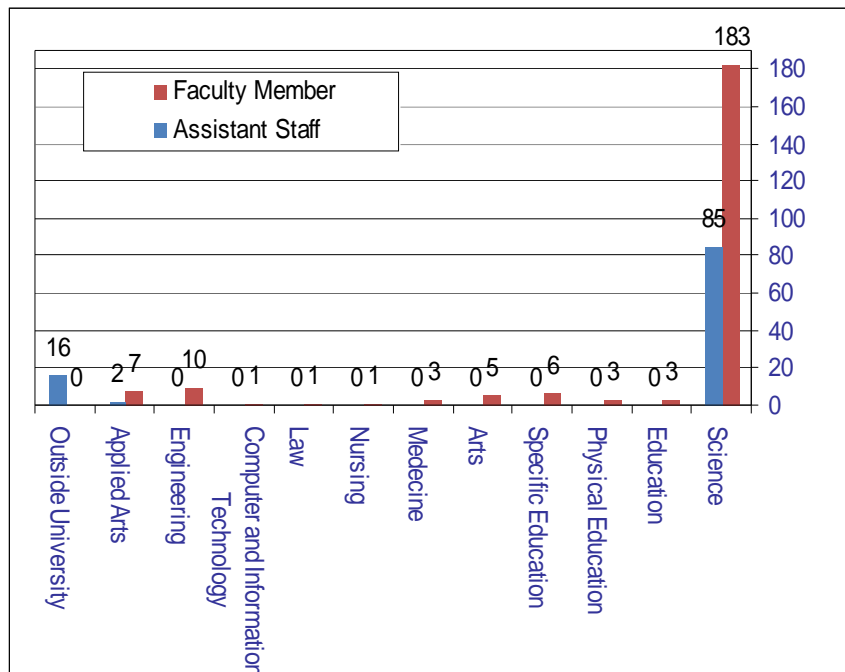
## **Shortage/Excess in the numbers of staff members:**

- There is no shortage or excess in the numbers of the faculty staff members
- In case of shortage of these numbers, the faculty applies the affiliation policy from inside the university first (integration between counterpart departments in the university), then from outside in case of the unavailability of the alternative. Hence, there is integration between the Faculty of Science and the Faculty of Education in teaching for the students of the scientific branches.

Concerning other specializations, affiliation from other faculties and universities is activated.

*The affiliated faculty members and assistant staff*

|                                     | Assistant Staff | Faculty Member |
|-------------------------------------|-----------------|----------------|
| Science                             | 85              | 183            |
| Education                           | 0               | 3              |
| Physical Education                  | 0               | 3              |
| Specific Education                  | 0               | 6              |
| Arts                                | 0               | 5              |
| Medecine                            | 0               | 3              |
| Nursing                             | 0               | 1              |
| Law                                 | 0               | 1              |
| Computer and Information Technology | 0               | 1              |
| Engineering                         | 0               | 10             |
| Applied Arts                        | 2               | 7              |
| Outside University                  | 16              | 0              |



(3) The professional development for the faculty staff members and technical and administrative staff:

The faculty endeavors build the capacity of its senior and junior staff members thorough some domains, namely:

§ The Faculty and Leadership Development Project (FLDP) since the Supreme Council for Universities approved the regulations for attending a certain number of training programs when getting promoted to a higher degree.

§ The University Instructor Preparation Program. The regulation policy entails passing this program to be appointed in the lecturer post.

§ The regulations policy of the graduate studies in the faculty entails that the student should get the ICDL Certificate as well as the TOEFL Certificate when getting to be enrolled in the M.A. Degree.

§ Incentives and rewards for distinguished staff members.

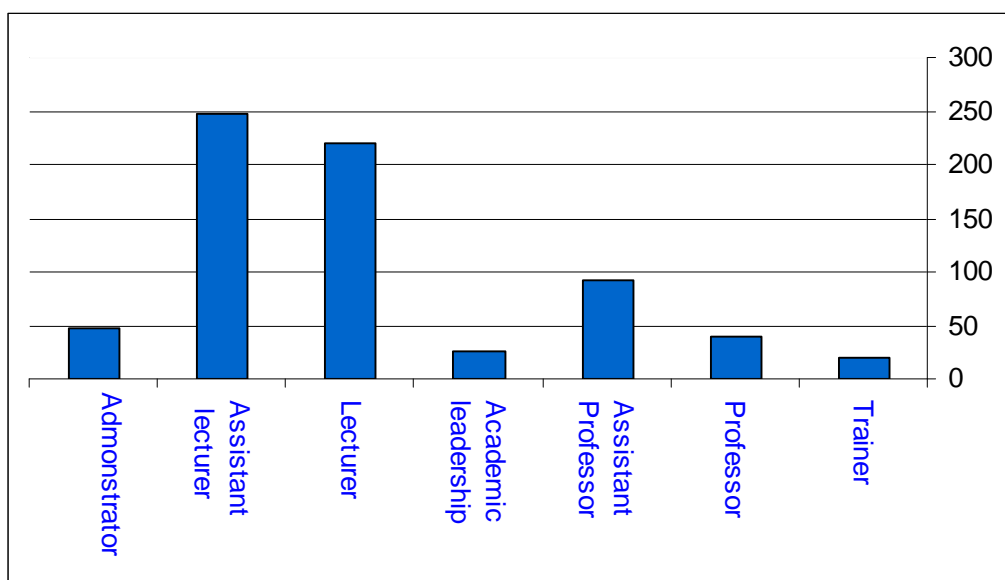
§ Training on the computer through the FOEP and ICTP.

Concerning the administrative staff, there is a general plan on the university level. In terms of this plan, the faculty administration nominates whoever meets the criteria and needs this type of training to attend these announced training programs. In addition, the FLDP includes the administrative leaderships as well.

***Number of the trainees who participate  
in (FLDP) in Mansoura Faculty of Education***

| <b>The programs</b>  | <b>Demonstrator</b> | <b>Assistant lecturer</b> | <b>Lecturer</b> | <b>Academic leadership</b> | <b>Assistant Professor</b> | <b>Professor</b> | <b>Trainer</b> | <b>Total</b> |
|--|---------------------|---------------------------|-----------------|----------------------------|----------------------------|------------------|----------------|--------------|
| Profession ethics  | 2                   | 34                        | 26              |                            | 4                          | 2                |                | 68           |
| Teaching styles  |                     |                           | 2               |                            |                            |                  |                | 2            |
| Decision making  |                     | 4                         | 11              |                            | 17                         | 2                |                | 34           |
| Crises management  |                     |                           |                 | 1                          | 2                          | 6                |                | 9            |
| Scientific research management                                     |                     |                           | 18              |                            |                            |                  |                | 18           |
| Human management   |                     |                           |                 | 2                          |                            | 4                |                | 6            |
| Time management  |                     | 17                        | 5               |                            | 15                         |                  |                | 37           |
| Scientific research styles   | 6                   | 38                        | 1               |                            |                            |                  |                | 45           |
| Preparation and publication of scientific research internationally |                     |                           | 14              |                            |                            |                  |                | 14           |
| Modem trends in teaching   |                     | 4                         | 15              |                            | 4                          |                  |                | 23           |
| Effective management of meetings                                   |                     |                           |                 | 2                          |                            | 1                |                | 3            |
| Academic leadership  |                     |                           |                 | 4                          |                            |                  |                | 4            |
| Effective teaching   | 11                  | 26                        |                 |                            |                            |                  |                | 37           |
| Using Technology in teaching                                       |                     | 2                         | 15              |                            | 10                         | 5                |                | 32           |
| Teaching to large and small numbers                                |                     | 4                         |                 |                            |                            | 1                |                | 5            |
| Organizational development   |                     |                           |                 | 3                          |                            |                  |                | 3            |
| Life long learning   |                     |                           |                 | 1                          |                            |                  |                | 1            |
| Community and university   |                     |                           |                 |                            | 6                          |                  |                | 6            |
| Law aspects in university  |                     |                           | 2               | 4                          | 6                          | 9                |                | 21           |
| Financial Aspects in university                                    |                     |                           |                 | 2                          | 2                          | 4                |                | 8            |
| Credit hours   |                     |                           | 12              |                            | 3                          |                  |                | 15           |
| Management skills  |                     |                           | 12              | 4                          | 15                         | 2                |                | 33           |

| The programs                        | Demonstrator | Assistant lecturer | Lecturer   | Academic leadership | Assistant Professor | Professor | Trainer   | Total      |
|-------------------------------------|--------------|--------------------|------------|---------------------|---------------------|-----------|-----------|------------|
| Training of trainers                |              |                    |            |                     |                     |           | 20        | 20         |
| Curriculum and course design        |              |                    | 10         |                     | 1                   |           |           | 11         |
| Teaching evaluation                 |              | 4                  | 1          |                     | 4                   |           |           | 9          |
| Developing the skills of youth care |              |                    | 5          |                     |                     |           |           | 5          |
| Quality assurance and accreditation |              |                    | 7          | 2                   | 3                   | 3         |           | 15         |
| Effective communication skills      | 12           | 57                 | 23         |                     |                     |           |           | 92         |
| Thinking skills                     | 16           | 49                 | 1          |                     |                     |           |           | 66         |
| Effective presentation skills       |              | 9                  | 40         |                     |                     |           |           | 49         |
| <b>Total</b>                        | <b>47</b>    | <b>248</b>         | <b>220</b> | <b>25</b>           | <b>92</b>           | <b>39</b> | <b>20</b> | <b>691</b> |





4

# INSTRUCTIONAL PROGRAMS

# Instructional Programs

**The instructional programs currently in use in the faculty are 15 programs, namely:**

1. Mathematics teacher education for the preparatory and secondary stages
2. Mathematics teacher education for the primary stage teachers
3. Chemistry and Physics teacher education for the preparatory and secondary stages.
4. Biology teacher education for the preparatory and secondary stages.
5. Science teacher education for the primary stage.
6. English teacher education for the preparatory and secondary stage
7. English teacher education for the primary stage.
8. French teacher education for the preparatory and secondary stages.
9. Arabic teacher education and Islamic studies for the preparatory and secondary stages.
10. Arabic and Islamic studies teacher education for the primary stage.
11. History teacher education for the preparatory and secondary stages.
12. Geography teacher education for the preparatory and secondary stages.
13. Social studies teacher education for the primary stage.
14. Psychology teacher education in the secondary stage.
15. Kindergarten female teacher education..

All these instructional programs are dual in the sense that student studies both subjects of the academic specialization and educational subjects. Thus, student will have the Bachelor degree in science and education (BS.) or the Bachelor degree in arts and education (BA).



# (1) Statistics

## General statistic of all programs 2005 - 2006

| No.   | Program   | No. of students | No. of students succeeded | Success percentage | Grades    |         |      |        |                         |                          |        | Program's enrollment rate |
|-------|---|-----------------|---------------------------|--------------------|-----------|---------|------|--------|-------------------------|--------------------------|--------|---------------------------|
|       |   |                 |                           |                    | Excellent | V. good | Good | Passed | Passed with one subject | Passed with two subjects | Failed |                           |
| 1     | General Mathematics                                   | 268             | 169                       | 83.28%             | --        | 2       | 30   | 16     | 25                      | 35                       | 78     | +76                       |
| 2     | Mathematics (The primary and Preparatory Stages)      | 134             | 101                       | 76.15%             | --        | 13      | 25   | 5      | 14                      | 5                        | 10     | +59                       |
| 3     | Chemistry and Physics                                 | 43              | 34                        | 85.15%             | --        | 7       | 32   | 20     | 16                      | 2                        | 4      | -40                       |
| 4     | Biology and Geology                                   | 79              | 79                        | 95.43%             | --        | 21      | 29   | 6      | 12                      | 3                        | 6      | +2                        |
| 5     | Science (The primary and Preparatory Stages)          | 143             | 113                       | 80.25%             | --        | 110     | 48   | 4      | 39                      | 15                       | 14     | -89                       |
| 6     | English language                                      | 391             | 302                       | 85.83%             | --        | 13      | 131  | 78     | 87                      | 29                       | 35     | +16                       |
| 7     | English language (The primary and Preparatory Stages) | 290             | 239                       | 79.10%             | --        | 19      | 122  | 23     | 86                      | 35                       | 38     | -33                       |
| 8     | French Language                                       | 154             | 177                       | 93.48%             | --        | 3       | 53   | 103    | 36                      | 13                       | 12     | -66                       |
| 9     | Arabic Language                                       | 309             | 250                       | 88.78%             | --        | 2       | 52   | 99     | 83                      | 40                       | 45     | -14                       |
| 10    | Arabic Language (The primary and Preparatory Stages)  | 250             | 246                       | 88.30%             | --        | 42      | 141  | 16     | 69                      | 33                       | 12     | -64                       |
| 11    | History   | 288             | 228                       | 91.30%             | --        | 2       | 52   | 83     | 42                      | 18                       | 21     | +70                       |
| 12    | Geography   | 50              | 35                        | 84.25%             | --        | --      | 19   | 22     | 8                       | 7                        | 6      | -13                       |
| 13    | Social Studies (The primary and Preparatory Stages)   | 261             | 184                       | 73.80%             | --        | 3       | 61   | 31     | 68                      | 45                       | 33     | +20                       |
| 14    | Nursery Schools                                       | 303             | 288                       | 93.68%             | --        | 39      | 156  | 40     | 48                      | 17                       | 6      | -3                        |
| Total |   | 2963            | 2445                      | 85.63%             | 0         | 276     | 951  | 546    | 633                     | 297                      | 320    |                           |

## General statistic of General Mathematics program 2005 - 2006

| Program     | Year of study    | No. of students | No. of students succeeded | Success percentage | Grades    |         |       |        |                         |                          |        |                      | Program's enrollment rate | Program's success Average percentage |
|-------------|------------------|-----------------|---------------------------|--------------------|-----------|---------|-------|--------|-------------------------|--------------------------|--------|----------------------|---------------------------|--------------------------------------|
|             |                  |                 |                           |                    | Excellent | V. good | Good  | Passed | Passed with one subject | Passed with two subjects | Failed | Failed and dismissed |                           |                                      |
| Mathematics | First 2001-2002  | 192             | 108                       | 56.2%              | -         | 2       | 30    | 16     | 25                      | 35                       | 78     | 6                    | 76+                       | 83.28%                               |
|             |                  |                 |                           |                    | -         | 1.9%    | 27.8% | 14.8%  | 23.4%                   | 32.4%                    | 40.6%  | 3.1%                 |                           |                                      |
|             | First 2002-2003  | 268             | 213                       | 79.5%              | -         | 13      | 48    | 35     | 69                      | 48                       | 54     | 1                    |                           |                                      |
|             |                  |                 |                           |                    | -         | 6.1%    | 22.5% | 16.4%  | 32.4%                   | 22.5%                    | 20.1%  | 0.4%                 |                           |                                      |
|             | Second 2003-2004 | 241             | 202                       | 83%                | -         | 11      | 51    | 30     | 65                      | 45                       | 39     | -                    |                           |                                      |
|             |                  |                 |                           |                    | -         | 5.4%    | 25.2% | 14.9%  | 32.2%                   | 22.3%                    | 16.2%  | -                    |                           |                                      |
|             | Third 2004-2005  | 211             | 191                       | 90.5%              | -         | 12      | 67    | 13     | 57                      | 42                       | 20     | -                    |                           |                                      |
|             |                  |                 |                           |                    | -         | 6.3%    | 35.1% | 6.8%   | 29.8%                   | 22%                      | 9.5%   | -                    |                           |                                      |
|             | Forth 2005-2006  | 221             | 169                       | 80.1 %             | -         | 11      | 89    | 69     | -                       | -                        | 42     | -                    |                           |                                      |
|             |                  |                 |                           |                    | -         | 6.5%    | 52.7% | 40.8%  | -                       | -                        | 19.9%  | -                    |                           |                                      |

General statistic of Mathematics Program  
(The primary and Preparatory Stages) 2005 – 2006

| Program     | Year of study   | No. of students | No. of students succeeded | Success percentage | Grades    |         |       |        |                         |                         |        |                      | Program's enrollment rate | Program's success Average percentage |
|-------------|-----------------|-----------------|---------------------------|--------------------|-----------|---------|-------|--------|-------------------------|-------------------------|--------|----------------------|---------------------------|--------------------------------------|
|             |                 |                 |                           |                    | Excellent | V. good | Good  | Passed | Passed with one subject | Passed with two subject | Failed | Failed and dismissed |                           |                                      |
| Mathematics | Third 2003-2004 | 75              | 62                        | 28.7%              | -         | 13      | 25    | 5      | 14                      | 5                       | 10     | 3                    | 59+                       | 76.15%                               |
|             |                 |                 |                           |                    | -         | 21%     | 40.3% | 8.1%   | 22.6%                   | 8.1%                    | 13.3%  | 4%                   |                           |                                      |
|             | Third 2004-2005 | 134             | 119                       | 88.8%              | -         | 20      | 59    | 11     | 15                      | 14                      | 15     | -                    |                           |                                      |
|             |                 |                 |                           |                    | -         | 16.8%   | 49.6% | 9.2%   | 12.6%                   | 11.8%                   | 11.2%  | -                    |                           |                                      |
|             | Forth 2005-2006 | 159             | 101                       | 63.5%              | -         | 9       | 65    | 27     | -                       | -                       | 58     | -                    |                           |                                      |
|             |                 |                 |                           |                    | -         | 8.9%    | 64.4% | 26.7%  | -                       | -                       | 36.5%  | -                    |                           |                                      |

### General statistic of Chemistry and Physics Program 2005 – 2006

| Program                      | Year of study    | No. of students | No. of students succeeded | Success percentage | Assessment |         |       |        |                         |                         |        |                      | Program's enrollment rate | Program's success Average percentage |
|------------------------------|------------------|-----------------|---------------------------|--------------------|------------|---------|-------|--------|-------------------------|-------------------------|--------|----------------------|---------------------------|--------------------------------------|
|                              |                  |                 |                           |                    | Excellent  | V. good | Good  | Passed | Passed with one subject | Passed with two subject | Failed | Failed and dismissed |                           |                                      |
| <b>Chemistry and Physics</b> | First 2001-2002  | 83              | 77                        | 92.8%              | -          | 7       | 32    | 20     | 16                      | 2                       | 4      | 2                    | - 40                      | 85.15%                               |
|                              |                  |                 |                           |                    | -          | 9.1%    | 41.6% | 26%    | 20.8%                   | 2.6%                    | 4.8%   | 2.4%                 |                           |                                      |
|                              | First 2002-2003  | 43              | 36                        | 83.7%              | -          | 14      | 11    | 5      | 3                       | 3                       | 7      | -                    |                           |                                      |
|                              |                  |                 |                           |                    | -          | 38.9%   | 30.6% | 13.9%  | 8.3%                    | 8.3%                    | 16.3%  | -                    |                           |                                      |
|                              | Second 2003-2004 | 42              | 38                        | 90.5%              | -          | 16      | 8     | 4      | 8                       | 2                       | 4      | -                    | 85.15%                    |                                      |
|                              |                  |                 |                           |                    | -          | 42.1 %  | 21.1% | 10.5%  | 21.1%                   | 5.3%                    | 9.5%   | -                    |                           |                                      |
|                              | Third 2004-2005  | 40              | 37                        | 92.5%              | -          | 15      | 17    | 1      | 3                       | 1                       | 3      | -                    |                           |                                      |
|                              |                  |                 |                           |                    | -          | 40.5%   | 45.9% | 2.7%   | 8.1%                    | 2.7%                    | 7.5%   | -                    |                           |                                      |
|                              | Forth 2005-2006  | 46              | 34                        | 73.9%              | -          | 13      | 16    | 5      | -                       | -                       | 12     | -                    |                           |                                      |
|                              |                  |                 |                           |                    | -          | 38.2%   | 47.1% | 14.7%  | -                       | -                       | 26.1 % | -                    |                           |                                      |

## General statistic of Biology and Geology Program 2005 – 2006

| Program                    | Year of study           | No. of students | No. of students succeeded | Success percentage | Assessment |         |       |        |                         |                         |        |                      | Program's enrollment rate | Program's success Average percentage |
|----------------------------|-------------------------|-----------------|---------------------------|--------------------|------------|---------|-------|--------|-------------------------|-------------------------|--------|----------------------|---------------------------|--------------------------------------|
|                            |                         |                 |                           |                    | Excellent  | V. good | Good  | Passed | Passed with one subject | Passed with two subject | Failed | Failed and dismissed |                           |                                      |
| <b>Biology and Geology</b> | First<br>2001-<br>2002  | 77              | 71                        | 92.2%              | -          | 21      | 29    | 6      | 12                      | 3                       | 6      | -                    | +2                        | 95.43%                               |
|                            |                         |                 |                           |                    | -          | 29.6%   | 40.8% | 8.5%   | 16.9%                   | 4.2%                    | 7.8%   | -                    |                           |                                      |
|                            | First                   | 79              | 75                        | 94.9%              | -          | 26      | 26    | 11     | 8                       | 4                       | 3      | 1                    |                           |                                      |
|                            | 2002-<br>2003           |                 |                           |                    | -          | 34.7%   | 34.7% | 14.7%  | 10.7%                   | 5.3%                    | 3.8%   | 1.3%                 |                           |                                      |
|                            | Second<br>2003-<br>2004 | 82              | 77                        | 93.9%              | -          | 40      | 3     | -      | 27                      | 7                       | 5      | -                    |                           |                                      |
|                            |                         |                 |                           |                    | -          | 51.9%   | 3.9%  | -      | 35.1%                   | 9.1%                    | 6.1%   | -                    |                           |                                      |
|                            | Third<br>2004-<br>2005  | 82              | 82                        | 100%               | -          | 50      | 20    | 3      | 5                       | 4                       | -      | -                    |                           |                                      |
|                            |                         |                 |                           |                    |            | 61%     | 24.4% | 3.7%   | 6.1%                    | 4.9%                    | -      | -                    |                           |                                      |
|                            | Forth<br>2005-<br>2006  | 85              | 79                        | 92.9%              | -          | 54      | 24    | 1      | -                       | -                       | 6      | -                    |                           |                                      |
|                            |                         |                 |                           |                    | -          | 68.4%   | 30.4% | 1.3%   | -                       | -                       | 7.1%   | -                    |                           |                                      |

General statistic of Science Program  
(The primary and Preparatory Stages) 2005 – 2006

| Program | Year of study   | No. of Students | No. of students succeeded | Success percentage | Assessment |         |       |        |                         |                         |        |                      | Program's enrollment rate | Program's success Average percentage |
|---------|-----------------|-----------------|---------------------------|--------------------|------------|---------|-------|--------|-------------------------|-------------------------|--------|----------------------|---------------------------|--------------------------------------|
|         |                 |                 |                           |                    | Excellent  | V. good | Good  | Passed | Passed with one subject | Passed with two subject | Failed | Failed and dismissed |                           |                                      |
| Science | Third 2003-2004 | 232             | 216                       | 93.1%              | -          | 110     | 48    | 4      | 39                      | 15                      | 14     | 2                    | - 89                      | 80.25%                               |
|         |                 |                 |                           |                    | -          | 50.9%   | 22.2% | 1.9%   | 18.1 %                  | 6.9%                    | 6%     | 0.9%                 |                           |                                      |
|         | Third 2004-2005 | 143             | 131                       | 91.6%              | -          | 41      | 40    | 4      | 26                      | 20                      | 10     | 2                    |                           |                                      |
|         |                 |                 |                           |                    | -          | 31.3%   | 30.5% | 3.1%   | 19.8%                   | 15.3%                   | 7%     | 1.4%                 |                           |                                      |
|         | Forth 2005-2006 | 164             | 113                       | 68.9%              | -          | 44      | 56    | 13     | -                       | -                       | 51     | -                    |                           |                                      |
|         |                 |                 |                           |                    | -          | 38.9%   | 49.6% | 11.5%  | -                       | -                       | 31.1%  | -                    |                           |                                      |

## General statistic of English language Program 2005 – 2006

| Program          | Year of study    | No. of students | No. of students succeeded | Success percentage | Assessment |         |       |        |                         |                         |        |                      | Program's enrollment rate | Program's success Average percentage |        |
|------------------|------------------|-----------------|---------------------------|--------------------|------------|---------|-------|--------|-------------------------|-------------------------|--------|----------------------|---------------------------|--------------------------------------|--------|
|                  |                  |                 |                           |                    | Excellent  | V. good | Good  | Passed | Passed with one subject | Passed with two subject | Failed | Failed and dismissed |                           |                                      |        |
| English language | First 2001-2002  | 375             | 338                       | 90.1%              | -          | 13      | 131   | 78     | 87                      | 29                      | 35     | 2                    | - 66                      | 85.83%                               |        |
|                  |                  |                 |                           |                    | -          | 3.8%    | 38.8% | 23.1 % | 25.7%                   | 8.6%                    | 9.3%   | 0.5%                 |                           |                                      |        |
|                  | First 2002-2003  | 391             | 371                       | 94.9%              | -          | 19      | 133   | 89     | 98                      | 32                      | 18     | 2                    |                           |                                      |        |
|                  |                  |                 |                           |                    | -          | 5.1%    | 35.8% | 24%    | 26.4%                   | 8.6%                    | 4.6%   | 0.5%                 |                           |                                      |        |
|                  | Second 2003-2004 | 382             | 313                       | 81.9%              | -          | 9       | 77    | 124    | 61                      | 42                      | 66     | 3                    |                           |                                      | 85.83% |
|                  |                  |                 |                           |                    | -          | 2.9%    | 24.6% | 39.6%  | 19.5%                   | 13.4%                   | 17.3%  | 0.8%                 |                           |                                      |        |
|                  | Third 2004-2005  | 344             | 300                       | 87.2%              | -          | 3       | 127   | 36     | 76                      | 57                      | 39     | 5                    |                           |                                      |        |
|                  |                  |                 |                           |                    | -          | 1%      | 42.7% | 12%    | 25.3%                   | 19%                     | 11.3%  | 1.5%                 |                           |                                      |        |
|                  | Forth 2005-2006  | 381             | 302                       | 79.3%              | -          | 9       | 158   | 135    | -                       | -                       | 79     | -                    |                           |                                      |        |
|                  |                  |                 |                           |                    | -          | 3%      | 52.3% | 44.7%  | -                       | -                       | 20.7%  | -                    |                           |                                      |        |

## General statistic of English language Program

(The primary and Preparatory Stages) 2005 – 2006

| Program                 | Year of study   | No. of students | No. of students succeeded | Success percentage | Assessment |         |       |        |                         |                         |        |                      | Program's enrollment rate | Program's success Average percentage |
|-------------------------|-----------------|-----------------|---------------------------|--------------------|------------|---------|-------|--------|-------------------------|-------------------------|--------|----------------------|---------------------------|--------------------------------------|
|                         |                 |                 |                           |                    | Excellent  | V. good | Good  | Passed | Passed with one subject | Passed with two subject | Failed | Failed and dismissed |                           |                                      |
| <b>English language</b> | Third 2003-2004 | 323             | 285                       | 88.2%              | -          | 19      | 122   | 23     | 86                      | 35                      | 38     | -                    | - 33                      | 79.10%                               |
|                         |                 |                 |                           |                    | -          | 6.7%    | 42.8% | 8.1%   | 30.2%                   | 12.3%                   | 11.8%  | -                    |                           |                                      |
|                         | Third 2004-2005 | 290             | 230                       | 79.3 %             | -          | 9       | 58    | 25     | 71                      | 67                      | 60     | -                    |                           |                                      |
|                         |                 |                 |                           |                    | -          | 3.9%    | 25.2% | 10.9%  | 30.9%                   | 29.1%                   | 20.7%  | -                    |                           |                                      |
|                         | Forth 2005-2006 | 303             | 239                       | 78.9%              | -          | 18      | 174   | 47     | -                       | -                       | 64     | -                    |                           |                                      |
|                         |                 |                 |                           |                    | -          | 7.5%    | 72.8% | 19.7%  | -                       | -                       | 21.1%  | -                    |                           |                                      |



## General statistic of French Language Program 2005 – 2006

| Program                | Year of study    | No. of students | No. of students succeeded | Success percentage | Assessment |         |        |        |                     |                         |        |                      | Program's enrollment rate | Program's success Average percentage |
|------------------------|------------------|-----------------|---------------------------|--------------------|------------|---------|--------|--------|---------------------|-------------------------|--------|----------------------|---------------------------|--------------------------------------|
|                        |                  |                 |                           |                    | Excellent  | V. good | Good   | Passed | Passed with subject | Passed with two subject | Failed | Failed and dismissed |                           |                                      |
| <b>French Language</b> | First 2001-2002  | 220             | 208                       | 94.5%              | -          | 3       | 53     | 103    | 36                  | 13                      | 12     | -                    | - 66                      | 93.48%                               |
|                        |                  |                 |                           |                    | -          | 1.4%    | 25.5%  | 49.5%  | 17.3%               | 6.2%                    | 5.5%   | -                    |                           |                                      |
|                        | First 2002-2003  | 154             | 145                       | 94.2%              | -          | 11      | 36     | 59     | 34                  | 5                       | 9      | -                    |                           |                                      |
|                        |                  |                 |                           |                    | -          | 7.6%    | 24.8%  | 40.7%  | 23%                 | 3.4%                    | 5.8%   | -                    |                           |                                      |
|                        | Second 2003-2004 | 154             | 145                       | 94.2%              | -          | 8       | 64     | 40     | 25                  | 8                       | 9      | -                    |                           |                                      |
|                        |                  |                 |                           |                    | -          | 5.5%    | 44.1 % | 27.6%  | 17.2%               | 5.5%                    | 5.8%   | -                    |                           |                                      |
|                        | Third 2004-2005  | 155             | 143                       | 92.3%              | -          | 4       | 68     | 46     | 12                  | 13                      | 12     | -                    |                           |                                      |
|                        |                  |                 |                           |                    | -          | 2.8%    | 47.6%  | 32.2%  | 8.4%                | 9.1%                    | 7.7%   | -                    |                           |                                      |
|                        | Forth 2005-2006  | 190             | 177                       | 93.2               | -          | 10      | 82     | 85     | -                   | -                       | 13     | -                    |                           |                                      |
|                        |                  |                 |                           |                    | -          | 5.6%    | 46.3%  | 48%    | -                   | -                       | 6.8%   | -                    |                           |                                      |

## General statistic of Arabic Language Program 2005 – 2006

| Program         | Year of study    | No. of students | No. of students succeeded | Success percentage | Assessment |         |       |        |                         |                         |        |                      | Program's enrollment rate | Program's success Average percentage |        |
|-----------------|------------------|-----------------|---------------------------|--------------------|------------|---------|-------|--------|-------------------------|-------------------------|--------|----------------------|---------------------------|--------------------------------------|--------|
|                 |                  |                 |                           |                    | Excellent  | V. good | Good  | Passed | Passed with one subject | Passed with two subject | Failed | Failed and dismissed |                           |                                      |        |
| Arabic Language | First 2001-2002  | 323             | 276                       | 85.4%              | -          | 2       | 52    | 99     | 83                      | 40                      | 45     | 2                    | - 14                      | 88.78%                               |        |
|                 |                  |                 |                           |                    | -          | 0.7%    | 18.8% | 35.9%  | 30.1 %                  | 14.5%                   | 13.9%  | 0.6%                 |                           |                                      |        |
|                 | First 2002-2003  | 309             | 238                       | 77%                | -          | 2       | 40    | 46     | 80                      | 70                      | 68     | 3                    |                           |                                      |        |
|                 |                  |                 |                           |                    | -          | 0.8%    | 16.8% | 19.3%  | 33.6%                   | 29.4%                   | 22%    | 1%                   |                           |                                      |        |
|                 | Second 2003-2004 | 274             | 254                       | 92.7%              | -          | 4       | 113   | 25     | 69                      | 43                      | 18     | 2                    |                           |                                      | 88.78% |
|                 |                  |                 |                           |                    | -          | 1.6%    | 44.5% | 9.8%   | 27.2%                   | 16.9%                   | 6.6%   | 0.7%                 |                           |                                      |        |
|                 | Third 2004-2005  | 270             | 263                       | 97.4%              | -          | 36      | 132   | 13     | 60                      | 22                      | 7      | -                    |                           |                                      |        |
|                 |                  |                 |                           |                    | -          | 13.7%   | 50.2% | 4.9%   | 22.8%                   | 8.4%                    | 2.6%   | -                    |                           |                                      |        |
|                 | Forth 2005-2006  | 284             | 250                       | 88%                | -          | 17      | 192   | 41     | -                       | -                       | 34     | -                    |                           |                                      |        |
|                 |                  |                 |                           |                    | -          | 6.8%    | 76.8% | 16.4%  | -                       | -                       | 12%    | -                    |                           |                                      |        |

## General statistic of The Islamic studies Program

(The primary and Preparatory Stages) 2005 – 2006

| Program             | Year of study   | No. of students | No. of students succeeded | Success percentage | Assessment |         |       |        |                         |                         |        |                      | Program's enrollment rate | Program's success Average percentage |
|---------------------|-----------------|-----------------|---------------------------|--------------------|------------|---------|-------|--------|-------------------------|-------------------------|--------|----------------------|---------------------------|--------------------------------------|
|                     |                 |                 |                           |                    | Excellent  | V. good | Good  | Passed | Passed with one subject | Passed with two subject | Failed | Failed and dismissed |                           |                                      |
| The Islamic studies | Third 2003-2004 | 314             | 301                       | 95.9%              | -          | 42      | 141   | 16     | 69                      | 33                      | 12     | 1                    | - 64                      | 88.30%                               |
|                     |                 |                 |                           |                    | -          | 14%     | 46.8% | 5.3%   | 22.9%                   | 11%                     | 3.8%   | 0.3%                 |                           |                                      |
|                     | Third 2004-2005 | 250             | 225                       | 90%                | -          | 16      | 69    | 3      | 75                      | 62                      | 24     | 1                    |                           |                                      |
|                     |                 |                 |                           |                    | -          | 7.1%    | 30.7% | 1.3%   | 33.3%                   | 27.6%                   | 9.6%   | 0.4%                 |                           |                                      |
|                     | Forth 2005-2006 | 284             | 246                       | 86.6%              | -          | 107     | 119   | 20     | -                       | -                       | 37     | 1                    |                           |                                      |
|                     |                 |                 |                           |                    | -          | 43.5%   | 48.4% | 8.1%   | -                       | -                       | 13%    | 0.4%                 |                           |                                      |

### General statistic of History Program 2005 – 2006

| Program        | Year of study    | No. of students | No. of students succeeded | Success percentage | Assessment |         |       |        |                         |                         |        |                      | Program's enrollment rate | Program's success Average percentage |
|----------------|------------------|-----------------|---------------------------|--------------------|------------|---------|-------|--------|-------------------------|-------------------------|--------|----------------------|---------------------------|--------------------------------------|
|                |                  |                 |                           |                    | Excellent  | V. good | Good  | Passed | Passed with one subject | Passed with two subject | Failed | Failed and dismissed |                           |                                      |
| <b>History</b> | First 2001-2002  | 218             | 197                       | 90.4%              | -          | 2       | 52    | 83     | 42                      | 18                      | 21     | -                    | + 70                      | 91.30%                               |
|                |                  |                 |                           |                    | -          | 1%      | 26.4% | 42.1%  | 21.3%                   | 9.1%                    | 9.6%   | -                    |                           |                                      |
|                | First 2002-2003  | 288             | 250                       | 86.8%              | -          | -       | 34    | 116    | 71                      | 29                      | 38     | -                    |                           |                                      |
|                |                  |                 |                           |                    | -          | -       | 13.6% | 46.4%  | 28.4%                   | 11.6%                   | 13.2%  | -                    |                           |                                      |
|                | Second 2003-2004 | 265             | 247                       | 93.2%              | -          | -       | 66    | 112    | 47                      | 22                      | 18     | -                    |                           |                                      |
|                |                  |                 |                           |                    | -          | -       | 26.7% | 45.3%  | 19%                     | 8.9%                    | 6.8%   | -                    |                           |                                      |
|                | Third 2004-2005  | 256             | 247                       | 96.5%              | -          | 14      | 163   | 22     | 37                      | 11                      | 9      | -                    |                           |                                      |
|                |                  |                 |                           |                    | -          | 5.7%    | 66%   | 8.9%   | 15%                     | 4.5%                    | 3.5%   | -                    |                           |                                      |
|                | Forth 2005-2006  | 257             | 228                       | 88.7%              | -          | 3       | 117   | 108    |                         |                         | 29     | -                    |                           |                                      |
|                |                  |                 |                           |                    | -          | 1.3%    | 51.3% | 47.4%  | -                       | -                       | 11.3%  | -                    |                           |                                      |

### General statistic of Geography program 2005 – 2006

| Program          | Year of study    | No. of students | No. of students succeeded | Success percentage | Assessment |         |       |        |                         |                         |        |                      | Program's enrollment rate | Program's success Average percentage |
|------------------|------------------|-----------------|---------------------------|--------------------|------------|---------|-------|--------|-------------------------|-------------------------|--------|----------------------|---------------------------|--------------------------------------|
|                  |                  |                 |                           |                    | Excellent  | V. good | Good  | Passed | Passed with one subject | Passed with two subject | Failed | Failed and dismissed |                           |                                      |
| <b>Geography</b> | First 2001-2002  | 63              | 56                        | 88.9%              | -          | -       | 19    | 22     | 8                       | 7                       | 6      | 1                    | -13                       | 84.25%                               |
|                  |                  |                 |                           |                    | -          | -       | 33.9% | 39.3%  | 14.3%                   | 12.5%                   | 9.5%   | 1.6%                 |                           |                                      |
|                  | First 2002-2003  | 50              | 35                        | 70%                | -          | -       | 3     | 14     | 13                      | 5                       | 14     | 1                    |                           |                                      |
|                  |                  |                 |                           |                    | -          | -       | 8.6%  | 40%    | 37.1 %                  | 14.3%                   | 28%    | 2%                   |                           |                                      |
|                  | Second 2003-2004 | 37              | 35                        | 94.6%              | -          | 1       | 18    | 11     | 3                       | 2                       | 2      | -                    |                           |                                      |
|                  |                  |                 |                           |                    | -          | 2.9%    | 51.4% | 31.4%  | 8.6%                    | 5.7%                    | 5.4%   | -                    |                           |                                      |
|                  | Third 2004-2005  | 37              | 35                        | 94.6%              | -          | 17      | 15    | -      | 2                       | 1                       | 2      | -                    |                           |                                      |
|                  |                  |                 |                           |                    | -          | 48.6%   | 42.9% | -      | 5.7%                    | 2.9%                    | 5.4%   | -                    |                           |                                      |
|                  | Forth 2005-2006  | 45              | 35                        | 77.8%              | -          | 15      | 19    | 1      | -                       | -                       | 10     | -                    |                           |                                      |
|                  |                  |                 |                           |                    | -          | 42.9%   | 54.3% | 2.9%   | -                       | -                       | 22.2%  | -                    |                           |                                      |

General statistic of Social Studies program  
(The primary and Preparatory Stages) 2005 – 2006

| Program        | Year of study   | No. of students | No. of students succeeded | Success percentage | Assessment |         |       |        |                         |                         |        |                      | Program's enrollment rate | Program's success Average percentage |
|----------------|-----------------|-----------------|---------------------------|--------------------|------------|---------|-------|--------|-------------------------|-------------------------|--------|----------------------|---------------------------|--------------------------------------|
|                |                 |                 |                           |                    | Excellent  | V. good | Good  | Passed | Passed with one subject | Passed with two subject | Failed | Failed and dismissed |                           |                                      |
| Social Studies | Third 2003-2004 | 241             | 208                       | 86.3%              | -          | 3       | 61    | 31     | 68                      | 45                      | 33     | -                    | +20                       | 73.80%                               |
|                |                 |                 |                           |                    | -          | 1.4%    | 29.3% | 14.9%  | 32.7%                   | 21.6%                   | 13.7%  | -                    |                           |                                      |
|                | Third 2004-2005 | 261             | 206                       | 78.9%              | -          | 3       | 61    | 14     | 80                      | 48                      | 53     | 2                    |                           |                                      |
|                |                 |                 |                           |                    | -          | 1.5%    | 29.6% | 6.8%   | 38.8%                   | 23.3%                   | 20.3%  | 0.8%                 |                           |                                      |
|                | Forth 2005-2006 | 268             | 184                       | 68.7%              | -          | 3       | 108   | 73     |                         |                         | 84     |                      |                           |                                      |
|                | -               |                 |                           |                    | 1.6%       | 58.7%   | 39.7% | -      | -                       | 31.3%                   | -      |                      |                           |                                      |

### General statistic of Nursery Schools program 2005 – 2006

| Program                | Year of study    | No. of students | No. of students succeeded | Success percentage | Assessment |         |       |        |                         |                         |        |                      | Program's enrollment rate | Program's success Average percentage |
|------------------------|------------------|-----------------|---------------------------|--------------------|------------|---------|-------|--------|-------------------------|-------------------------|--------|----------------------|---------------------------|--------------------------------------|
|                        |                  |                 |                           |                    | Excellent  | V. good | Good  | Passed | Passed with one subject | Passed with two subject | Failed | Failed and dismissed |                           |                                      |
| <b>Nursery Schools</b> | First 2001-2002  | 306             | 300                       | 98%                | -          | 39      | 156   | 40     | 48                      | 17                      | 6      | -                    | -3                        | 93.68%                               |
|                        |                  |                 |                           |                    | -          | 13%     | 52%   | 13.3%  | 16%                     | 4.7%                    | 2%     | -                    |                           |                                      |
|                        | First 2002-2003  | 303             | 296                       | 97.7%              | -          | 40      | 146   | 66     | 31                      | 13                      | 6      | 1                    |                           |                                      |
|                        |                  |                 |                           |                    | -          | 13.5%   | 49.3% | 22.3%  | 10.5%                   | 4.4%                    | 2%     | 0.3%                 |                           |                                      |
|                        | Second 2003-2004 | 303             | 285                       | 94.1 %             | -          | 32      | 119   | 60     | 56                      | 18                      | 16     | 2                    | 93.68%                    |                                      |
|                        |                  |                 |                           |                    | -          | 11.2%   | 41.8% | 21.1%  | 19.6%                   | 6.3%                    | 5.3%   | 0.7%                 |                           |                                      |
|                        | Third 2004-2005  | 301             | 291                       | 96.7%              | -          | 53      | 177   | 25     | 29                      | 7                       | 10     | -                    |                           |                                      |
|                        |                  |                 |                           |                    | -          | 18.2%   | 60.8% | 8.6%   | 10%                     | 2.4%                    | 3.3%   | -                    |                           |                                      |
| Forth 2005-2006        | 334              | 288             | 86.2%                     | -                  | 60         | 155     | 73    | -      | -                       | 46                      | -      |                      |                           |                                      |
|                        |                  |                 |                           | -                  | 20.8%      | 53.8%   | 25.3% | -      | -                       | 13.7%                   | -      |                      |                           |                                      |

## **The Enrollment Indicators of the Programs:**

### **(1) Literary Specializations**

The indicators reveal that the enrollment is increasing in the languages programs in general and English language program in particular due to the increasing significance of the English language and the opportunities for those graduates in the job market. Following that, come the history program. However, the enrollment in the Geography program is low especially after turning geography to be an optional subject in the general secondary certificate.

### **(2) Scientific Specializations**

The indicators reveal that the enrollment is increasing in the Mathematics programs, and then come consecutively kindergarten, chemistry and physics, and biology. This is also related to the job market opportunities after graduation.

It is clear that the lowest performance lies in the general and primary mathematics programs. This may be due to some factors. First, all the academic staff members for these programs are affiliated from Mansoura Faculty of Science. This may have negative effect on the communication between instructors and students. Second, the nature of the study is very abstract and theoretical. Third, the mathematics teaching approaches in the university are to some extent different from those in the secondary stage.

To overcome these difficulties, it is proposed to hold a periodical meeting between the staff members affiliated from the Faculty of Science and students under the supervision of the Vice Dean for Education and



Students Affairs to study the problems that face those students and search for solutions for those problems.

The highest performance is shown in the kindergarten and biology programs. This may be due to the nature of these programs. The biology program is characterized with the practical aspect and the kindergarten program is characterized with the skills and practice such as music, singing drawing, bodily kinesthetic skills, children stories, field experience and living with children. This in itself involves fun and enjoyment for student teachers. So, it is very important for any program to fulfill the psychological and mental satisfaction for learners, to satisfy their tendencies and aptitudes, and to afford a kind of fun and enjoyment for them.

## (2) The Framework of the Instructional Programs

The academic structure of any program is formulated according to the following percentages:

- § The educational and cultural subjects in addition to the field experience 20%.
- § The basic sciences 5%
- § The academic (Specialized) subjects 75%

This academic structure of the program goes in accordance with the nature of the teacher's job which focuses on three domains, namely:

- § The technical domain or the subject matter competence. This domain is fulfilled through studying the academic specialized subjects

- § The educational domain or the instructional methods and the art of dealing with students. This domain is fulfilled through studying the educational and psychological subjects as well as field experience.
  
- § The cultural domain which entails that the teacher should have broad culture and master the teaching language. This is fulfilled through studying basic sciences.



5

# ACADEMIC STANDARDS

# ACADEMIC STANDARDS

## (1) Academic Standards versus Benchmarks

The academic standards of the faculty programs standards are derived from the standards developed by the national project of developing Faculties of Education. They were developed based on the American and British standards as benchmarks. In terms of the academic standards of the programs, the instructional programs meet these standards due to:

1. **Novelty:** the programs relied upon the latest academic standards stated by the national project for developing the faculties of education.
2. **Comprehensiveness:** the programs focus on the different aspects of student personality whether those related to the specialization, professional side, administrative side, technological side or that of general culture,...etc.
3. **Technology:** some of the courses were transformed into electronic courses. Also, the lecture halls and classrooms were equipped with modern technological aids and devices.
4. **Flexibility:** this means the possibility of modification and improvement in the case of the evolvement of any obstacle, assimilation of the new, and compliance with labor market.

### **\*\*Programs compliance with academic developments**

In the light of the programs academic criteria, they can be considered as being keeping with the recent academic improvements. This is due to the following reasons:

5. Novelty: the programs relied upon the latest academic criteria stated by the national project for developing the faculties of education.
6. Comprehensiveness: the programs focus on the different sides of student personality whether those that are related to the specialization, occupational side, administrative side, technological side or that of general culture,...etc.
7. Technology: some of the courses were transformed into electronic courses. Also, the bleachers and classrooms were equipped with modern technological implements and devices.
8. Flexibility: this means being apt to modification and improvement in the case of the evolution of any obstacle, assimilation of the new, and compliance with labour market.

**\*\*Achievement of programs aims:**

In respect of the achievement of programs aims and outcomes, it can be said that these programs outcomes are not completely achieved. The cognitive aims are the most achieved ones; then come the behavioural, emotional and daily life aims respectively. This is due to the following factors:

- Examinations still focus on memorizing. Thus, teaching methods and educational practices reinforces this tendency
- The large numbers of students and lack of discussion opportunity.
- Inadequacy of practical training to achieve its aims.
- Increase in administrative burdens of faculty members.
- Loss of a large part of the semester in examination work and its preparations.

**\*\*The suitability of the frame and design of curricula for meeting the benchmarks:**

They are suitable to some extent, but the deficiency lies in their implementation.

**(2) Students' Assessment**

- Students are assessed by written, oral, practical examinations and class assignments according to the following table:

| New Regulations Policy     |      | Old Regulations Policy |       |
|----------------------------|------|------------------------|-------|
| Theoretical Courses        |      | Theoretical Courses    |       |
| Type of exam               | %    | Type of exam           | %     |
| Written                    | 70%  | Written                | 90%   |
| Oral and class assignments | 30%  | Year assignments       | 10%   |
| Practical Courses          |      | Practical Courses      |       |
| Type of exam               | %    | Type of exam           | %     |
| Written                    | 70%  | Written                | 66.6  |
| Practical                  | 15%  | Practical              | 26.7% |
| Term Assignments           | 155% | Term Assignments       | 6.7%  |

- The language of assessment is the language of teaching itself.
- Students know the regulations of assigning assessment marks as the regulations policy determines the total grade of written, oral, practical examinations and classwork. Yet some of the examination papers do not assign a mark per each main question and subquestion.

- The scheme of marking is suitable because there is a percent for the written and oral examinations and classwork.
- Sometimes students are given feedback through re-answering the examination with them in groups or individually, but there is no agreed upon mechanism for this.
- The faculty has policies and procedures for forming committees of examiners. The department introduces a proposal concerning the formation of the committees of oral and written examinations. Then, they are approved by the faculty council. When forming these committees, number and specialization are considered.
- No external assessors are assigned until now.
- When preparing examinations schedules, preliminary schedules are shown to the students. In the case of any complaint. Schedules are adapted to respond students' desires if possible.
- There are efficient steps for reviewing the examination results in the case of any complaint made by students. The student submits his/her complaint to the faculty vice dean for instruction and students affairs who direct the complaints to the responsible control room to examine and solve it.
- The methods and time of announcing results are suitable, as they are announced immediately after the end of examinations, and they are announced on the internet, and written on the boards allocated for this purpose.

### (3) Students' Continuation in the Programs & the extent of their progress

The statistics mentioned in programs reports show that the averages of students' continuation in study are high except the first grade. The regulations policy states that the student who remains more than two years in the first grade should be dismissed. However, in higher grades, this period increases gradually. Also, statistics show that the highest averages of success are in the kindergarten and French language programs; while the lowest averages are noticed in maths programs.

### (4) Students' Achievements and Work Opportunities

Statistics show that students' achievements or success percentages in different programs are high. They range from (73.8 %) and (95.43 %). The general percentage on the faculty level is (85.63). Those who achieved the general grade of excellent (0 %), very good (11.3 %), good (38.9 %) and pass (22.3%).

The faculty vision concerning work opportunities for graduates can be summarized as follows:

- In general, there is some sort of separation between education and labor market, yet the faculty does its best to examine the needs of pre-university education of teachers from different specializations in Dakhliya governorate, and to distribute students among the academic programs in the light of these needs.
- In general, the number of graduates exceeds the available work opportunities which result in an increase in the percentage of unemployment among graduates.



- The recent specialization that is needed is preparing German teachers.

#### (5) External Assessment for students' Performance And the fulfilled standards

- There are no external reviewers so far.
- Groups of the stakeholders and bodies of employment.

#### **The remarks of these groups can be summarized as follows:**

- Weakness of the graduates of Arabic language programs, especially in grammar and rhetoric.
- Decline in the graduates' level in foreign languages (English & French) programs especially in speaking and writing skills.
- Most of the graduates, in different programs, have poor command of Arabic language.
- Most of the graduates, in different programs, have poor command of English language.
- General decline in commanding computer skills by the majority of graduates.
- Poor command of practical skills of students in science programs



6

# Quality of Learning Opportunities

# Quality of Learning Opportunities

## (1) Teaching and Learning

The used strategies and methods of teaching and learning:

- Systematic learning implies :
  - Theoretical lessons through lectures specified for this.
  - Applied and practical exercises through the specified laboratories.
  - Field training either separated or connected at schools surrounding the college at their different levels.
- Self-learning through conducting researches, external readings and using libraries.
- The scientific trips and practicing different kinds of activities.
- Sharing in competitions at the level of the college, university or the other universities.
- Organizing the cultural symposiums and conducting scientific fairs and students' meetings.

### **Students' opinions concerning the quality of learning and teaching:**

Students see that the strengths are:

- The quality of the buildings and the utilities.
- The technological structure of the college has become approximately suitable.
- The psychological closeness between the student and the instructors especially the one who is not affiliated from outside.

- The responsiveness of the college administration to the needs of the students and solving their problems.
- The flexibility in dealing with the different administrations of other colleges.

Students have some remarks like:

- The large student density in lectures and other literary specializations.
- The difficulty of conducting discussions during lectures.
- Focusing on the traditional way (lecturing) in teaching and the absence of other effective and interesting ways
- The weakness of the layout of the university book and the reliance on the notes that lack interesting elements.
- The short period of the semester.
- The limited number of books copies in the library.
- The inability of the internal reading rooms to satisfy that large number of students.
- Spending most of the academic year to prepare for exams.

The current means for supporting students' independent learning are:

- The college library.
- The internet.
- Case studies of some programs.
- Research and quarterly assignments.
- Field training.

(2) Academic and guiding support for students:

- The available system for academic support involves :

- The academic guidance system is represented in the office hours at the schedules of the professors; however, they are not activated.
- The college depends on the attendance rate system as a way to control the students, and makes the necessary warnings in case of repeated absences (three consecutive warnings).
- The distinguished students are rewarded with financially.

These rewards are given after the Thanawya Ama and throughout students' years of excellence in the college

What follows explains the rules for providing these rewards according to the Supreme Council of the Universities:

### **Rules of providing excellence rewards for students**

#### ***The Excellence Rewards for Distinguished Students***

| <b>The Students who are eligible for the rewards</b>   | <b>The Reward in EGP</b> |
|--|--------------------------|
| The first ten in the literal section in the Secondary Stage and the first thirty students in the scientific section in the secondary stage and the first 5 students in the technical certificate | 120                      |
| 80% and more in The Secondary Stage  | 84                       |
| If the student got Excellent Grade   | 120                      |
| If the student got Very Good Grade   | 84                       |
| If the student got Good Grade  | 60                       |

The following is an index of the numbers of students who got excellence rewards throughout the university year 2005/2006:

#### **The following is a statement of the students who got Excellence rewards during 2005/2006**

| Year   | Sum    | Female | Male |
|--------|--------|--------|------|
| First  | 273336 | 2680   | 574  |
| Second | 5334   | 108    | 19   |
| Third  | 7602   | 151    | 30   |
| Fourth | 19326  | 386    | 75   |
| Total  | 305598 | 3325   | 698  |

- There is a handbook or a guide for the student including the scientific departments in the college, student activities, available services, and the study plan of each program. (a copy of this guidebook is attached).
- The colleges do not have any special needs students because the system of joining the college hinders their enrollment to the college.

**Faculty activities:**

The mission of instructional institutions in general, and the university and the faculty in specific, is to develop the hidden mental abilities, talents and creativity of students. This is not a part from developing the moral and behavioral sides of the personality. Student activities and their different kinds enhance this point. What follows illustrates the activities practiced by the students throughout the year 2005/2006.

**The statement of the committees activities for 2005/2006**

| The activity of the committee  | Beneficiaries |        |      | Fees              |            |               |                       |
|--------------------------------|---------------|--------|------|-------------------|------------|---------------|-----------------------|
|                                | Total         | Female | Male | Subscription Fees | university | Student union | Supporting activities |
| <b>Social and Trips</b>        | 1109          | 646    | 463  | 6161              |            | 7977          | 900                   |
| <b>Wandering</b>               | 385           | 193    | 192  | 1600              | 3375       | 22645         | 780                   |
| <b>Sports</b>                  | 1250          | 119    | 1132 | 384               |            | 7655          | 1680                  |
| <b>Cultural</b>                | 3339          | 1824   | 1515 |                   |            | 4260          | 480                   |
| <b>Students special groups</b> | 719           | 272    | 447  |                   |            | 4365          | 480                   |
| <b>Artistic</b>                | 327           | 140    | 187  |                   | 1000       | 15650         | 480                   |
| <b>General Fees</b>            |               |        |      |                   |            |               |                       |
| <b>Total</b>                   | 7129          | 3193   | 3936 |                   |            |               |                       |

From the above table, the following indicators are clear:

- § The total number of the participants in the activities throughout the university year 2005/2006 is (7129) which represents 54% of the total number of students.
- § The total number of the male students in the activities is (3936), while the number of the female students is (3193) which represents 44.8. This means that the number of the females is close to the males. This indicates that both males and females equally participate in the activities.
- § The activities practiced by the students are different, e.g. cultural, social, sports, etc.
- § Although regulations and theoretical guides indicate the importance of such activities, the matter is different in reality. Practicing students face some difficulties such as the incompatibility of the time of lectures and practical lessons with the time of practicing activities. This may negatively affect students.

## **Health services**

The faculty has a clinic for curing the simple illness cases in addition to the sudden cases of the students or transforming them to students' hospital. The clinic contains (2) female doctors and (2) nurses. Clinic activities are:

- Conducting medical examination to new students.
- Conducting first aids to the sick cases.
- Providing medicine to first case students.
- Transforming students to the hospital for examinations and doing x rays.
- Participating in exam boards.
- Serving as a communication means between the students and the students university hospital.
- Providing advice and guiding students.

In addition to what mentioned above, each student has the right of benefiting from the health care and student hospital services which exists inside the university campus besides the college building. This hospital has many clinics of different medical specializations. It has also prepared places for conducting surgical operations and rooms for staying during recovery period.

## **Means of financial support**

The Division of Students' Welfare in the college examines the cases that suffer financially and provide the necessary help according to the available capabilities which take different forms such as:

- Paying the academic fees or part of them.
- Freeing students of the costs of the university books.



- Providing real aids such as clothes, medical glasses, and food.

The following is a list of the aids provided by the social support fund to the students throughout the academic year 2005/2006.

| <b>N0.</b> | <b>Activity</b>                                     | <b>Sum</b> | <b>Female</b> | <b>Male</b> | <b>Total</b> |
|------------|---|------------|---------------|-------------|--------------|
| <b>1</b>   | Individual assistance Fees                          | 1828.10    | 4             | 12          | 16           |
| <b>2</b>   | Sick Cases  | 1720.00    | 6             | 5           | 11           |
| <b>3</b>   | Assistance fees to pay the faculty enrollment fees  | 47475.65   | 380           | 321         | 701          |
| <b>4</b>   | Assistance to buy medical glasses                   | 4500.00    | 40            | 10          | 50           |
| <b>5</b>   | Clothes from the university social support fund box | -          | 411           | 250         | 661          |
| <b>6</b>   | Assistance for books fees                           | 5574.85    | 200           | 103         | 303          |
| <b>7</b>   | Paying the Student housing fees                     | 2877.60    | 11            | 33          | 44           |
| <b>8</b>   | Distributing hot meals to students                  | 2058       | 63            | 150         | 213          |
|            |   | 66034.20   | 1115          | 884         | 1999         |

**The number of the beneficiaries of the social support fund is 1999 students, the cost is 66034.20 pounds.**

Although the sum of aids provided by the social support fund is large, the financial aids are limited in comparison with students' social and economic conditions.

### (3) Learning Resources

- **Teaching staff and technicians:**

- There are (250) teaching staff and assistants, (310) affiliated teaching staff and assistants, and (251) technicians and administrators. This number is sufficient to some extent.

- **The library:**

- The total area is (1500 m), 0.1 m for each student; and this is not enough.

- Rooms of these reading and periodicals contain tables and leather chairs for students. The rooms are well-lightened and contain air-conditioning sets.
- The mean hours of daily work in the library is (7 hrs.) except on Fridays. Work starts at 9.00 a.m. till 5.00 p.m. On Wednesdays and Thursdays, work starts at 9.00 a.m. till 2.00 p.m.
- The library includes (30938) Arabic books, (18765) foreign books, (85) periodicals, (342) M.A. thesis, and (191) Ph.D. dissertation. However, there is a weakness in some specialized references such as mathematics, chemistry, physics, Arabic, geography, and history.
- The library includes a prepared room with six computers to log in the university and world databases. The mean time of the daily internet search is hours.

- **Laboratories and sets:**

- The number of micro-teaching labs is four labs including the requirements of effective teaching.
- There is a plan to increase them to be 11 labs.
- The number of computer labs is 4 with 80 computers.
- The number of psychology labs is 4 including educational psychology tools and tests.
- The statistical analysis lab includes 6 new computers.
- The number of language labs is 6, 5 for English language and one lab for Arabic intonation.
- The number of educational technology labs is 3 including modern educational technology resources and sets.
- A music lab including some musical tools.

- A geography lab including 4 computers, maps, and geographical samples.
- Laboratories of the Faculty of Science, as the labs of physics, chemistry, botany, zoology, and geology are used by the scientific departments in the college.

Most of the laboratories of the scientific programs (physics, chemistry, biology, mathematics, and science) of Mansoura Faculty of Science suffer a weakness in services and preparations; maintenance also is not enough.

- **Lecture/ teaching rooms:**

- The total capacity of the rooms and lecture halls is (9970) persons. They can take all the students at the same time if we take into consideration that their percent is outside the college in Faculty of Science labs or in the field training. The lecture halls and rooms are well-lightened and well-ventilated. Most of them have more than one door and fans.
- The large lecture halls of the faculty have immovable data show sets, and other benches can use movable sets.



# Quality Management

# Quality Management

The faculty's vision for improvement is derived from the university's vision which includes:

- Occupying the top rank among the accredited Arab and Egyptian universities.
- Being on the same level of the world universities in affording a distinguished environment for teaching, learning and research.
- Occupying the top rank in providing specialized technical and professional services in the different local and national fields of the society.

## (1) The Faculty's Vision for Improvement

The faculty adopts a strategy for improvement and reinforcement. The features of this strategy are shown clear in the strategic purposes presented in the first domain. The strategy focuses on the following dimensions:

- a. High quality programs for preparing teachers in different majors.
- b. Coping with the technological developments and employing them in training and preparing teachers.
- c. Developing the abilities of the teaching staff and their assistants.
- d. Having an efficient administrative system to go with the age of information and quality standards.
- e. Improving the higher graduate studies.
- f. Enhancing the concept of community participation.
- g. Having a consistent technique for the continuous internal revision and self-assessment.

The faculty attempts to implement this strategy through the following procedures:

- a. Continuous improvement to the contents and purposes of the academic courses in order to go with the continuous progress of science and knowledge in the developed world.
- b. Setting standards for judging the quality of learning and teaching, including the classes, laboratories, libraries, the internet, etc.
- c. Having a system for announcing the results and assessing the academic courses through the internet.
- d. Improving testing techniques and evaluating students' performance in a way that enables measuring the different abilities of the students without being confined to the achievement sides.
- e. Developing students' critical thinking skills, leadership, communication, problem solving, and skills of computer use.
- f. Making the best use of the office hours and employing them in solving students' problems and enhancing the scientific and human relationships with them.
- g. Converting the academic courses into e-courses.
- h. Employing the modern techniques of teaching and learning processes to save time and effort and to motivate students' self-learning and creativity.
- i. Converting the traditional libraries into e-libraries and giving students and researchers the opportunity to use them.
- j. Having a consistent system for assessing the teaching staff and the assistants.
- k. Setting procedures and rules for updating the skills and knowledge of the teaching staff and the assistants according to some universal conditions and qualities.
- l. Continuous development of the abilities of the teaching staff and

- the assistants using specialized training programs.
- m. Stretching the system of missions, awards, and exchanging experiences according to some agreed-upon conditions that guarantee the best use of these programs.
  - n. Saving the encouraging cultural and social conditions for scientific research.
  - o. Supporting and encouraging the applied researches related to the problems of the local society for deepening the contact between the university and the environment.
  - p. Enhancing the quality of supervising the scientific researches whether M.A.s or Ph.D.s for guaranteeing the quality of the topics and their treatment.
  - q. Setting a research map for the faculty to guide researches in the different departments.
  - r. Having nontraditional resources for funding research.
  - s. Employing the principle of mutual benefit between the faculty and the local society.

## (2) The extent of applying the policies and regulations of the university

The faculty is committed to apply the policies and regulations of the university, and any dissent would lead to law questioning.

(3) The extent of interaction with the stakeholders for having society's confidence in the educational programs.

The policies related to this are:

- Preparing a high qualified graduate, as possible, to fill the needs of the work market of teachers in all specializations.
- Faculty's involvement in the projects of the local environment service, for example,
  - Cooperating with the directorate of education in having in-service training programs for teachers and other leaderships.
  - Cooperating with the directorate of education in the projects of improving pre-university education such as the projects of effective school and school excellence.
  - Cooperating with some schools for having some educational projects such as curricula dramatization.
  - Setting symposiums for discussing some problems of the society such as unemployment, drugs addiction, birds' flu, and woman and her role in the society.

The cooperating institutions are inside the faculty such as the committee of society service and developing the environment under the head of the vice dean of such affairs, and outside the faculty such as:

1. The directorate of education in Dakahlia.
2. Educational schools and institutions whether governmental or special.
3. The general institution for erasing illiteracy and educating the elderly people.
4. The old and new faculty graduates.



5. The associations of caring for students and civil society associations that are interested in the social and educational care.
6. The institutions of mass and media culture.

The faculty is responsive to the opinions of the stakeholders for improving the academic programs to a great extent. This is obvious in the faculty's meetings with supervisors of the field training- MOEs- since they are capable of judging the quality of the graduates.

#### (4) The extent of the effectiveness of the internal revision system assure quality.

- A unit for quality assurance and assessing performance exists in the faculty for cooperating with the scientific departments in developing the annual reports of the scientific programs and for setting plans for improving programs.
- Because of the novelty of this culture, the response to reinforcement plans is not high; however, the system of assessing performance led to the following:
  - § Commitment of the teaching staff and the assistants became higher whether in teaching or developing their abilities.
  - § Participation in improving the quality of the content of the academic programs through describing the academic courses and programs.
  - § Identification of the defects and weaknesses of the educational process through reporting the courses.

#### (5) The proposed topics of the internal revision report

Till now, there is no system for external evaluation in the faculty. However, there is an electronic technique for students' feedback. Each student is asked to give his/her opinions regarding the academic courses s/he has studied and their weaknesses and strengths. This occurs in a confidential way and the result goes to the instructor of the subject and the faculty administration. This has become one of the indicators of assessing the teaching staff. In addition, there is a technique for piloting the opinions of the supervisors, directors of schools, and other educational leaderships; and taking their opinions into consideration.



8

# Research and Other Scientific Activities

## Research and Others Scientific Activities

According to the nature of the Faculty and in order to prevent the dualism with the Faculty of Arts and Science, the higher studies in Mansoura Faculty of Education are limited to the following educational departments:

- \* Foundations of Education
- \* Educational Psychology
- \* Curricula and Instruction
- \* Kindergarten

Higher studies section is represented in the vice dean of higher studies and research and higher studies committee which holds a meeting each month under the direction of the faculty dean. This is considered the section responsible for fulfilling the faculty mission in the field of higher studies.

### (1) Researches Plan

Through the research plan, the faculty seeks to achieve the following goals:

- 1 Studying and searching the cases and the problems related to the educational system in general and in Dakahlia Governorate in particular.
- 2 Developing the different research skills among higher studies students and researchers.
- 3 Knowing the modern trends in fields of psychological and educational sciences and in curricula and teaching methods.
- 4 Technological and financial support to the faculty through research

projects carried out by some team works of the faculty teaching staff.

The research plan includes the following levels:

a) Masters level

Researches are assessed through setting committees including examiners form inside or outside the faculty for public defenses and discussion.

b) Doctorate level

Researches are assessed through setting committees including examiners form inside or outside the faculty for public defenses and discussion. It is a must to have an external examiner.

c) Promotion of researches to an assistant professor and professor posts. These are validated through publication means and specialized scientific committees.

d) Research projects

These are validated by committees and are financed from inside or outside the university after having the approval of the faculty or university council.

Concerning the revision of the initial research plans at the department's level, this starts at the beginning of the academic year aiming at coping with the modern developments in the field of specialization. The procedures of preparing research plans are as follows:

Each professor of the department presents a list of the researchable modern topics which are related to real problems. These topics are collected and ordered according to their importance and modernity. These topics are then presented to the department council to get approved and to be considered.

(2) The senior and junior teaching staff's participation in the research activities:

1. Most of the teaching staff members have research activities which are represented in conducting researches, writing books, translating them, and participating in research projects. The assisting staff is represented in the students registered in the master or the doctorate degrees. The rest is in the initial registration stage.
2. The interests and specializations of the teaching staff go with conducting initial research plans, since they participated in phrasing the dimensions of the research plan.
3. The faculty attempts to encourage the interdisciplinary researches through research projects that are financed by the university or the other scientific institutions.
4. Research skills of the teaching staff and the assistants are reinforced through:

**The department scientific seminar**

This scientific session takes 2 hours. Each department of the faculty regularly holds a weekly seminar throughout the academic year. This seminar aims at developing the members research skills and discussing the research plans proposed for the masters or doctorate degree. The seminar aims also at handling the modern trends in the field of educational research in order to benefit from the various experiences of the seminar members. Researchers present their research problems and provide the best solutions for them. The teaching staff also presents the latest results that they reached from their research and scientific writings.

## **Faculty members and leaders development project**

The following training programs are being discussed:

- Scientific research management.
- Scientific research techniques.
- Writing scientific researches and publishing them internationally.

### **(3,4) The Qualifications and Certificates That the Faculty Awards and Their Numbers**

#### **First: Higher Studies Diploma Programs in Education. They include:**

**(a) General Diploma in Education (Sequential Preparation of Teacher):**

**(b) Professional Diploma in Education:**

**(C) Special Diploma in Education:**

#### **Table (1)**

**The Numbers of students registered and percentages of the success in**

## Higher Studies Diplomas in the Faculty in 2005/2006.

|                         |            |                |        |                    |        | Success Grades |        |       |        |       |        |       |        |
|-------------------------|------------|----------------|--------|--------------------|--------|----------------|--------|-------|--------|-------|--------|-------|--------|
| Higher Studies Diplomas | Registered | The Successful |        | Success Percentage |        | Very Good      |        | Good  |        | Pass  |        | Total |        |
|                         |            | First          | Second | First              | Second | First          | second | first | second | first | second | First | second |
| Special Diploma         | 247        | 160            | 47     | 71.1%              | 88.6%  | 55             | 1      | 103   | 44     | 2     | 2      | 160   | 47     |
| Professional Diploma    | 671        | 357            | 123    | 64.09%             | 85%    | 134            | 3      | 175   | 60     | 48    | 60     | 357   | 123    |
| General Diploma         | 510        | 211            | -      | 35.82%             | -      | 49             | -      | 127   | -      | 35    | -      | 211   | -      |

### **Second: Masters Programs in Education:**

1-The Faculty of Education gives the masters degree in education and the registered student must follow the following rules:

A- Having the special diploma in education from one of the Egyptian Universities with a general grade Good at least or having another educational qualification equal to it from the higher council of universities.

B- Working in teaching for two years at least.

C- Having the TOEFL certificate and the ICDL.

### **Table (2)**

**The numbers of students registered and those who got the masters degree in the academic year 2005/2006**



| Passing | registered | recorded | department                     | Number |
|---------|------------|----------|--------------------------------|--------|
| 11      | 12         | 16       | Education Foundations          | 1      |
| 8       | 10         | 14       | Educational Psychology         | 2      |
| 4       | 4          | 26       | Curricula and Teaching Methods | 3      |
| -       | 8          | -        | Educational Technology         | 4      |
| -       | 6          | -        | Kindergarten                   | 5      |
| 23      | 38         | 56       | total                          |        |

### **Third: The Doctorate of Philosophy Program in Education:**

For a student to be registered, the student must follow the following rules:

- 1 Having the masters degree in education in any of the educational specializations from one of the Egyptian universities with a general grade very good at least.
- 2 Passing the oral and written exams in order to know his/her abilities in academic thinking and scientific research.

#### **Table (3)**

*The numbers of students registered and those who got the doctorate degree in the academic year 2005/2006*

| Passing | registered | recorded | department                     | Number |
|---------|------------|----------|--------------------------------|--------|
| 7       | 1          | 13       | Education Foundations          | 1      |
| 5       | 1          | 2        | Educational Psychology         | 2      |
| 6       | 1          | 1        | Curricula and Teaching Methods | 3      |
| -       | 3          | -        | Educational Technology         | 4      |
| -       | -          | 2        | Kindergarten                   | 5      |
| 18      | 6          | 18       | total                          |        |

#### (5) Budget and Resources of Financing Researches

The budget specialized for research activity is called **Item Three Researches**: this is distributed by the university higher

studies and research Division. The faculty budget of this item in 2005/2006 was 5413 pounds which was distributed among the departments as follows:

| Department                       | Sum  |
|----------------------------------|------|
| <b>Psychology</b>                | ٨٥٠  |
| <b>Foundations of Education</b>  | ٨٥٠  |
| <b>Curricula and Instruction</b> | ١٤٥٠ |
| <b>Arabic language</b>           | ٨٠٠  |
| <b>Social studies</b>            | ٧٠٠  |
| <b>languages</b>                 | ٧٦٣  |
|                                  | ٥٤١٣ |

(6) Teaching staff and assistants participation in conferences and symposiums

There are some official contributions when the teaching member is recommended by the department or the faculty to attend a conference. There are other contributions that depend on the individual efforts of the teaching staff or the assistants, and it is difficult to count them.

(7) Supporting Research and Revising the Last Recommendations

Research work is supported in the faculty through:

- a. Transforming the assisting staff into administrative jobs if they do not have the required scientific degree in the identified period which is 5 years for the masters and 5 years for the doctorate degree.
- b. Providing a financial reward for the assistants who had the M.A. or the Ph.D.
- c. Assigning an award to the best M.A. thesis and Ph.D. dissertation at the faculty level.
- d. Assigning rewards for scientific excellence to the associate professors or professors at the university level.
- e. Sending the active teaching staff members in scientific missions abroad.
- f. Providing excellence motives to 40% of the teaching staff members excelling in university work and research activity.

These techniques are all applied in reality.

#### (8)The executive work plan of the coming year

- It is important to have a research plan at the faculty level from which the research plans of the departments are derived. There should be a kind of consistency and integration between the departments whether in setting the plan or executing it.

- There should be an accurate database for participation in conferences, symposiums and workshops, and the number of published researches at local, Arab, and international levels.
- Increasing the budget of researches and connecting it to the faculty and the departments action plans.
- Setting effective and motivating polices; for example, freeing the teaching member to research works throughout a semester or a year if s/he needs this.



9



# Community Participation

One of the criteria that determines the quality of education in general and university education in particular, is communicating with labor market and fulfilling its needs qualitatively and quantitatively at a suitable time. Thus, the faculty attempts to communicate with the surrounding community.

## **(1) Faculty Participation in Local Community and Environment Service Affairs**

Although the faculty communicates with the external community through a committee for community service and environment development, there is no identified technique for assessing the real needs of the society. In addition, there is no technique for evaluating the effect of this on community services. The units of community services inside the Faculty of Education are as follows:

- Childhood care and development center.
- Public service center.
- Education technology center.
- Psychological counseling center.
- Center of values and national belongingness studies.

The following are synopses of the achievements of each unit in the domain of community and environment service.

### **Childhood Care and Development Center Achievements**

**\*\*Nursery School and kindergarten Unit.**

- 1- Providing educational, social and psychological services to the children of the Faculty members, the assistants and the workers in Mansoura University, and others. The number of children enrolled in this unit is (510).
- 2- Applying educational activities (religious activities, morning news, music, video, television, assembly, games, stories and pictures presentation).
- 3- Holding education parties and festivals in national and religious occasions such as :
  - Child' Day on 18<sup>th</sup> December 2005 A.D.
  - The Prophet's Birthday on 12<sup>th</sup> Rabi' II 1427 A.H.
  - Mother's Day and Education activities closing ceremony on (23<sup>th</sup>, 24<sup>th</sup>, 25<sup>th</sup> ) may 2006 .
  - Religious competitions (Lailat Al-Quadr) Saturday, Sunday (26<sup>th</sup>, 27<sup>th</sup> Ramadan ) 1426 A.H.
- 4- Organizing a number of entertainment trips for children whether inside or outside Mansoura.
- 5- Tours, including :
  - Exchanging visits with similar kindergartens attached to the Ministry of Education and the Ministry of Social Affairs.
  - A visit to the family of “Good Morning Mansoura “, a Program in Middle Delta Broadcast .
  - A visit to the family of “Symposia and Conferences" in Middle Delta Broadcast.
  - A visit to the medical team in the Faculty of Dentistry.
  - A visit to some sick children.

**\*\* Children with Special Needs Care Unit:**

Providing educational, Psychological and social services to children with special needs whether they are children of the faculty teaching staff or others (29 children). Those children have various special needs such as: autism, kinetic, mental and emotional impairment and deaf mutes.

**\*\* Training workers in the field of childhood:**

1. Participating in training students teachers in Kindergarten Department, Faculty of Education, during the teaching practice program.
2. Participating in training students of the Faculty of Nursing during field training in children institutions.
3. Conducting the fourth training session for kindergarten teachers (teachers of childhood care and development center) from 24/01/2006 until 02//02/52006.

**\*\* Child Education Researches:**

1. Publication of the third issue (Vol. I) of Childhood Care and Development Journal which is a scientific specialized and validated journal
2. Organizing the third scientific conference entitled (Education and Child's Rights in the Arab World between Legislation and Implementation) at 22th' 23<sup>rd</sup> March 2006 in Said Khair-Allah Lecture Hall, Faculty of Education.



3. Publication of the fourth issue (Vol. I) of “Childhood Care and Development Journal.

*Also, the following Educational symposia were held:*

- The fifth educational symposium entitled “Effective Transition of Fresh Children to Nursery Schools” (on 27/08/2005).
  - The sixth medical symposium entitled “Child Protection of Pulmonary Diseases” (on 27/11/2005).
  - The seventh medical symposium entitled "Child's Health between Immunity and Disease" (on 25/12/2005).
  - The eighth medical symposium entitled "Child's Protection of Parasitic Diseases" (on 26/02/2006).
4. Publication of educational, medical and cultural recommendations for parents. These recommendations included:
    - The activities and the roles of parents, mothers and teachers during the effective transition to kindergartens and nursery schools.
    - Child's protection of pulmonary diseases.
    - Child's health between immunity and disease.
    - Parasitic diseases and means of protection.

### **Achievements of Public Service Center**

The achievements of Public Service Center throughout 01/07/2005 to 30/06/2006 are as follows:

- English language Course for Graduates from 02/07/2005 to 31/07/2005 (60 hrs).
- English language Course for Graduates from 19/07/2005 to 25/08/2005 (60 hrs).
- English language Course for Graduates from 21/09/2005 to 17/12/2005 (60 hrs).
- English language Course for Graduates from 14/11/2005 to 17/12/2005(60 hrs).
- English language Course for Graduates from 02/07/2005 to 31/07/2006 (60 hrs).
- English language Course for Graduates from 02/07/2006 to 31/07/2006 (60 hrs).
- English language Course for Graduates from 02/07/2006 to 31/07/2006 (60 hrs).
- English language Course for Graduates from 12/12/2005 to 14/01/2006 (60 hrs).
- English language Course for Graduates from 18/02/2006 to 01/04/2006 (60 hrs).
- English language Course for Graduates from 09/04/2006 to 21/05/2006 (60 hrs).

Also, 149 certificates were translated from English into Arabic and vice versa.

## **Education Technology Center Achievements**

### **\*\* Information Technology Domain:**

1. The center of Tanta Faculty of Education has designed an electronic educational website and an educational database for

training student teachers in teaching skills. This was done through an internal network using virtual classrooms for developing teaching practice and solving its problems.

2. The center made a contract with Mansoura Faculty of education to convert the video-tapes of masters and doctorate theses and symposia, in the faculty video laboratories (20850 tapes), into compact disks (855 cds).

**\*\*Training Courses Domain:**

Computer training courses included:

| <b>Course Name</b>                                | <b>Course No.</b> | <b>Trainees No.</b> |
|---|-------------------|---------------------|
| <b>Flash</b>                                      | <b>2</b>          | <b>25</b>           |
| <b>Windows</b>                                    | <b>5</b>          | <b>63</b>           |
| <b>Word</b>                                       | <b>3</b>          | <b>34</b>           |
| <b>Excel</b>                                      | <b>2</b>          | <b>17</b>           |
| <b>Access</b>                                     | <b>2</b>          | <b>16</b>           |
| <b>Power Point</b>                                | <b>1</b>          | <b>8</b>            |
| <b>Internet</b>                                   | <b>1</b>          | <b>13</b>           |
| <b>Information Technology</b>                     | <b>2</b>          | <b>11</b>           |
| <b>Collective Course (Win, Word, Power point)</b> | <b>4</b>          | <b>92</b>           |

**Center of Psychological Counseling:**

The center aims at achieving the following purposes:

- Providing services of academic and psychological counseling in its various areas such as academic, therapeutic, educational, vocational, familial, and marital counseling, children, youth, adult, and those of special needs counseling .

- Conducting studies and researches in the area of psychological and academic counseling.
- Designing tests, tools and standards necessary to the process of psychological counseling and orientation.
- Preparing and conducting training programs to the team of psychological counseling and orientation which includes academic and psychological counselor, social expert, therapist and psychiatrist.
- Preparing psychological, academic counseling and orientation programs that fit each educational stage and each of the domains of psychological counseling.
- Holding scientific conferences, symposia and workshops specialized in psychological, academic counseling and orientation issues.
- Publication of a scientific and a validated journal to publish researches and studies of psychological counseling and orientation.

### **Values and National Belongingness Studies Center**

The center aims at achieving the following targets:

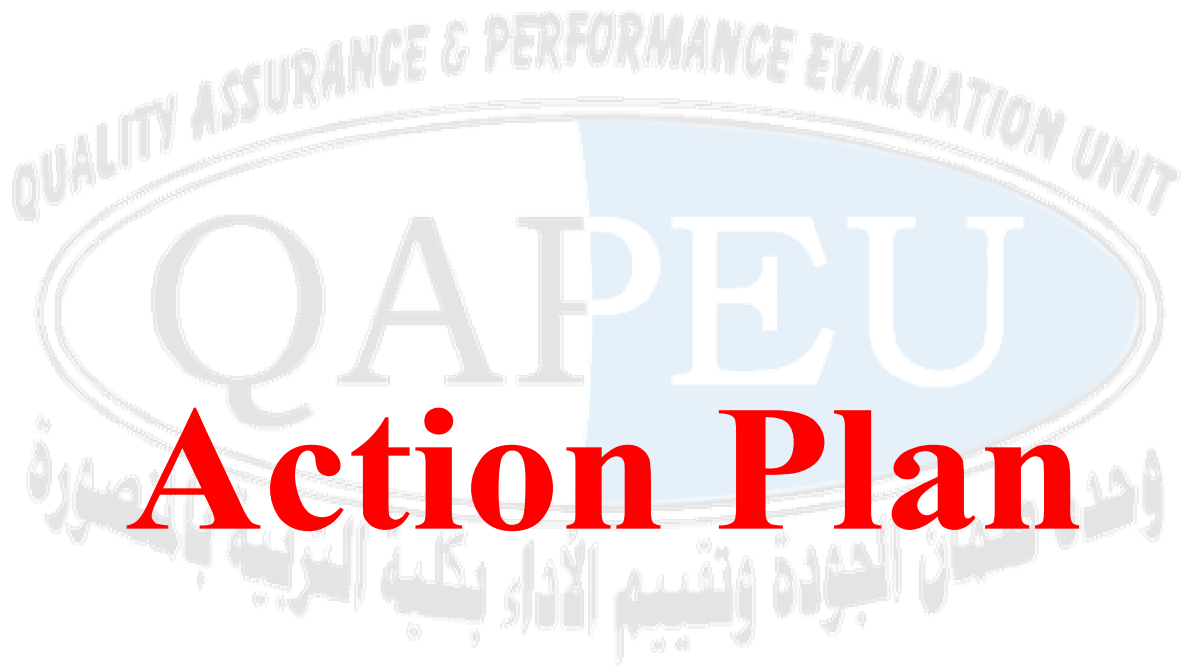
1. Participating in specialized scientific and cultural activities, on the regional and international levels, in a way that fits the nature of work and targets of the center.
2. Participating in supporting the cultural seasons organized by the university or other cultural institutions locally or intentionally ( in a certain frame that supports the individual's feeling of responsibility, enriches his/her awareness of society problems, calls for positive work, gets them to cooperate with others in the light of the concept of national work management).

3. Translating some of the new versions of foreign books in the field of values studies and employing them to serve education in Egypt.
4. Developing a conceptualization for the ethical code and moral framework in accordance with the nature of the various scientific specializations in the university. This enhances the integration between the scientific progress in these specializations and supporting ethics necessary for development.
5. Scientific programs (Researches, field studies, consultations with specialized bodies devoted to values studies).
6. Informative programs (publication of a periodical, cooperation with one of the newspapers for presenting and publishing the center activities and scientific attitudes, cooperation with the television in guided periodical programs).
7. Organizing scientific symposia and conferences for developing the awareness of values culture and citizenship responsibilities.

The purposes of Values and National Belongingness Studies Center and Psychological Counseling Center are about to be translated into real activities soon.



10



# Action Plan

## (1)The Mission and Disseminating the Quality Culture

| Topic   | Procedures   | Performance Indicators                             | Responsible Personnel  | Timeline           | Resources                        |
|---|--|--|--|--------------------|----------------------------------|
| Reviewing the mission   | Implementing the continuous review system and updating the mission according to the timeline                                     | Updating the mission                               | Dean<br>Vice Deans<br>Heads of the Departments<br>Quality Assurance Unit | Within three years | University Faculty<br>10.000 EGP |
| The weakness of some staff members' ability to practice quality | Identifying the roles of the leaders, senior and junior staff members and administrative staff in fulfilling the faculty mission | Identifying the tasks , responsibilities and roles |  |                    |                                  |
|   | Training the faculty quality officials in the skills and performing their required roles   | Improving the performance level                    |  |                    |                                  |

## (2) Leadership and Administration

| Topic                          | Procedures  | Performance Indicators                                     | Responsible Personnel   | Timeline    | Resources  |
|--------------------------------|---|--|---|-------------|--|
| Criteria for selecting leaders | Selecting academic and administrative leaders according to clear and systematic criteria, avoiding any personal, impressions, bias or relations | Appropriate selection of right leaders for the right place | The minister of higher education<br><br>The president of the university | Three years | The Ministry of Higher Education<br><br>The University |



|   |   |  |   |           |                              |
|---|---|--|---|-----------|------------------------------|
| Dependence and weakness of productivity in work and the ineffective use of the principle of reward and punishment | Adopting the concept of product- based work and using indicators to measure effectiveness                   | Increasing productivity and expenditure customization                          | The president of the university<br><br>The dean of the faculty  | Two Years | The University & The Faculty |
| Practicing management with its traditional concepts   | Establishing the principle of personal and institutional accountability                                     | The professional commitment  | The president of the university<br><br>The general trustee of the university<br><br>The dean of the faculty | Two Years | The University & The Faculty |
| The delay of the regulations and laws which match up to date variables  | Developing the management concept to have a leader whose mission is to update and develop rather than to be | Flexibility in dealing with leaderships and the improvement in the performance | Dean<br><br>Vice Deans<br><br>Heads of the  | Two Years | The University & The Faculty |

|  |   |  |   |           |   |
|--|---|--|---|-----------|---|
|  | involved in solving the daily life problems                       | level in general   | academic and administrative departments<br><br>Head of the Quality Assurance Unit       |           |   |
| Centralization in decision making                    | Developing regulations and laws to match the up to date variables | Getting rid of routine and regulations complexities  | The minister of higher education<br><br>The Sector Committee<br><br>The Faculty Council | Two Years | The Supreme Council of the Universities |
| The inefficiency of leadership and management skills | Authority and decision making delegation                          | Solving problems as soon as they emerge and lowering burden from the shoulders of higher authority leaders | The president of the university<br><br>The dean of the faculty                          | Two Years | The University & The Faculty            |

### (3) Human Resources

| Topic                              | Procedures   | Performance Indicators       | Responsible Personnel  | Timeline                   | Resources |
|------------------------------------|--|------------------------------|--|----------------------------|-----------|
| The low level of the staff members | 1- Increasing the salaries of the staff members<br>2- Increasing the financial resources of the faculty using nontraditional ways and giving part of them to the staff members | Increase in the income level | The minister of higher education<br><br>Dean<br><br>Vice Deans | one year<br><br>Five years |           |

|  |  |   |  |           |  |
|--|--|---|--|-----------|--|
| The burden of the supervisory and administrative tasks of the staff member   | -Affiliating some staff members from outside the faculty to work in the examinations work<br>-Expanding the number of the assistant researchers' jobs                        | Allocating the staff members' time to research and academic works | Dean<br><br>Vice Deans                             | One year  |  |
| Some staff members stopped pursue their scientific research studies and promotion                                    | Freeing the faculty staff members from teaching and examination works for an academic year or more to finish their research papers   | Promotion of the lacking behind staff members                     | Dean<br><br>Heads of departments                   | One year  |  |
| There are no definite policies for professional development of the faculty staff members or the administrative staff | Identifying the instructional needs of the senior and junior faculty staff members as well as the administrative staff and developing an integrated plan to meet these needs | Performance Improvement   | Dean<br><br>Vice deans<br><br>Heads of departments | Two Years | The university and the faculty<br>50.000 EGP |

|   |   |   |  |                   |                             |
|---|---|---|--|-------------------|-----------------------------|
| <p>The many affiliations of the senior and junior staff members for different majors from outside the faculty</p> | <p>Holding periodical meetings for the affiliated staff and the students to get them to communicate with each other</p> | <p>Solving the problems of the scientific departments students</p>  | <p>Dean of the faculty<br/><br/>Vice dean of the faculty for education and students affaires<br/><br/>Leadership of the Faculty of Science</p> | <p>One year</p>   | <p>Faculty<br/>2000 EGP</p> |
| <p>The increasing number of the staff members in leave from the faculty</p>                                       | <p>Catering for the instructional needs of each department</p>  | <p>The improvement in the proportion of the number of the faculty staff members to the number of students</p> | <p>Dean of the faculty<br/><br/>Heads of the departments</p>   | <p>Six months</p> |                             |

## (4) Instructional Programs

| Topic                | Procedures   | Performance Indicators   | Responsible Personnel  | Timeline   | Resources                 |
|----------------------|--|--|--|--|---------------------------|
| The Program Book     | <ul style="list-style-type: none"> <li>-Enhancing the skills of the staff members in program and course descriptions and reports</li> <li>-Improving the content of the program</li> </ul> | <ul style="list-style-type: none"> <li>-improvement in the skills of the staff members regarding quality system</li> <li>-The quality of the program book</li> </ul> | <ul style="list-style-type: none"> <li>Dean of the faculty</li> <li>Heads of the academic departments</li> <li>Quality Assurance Unit</li> </ul> | <ul style="list-style-type: none"> <li>One year</li> <li>One year</li> </ul> | Faculty<br>EGP\ . . . . . |
| The Program Handbook | Reviewing the program handbook to ensure its quality and completing it with all the required information for the student   | An appropriate Program Handbook in both layout and content   | <ul style="list-style-type: none"> <li>Dean of the faculty</li> <li>Coordinator of the program</li> </ul>  | Six months   | Faculty 2000 EGP          |

|   |   |  |   |           |                                      |
|---|---|--|---|-----------|--------------------------------------|
| The content of the program                        | Continuous improvement and update of the outcomes and contents of the instructional courses to match the contemporary trends  | The novelty of the content of the program and its concordance with the labor market requirements | The program coordinator and the faculty staff members   | One year  | Faculty 1000 EGP for each course     |
| Employing technology in the instructional process | <ul style="list-style-type: none"> <li>- Providing the lecture halls and classrooms with the modern teaching aids</li> <li>- Converting the study courses into e-courses</li> <li>- Training the faculty staff members in making use of technology in teaching</li> </ul> | Matching the technological developments and employing them in the instructional process          | <p>Faculty leadership</p> <p>Faculty staff members</p> <p>The Head of the e-learning unit</p> | Two years | University Faculty<br>١٠٠٠٠٠٠<br>EGP |
| The learning outcomes of the program              | Raising awareness of the learning outcomes and their types (knowledge/practical/socio-  | The variety of the learning outcomes that the student acquires                                   | <p>Dean of the faculty</p> <p>Coordinator of</p>  | One year  | Faculty 1000 EGP for each course     |

|                             |  |   |  |          |                                       |
|-----------------------------|--|---|--|----------|---------------------------------------|
|                             | affective/daily life and how the instructional course can help the student acquire them  |   | the program<br>the faculty staff members                                       |          |                                       |
| Admission in the program    | Admission in the program is done based on the actual abilities of the student and the needs of the labor market                          | Improvement in the quality of the students in the program     | Faculty leadership<br>Faculty staff members<br>The Head of the e-learning unit | 6 months |                                       |
| Field Experience (training) | -Reducing the numbers of the trainees within the training group<br>-Increasing the financial rewards for the supervisors of the training | Improvement in the outcome of the field experience (training) | The university president<br>The dean of the faculty                            | One year | University Faculty<br>EGP ) . . . . . |



## (5) Academic Standards

| Topic                            | Procedures   | Performance Indicators   | Responsible Personnel  | Timeline | Resources                   |
|----------------------------------|--|--|--|----------|-----------------------------|
| Test of Admission in the faculty | Procedures for admission in the faculty before announcing the result of the secondary stage certificate such as the faculties of physical education and specific education | Improvement in the quality of the students enrolled in the faculty | The minister of higher education<br><br>The sector committee<br><br>The University president | ----     | ----                        |
| The assessment techniques        | The necessity of setting standards for the quality of the layout and content of the examination paper and training the staff members in developing it.                     | Fairness in assessing students                                     | Dean of the faculty<br><br>The Quality Assurance Unit<br><br>The Heads of the departments    | One year | The faculty<br>.....<br>EGP |

|                                       |  |   |   |          |   |
|---------------------------------------|--|---|---|----------|---|
| The students' evaluation and feedback | Activating the principle of students' feedback and studying their remarks and taking them into by the faculty administration and the faculty staff members | Improvement in the students' satisfaction with performance in the faculty | The faculty administration and the quality assurance unit             | One year | Faculty 1000 EGP for each program                 |
| External Evaluation                   | -Activating the external evaluation system<br><br>-stakeholders' feedback  | Identifying the points of weaknesses and strengths in the faculty         | Dean of the faculty<br><br>Vice deans<br><br>Heads of the departments |          | The<br>٢٠٠٠ faculty<br>EGP for<br>each<br>program |
| External Examiner                     | -Activating the external examiners system  | Exchanging experiences with other faculties of education                  | Dean of the faculty<br>Heads of the departments                       |          | The faculty                                       |

## (6) Quality of Learning Opportunities

| Topic   | Procedures   | Performance Indicators                | Responsible Personnel  | Timeline  | Resources                |
|---------|--|---------------------------------------|--|-----------|--------------------------|
| Library | <ul style="list-style-type: none"> <li>• Increasing the numbers of Internal reading rooms and providing them with necessary resources.</li> <li>• Providing the library with the lacking books</li> <li>• Expanding in the e-library system</li> </ul> | Improvement of the library service    | Dean of the faculty<br><br>Librarian<br><br>Library director | Two years | The faculty<br>..... EGP |
| Labs    | <ul style="list-style-type: none"> <li>• Increasing the budget allocated to the maintenance of the labs sets</li> <li>• Affording the enough number of technicians to</li> </ul>   | Improvement of the practical training | Dean of the faculty<br><br>Librarian                         | Two years | The faculty              |

|                                       |  |   |  |           |  |
|---------------------------------------|--|---|--|-----------|--|
|                                       | <p>operate the labs</p> <ul style="list-style-type: none"> <li>• Training technicians in maintaining and fixing sets</li> </ul>  |   |  |           |  |
| The traditional instructional methods | <ul style="list-style-type: none"> <li>• Converting the instructional courses into e-courses</li> <li>• Increasing the number of computers connected to the Internet and allowing students to have access to them</li> </ul> | Self-learning<br>Relying on the e-learning as an alternative to traditional instruction   | Head of the e-learning unit<br>Heads of the departments<br>Faculty staff members | Two years | The faculty                                |
| Office hours                          | Activating the office hours system and connect it with financial incentives given to the faculty staff members   | Increasing communication between students and faculty staff members   | Dean of the faculty<br><br>Faculty staff members                                 | One year  | The faculty                                |
| Large numbers of students             | <ul style="list-style-type: none"> <li>-Dividing large numbers of students into smaller groups and having not more than 200 students in each group</li> <li>-Implementing the virtual</li> </ul>                             | <ul style="list-style-type: none"> <li>- Solving the problem of the large numbers of students</li> <li>- Improvement in the physical</li> </ul> | <p>Dean of the faculty</p> <p>Vice dean for instruction and students</p>         | 3 years   | The faculty and the university<br>EGP..... |

|  |  |  |  |          |                                   |
|--|--|--|--|----------|-----------------------------------|
|  | <p>labs system</p> <ul style="list-style-type: none"> <li>-Expanding the e-learning system</li> <li>-Increasing the number of faculty staff members</li> </ul>                                   | <p>instructional environment</p> <ul style="list-style-type: none"> <li>-Improvement in the students' achievement</li> </ul> | <p>affaires</p> <p>Heads of the departments</p>                |          |                                   |
| Field Experience (training)            | <ul style="list-style-type: none"> <li>-Reducing the numbers of the trainees within the training group</li> <li>-Increasing the financial rewards for the supervisors of the training</li> </ul> | <p>Improvement in the outcome of the field experience (training)</p>   | <p>The university president</p> <p>The dean of the faculty</p> | One year | Faculty University<br>EGP ١٠٠٠٠٠٠ |
| Limited financial support for students | <ul style="list-style-type: none"> <li>-Increasing the financial rewards provided to distinguished students</li> <li>-Encouraging businessmen and civil society</li> </ul>                       | <p>Improvement in the financial conditions of the students with limited income</p>   | <p>Minister of higher education</p> <p>Dean of the</p>         | 3 years  | Ministry of Higher Education      |

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|  | institutions to help poor students in the faculty   |  | faculty  |          |   |
| The superficiality of students' activities | <ul style="list-style-type: none"> <li>-Buying the needed instruments for practicing Activities</li> <li>-Integrating the students' activities into the term works of the students and assigning marks for them</li> <li>-Releasing students involved in the activities from certain attendance percentage</li> <li>-Differentiating students activities to satisfy the hobbies of most students</li> </ul> | Seriousness and increasing the interest in students activities | Faculty council<br>Director of the Youth Care Division | One year | The university and the faculty<br>100.000 EGP |
| Computer Facilities                        | -Training senior and junior staff members in using computer   | Relying on technology in the instructional                     | Dean of the faculty                                    | 3 years  | The faculty and the university                |

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|  | <ul style="list-style-type: none"> <li>- Increasing the number of computers and making their use accessible to students</li> <li>-Making use of computers in teaching process</li> <li>-Encouraging students to have computers and affording them to the students with convenient prices</li> </ul>                                  |   | Heads of the departments  |          | EGP.....               |
| The low level of service during examinations | <ul style="list-style-type: none"> <li>-Condensing health service</li> <li>-improvement in the environmental conditions during performing examinations, especially in the summer (ventilation)</li> <li>-Raising observers' awareness to the necessity of improving their treatment with students during examinations and</li> </ul> | <p>Dean of the faculty</p> <p>Vice dean for instruction and students affaires</p> | Improvement of service during examinations and the increase in the students' satisfaction with it | One year | The faculty 20.000 EGP |

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|  | <p>catering for their psychological problems<br/>-Printing the examinations handbook to reveal the duties and rights of the students and the exam schedule and distributing it as well as the lectures schedule to each student at the beginning of the term.</p> |  |  |  |  |
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## (7) Quality Management

| Topic                  | Procedures  | Performance Indicators                            | Responsible Personnel  | Timeline | Resources                                       |
|------------------------|---|---|--|----------|---|
| Quality Assurance Unit | <ul style="list-style-type: none"> <li>- Delegating more authorities to the Director of the Quality Assurance Unit to enable him/her to take decisions and implement it</li> <li>- Regarding the Director of the Quality Assurance Unit as one of the faculty council members</li> <li>-Allocating one of the domains of the faculty council to quality and development affaires</li> <li>-Activating the role of the facilitation committees in the departments and rewarding them financially</li> <li>-allocating a financial fund to</li> </ul> | Activating the role of the Quality Assurance unit | President of the university<br><br>Dean of the faculty<br><br>Director of the Quality Assurance Unit | One year | The faculty and the university<br><br>٥,٠٠٠ EGP |

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|   | support the Quality Assurance Unit  |   |  |           |  |
| The traditional systems of communication      | <ul style="list-style-type: none"> <li>-Adopting the electronic communication systems instead of the paper ones</li> <li>- providing staff members' offices with computer set connected to the Internet</li> <li>- The smooth and easy communication between the lower and higher levels</li> </ul> | -Improvement in the communication systems and speed in accomplishing tasks                                    | President of the university<br>Dean of the faculty | Two years | The faculty and the university<br>10,000 EGP |
| The absence of performance assessment systems | <ul style="list-style-type: none"> <li>-Activating the assessment systems of the faculty staff, academic and administrative leaderships</li> <li>- Activating the principle of reward and punishment</li> <li>-Connecting work with productivity</li> </ul>   | <ul style="list-style-type: none"> <li>-Increase in productivity</li> <li>-Professional commitment</li> </ul> | President of the university<br>Dean of the faculty | Two years | The faculty and the university<br>1,000 EGP  |

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| Managing change | <ul style="list-style-type: none"> <li>- Increasing the awareness of the quality culture and convincing faculty staff members, student, workers with it</li> <li>- Organizing meetings and workshops necessary for that.</li> </ul> | <ul style="list-style-type: none"> <li>- Reducing Resistance and accepting change</li> </ul> |  |  |  |

## (8) Research Activities

| Topic  | Procedures   | Performance Indicators  | Responsible Personnel   | Timeline | Resources                    |
|--|--|---|---|----------|------------------------------|
| The absence of an integrated research plan for the faculty | <ul style="list-style-type: none"> <li>- Raising the awareness of the necessity of having an integrated research plan on the level of the faculty which includes sub-plans for the departments</li> <li>- Holding meetings between the heads of the departments and the vice dean for higher studies to set the baselines of such a plan</li> <li>- Holding meetings between the heads of the departments and the</li> </ul> | -Employing research in solving real problems that the society suffer from | Dean of the faculty<br>Vice dean for higher studies<br>Heads of the departments | One year | The faculty<br>10.000<br>EGP |

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|   | <p>committee for higher studies to set the baselines of such a plan</p> <ul style="list-style-type: none"> <li>- Getting departments to reflect on the first draft of the plan and modifying it according to their comments</li> <li>- Accrediting the plan in the faculty council</li> </ul>   |  |  |                  |  |
| <p>The difficulty in getting data and their contradiction sometimes</p> | <ul style="list-style-type: none"> <li>-Establishing a data base including all the information and data of concern to researchers in the educational field</li> <li>-Having good connections with other faculties of education and counterpart research centers</li> <li>-Conducting survey studies for the previous researches and studies in the educational and</li> </ul> | <p>The accessibility of getting information and data and avoiding research replication</p> | <p>The educational studies sector committee</p> <p>Dean of the faculty</p> <p>Higher studies committee</p> | <p>Two years</p> | <p>All the faculties of education in Egypt</p> |

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|   | psychological majors and connecting them with the Internet  |   |   |           |                                |
| The little Budget for research                        | <ul style="list-style-type: none"> <li>- Increasing Item 3 Research and getting the help of research fund box for that</li> <li>- Making use of research in solving the private sector problems and the civil society institutions fund these researches</li> <li>- Contracting foreign institutions to conduct foreign funded research projects</li> </ul> | Solving the financial problems that face research and researchers | <p>President of the university</p> <p>Dean of the faculty</p> <p>Higher studies committee</p> | Two years | The university and the faculty |
| The absence of the encouraging climate for conducting | -Reducing the administrative and supervisory burdens of the senior and junior staff members   | Improving the environment of research work                        | <p>Dean of the faculty</p> <p>Vice dean for higher studies and research</p>                   | Two years |                                |

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| scientific research   | <ul style="list-style-type: none"> <li>-Implementing the system of taking leave for research for one term or one academic year for the willing staff members</li> <li>-Allocating financial and honor rewards for distinguished researchers</li> <li>-Expanding the mechanism of the library</li> <li>-Purchasing the tools and materials necessary for conducting research</li> </ul> |   |  |           |  |
| The weakness of the scientific feasibility of the conferences | <ul style="list-style-type: none"> <li>- Customizing expenditure in the scientific conferences to solve real problems and develop research skills and avoid replication</li> <li>- Following-up the implementation of the recommendations of the conferences.</li> </ul>   | Making use of conferences and their outcome | Dean of the faculty<br><br>Vice dean for higher studies and research | Two years |  |

## (9) Community Participation

| Topic  | Procedures   | Performance Indicators  | Responsible Personnel  | Timeline         | Resources                            |
|--|--|---|--|------------------|--------------------------------------|
| <p>The little awareness of the importance of the role of the university in community service and environment development</p> | <p>-Raising the awareness of the faculty members and students of the importance of the third job of the university</p> <p>-Holding meetings and symposia and printing brochures to contribute to fulfilling this awareness</p> <p>-Including this task in the formal work of the staff members</p> | <p>- More interest in the third job of the university at all levels</p> | <p>Dean of the faculty</p> <p>Committee of community service and environment development</p> | <p>Two years</p> | <p>The faculty</p> <p>10.000 EGP</p> |



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| <p>- There is no mechanism to connect the faculty with the community</p> | <p>-Issuing a decree to establish a division for connecting the faculty with the local community and tracking the graduates affaires after leaving the faculties</p> <p>- Consolidating connection between the faculty and the schools owners and private educational institutions to magnify the mutual benefit and find opportunities for graduates</p> <p>-Surveying the professional community point of view in the specifications of the graduate</p> | <p>-Consolidating connection between the faculty and local community and signifying the mutual benefit</p> | <p>The Minister of Higher Education</p> <p>President of the university</p> <p>Dean of the faculty</p> <p>Committee of community service and environment development</p> | <p>Three years</p> | <p>The faculty and the university</p> |
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| <p>The weakness of the background of the local community about the tasks of the Special Units in the faculty</p> | <p>-Condensing the propaganda and commercials and raising the awareness of the local Community of the Special Units in the faculty and the type of services they can provide<br/>         -Reducing fees that the Special Units in the faculty Attain to be lower than their counterparts outside the university.<br/>         -Improving the services provided by the faculty and the Special Units in it</p> | <p>Getting the local community trust in the quality of the services provided by the faculty</p> | <p>Dean of the faculty<br/><br/>         Committee of community service and environment development</p> | <p>Three years</p> | <p>The faculty and the university<br/>         ٢٠,٠٠٠ EGP</p> |
| <p>The absence of stakeholders' feedback</p>   | <p>-Finding a mechanism for assessing the stakeholders' opinions in the level of the graduates and the services provided by the faculty<br/>         -Using this feedback in updating the faculty programs and services</p>  | <p>Overcoming the weaknesses immediately</p>  | <p>Dean of the faculty<br/><br/>         Committee of community service and environment development</p> | <p>Two years</p>   |   |