

EDUCATORS PAKISTAN

Spring 2019



**Department of Education
International Islamic University
Islamabad**

INTRODUCTION

Magazine has a great educative value for students as it develops their writing skills and talent and strengthens their imagination. In this way the general knowledge of the students increases and they acquire the habit of reading and writing. Therefore, Department of Education launched an Educational Magazine which is published bi-annually (semester wise) and includes variety of students' original and creative work.

Aim

The aim of this magazine is to encourage students of Department of Education to improve their written communication, expression and creative writing skills. Moreover, this initiative will also provide an opportunity to the faculty members, scholars, students and alumni of the Department of Education for sharing their views on various aspects of education.

SUBMISSION CATEGORIES

Articles	Essays
Critical Reviews	Poetry
Stories	Book Reviews
News of the Department	

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**“The highest result of education is
tolerance”**

-Hellen Keller

Message of Chief Editor

It is a matter of great pleasure for me to share wonderful contribution made by the Faculty members and students. This magazine is intended to bring out the hidden literary talents of the students and to inculcate critical thinking skills among them.



The essential purpose of this magazine is to inform, engage, inspire and entertain a diverse readership - including alumni, parents, students, faculty, and staff. We intend to continue presenting the talent and creativity of our students through magazine every semester. I am confident that this magazine will impel creative writing and critical thinking among students.

Reading this magazine would definitely be an inspiration and motivation for all students and faculty to contribute even more to the forthcoming issues. I hope that everyone would put serious efforts to keep the momentum and the standards of the magazine.

I sincerely appreciate and congratulate the Editor, Sub-Editors, Editorial Assistant and the entire management of the Department for their unrelenting efforts in compiling this magazine. I wish this esteemed magazine all success.

Dr. N. B. Jumani
Professor of Education
International Islamic University Islamabad

Message of Editor

Education is not an act of acquiring knowledge but learning to lead life and forming one's personality. This is an ennobling process of growth and development. The name and fame of an institute depends on the caliber and achievements of the students and teachers.



The role of a teacher is to be a facilitator in nurturing the skills and talents of students. I am proud to say that we have excelled in every initiative that we undertook and we have stood together in facing the challenges in providing quality education to our students. This magazine is an initiative for the students of the Department of Education to improve their creative writing skills. It is an active platform for the students to exhibit their work and contribute to sharing of knowledge. It is a great pleasure to see the creative expressions of students who had contributed to this endeavor.

I am happy that there is a dedicated team comprising of faculty members, staff and students who have compiled, composed and published the magazine of our Department. I congratulate editorial team who have made untiring efforts to publish this magazine.

Dr. Samina Malik
Professor of Education/
Dean, Faculty of Social Sciences
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Muslim and Western Philosophy: Comparative thoughts about Human Nature

Sadia Naz
PhD Scholar

Philosophy is the field of knowledge that answer the big questions of life, existence, nature, society, God and the universe etc. In the kingdom of philosophy numerous philosophies emerged with their distinct philosophical thought. Criticism is one of the major part of all these school of thoughts. Criticism on the basic philosophy, its interpretation and understanding of the world is the main argument while reading these philosophies. For example the common contradiction in the field of philosophy is the varying views of idealism and realism regarding 'existence', what is 'real'

Number of classifications are existing of philosophy. Like Socrates, pre-Socrates, modern, post modernism etc. Here in this write-up our discussion will focused on Islamic philosophies and all others will come under Western philosophies. A huge amount of work has been done in the various concepts of philosophy. This work is also in the form of comparative analysis of the Islamic and western philosophies. Like views on education, life, society and the

existence. The observable contradiction has been found in the aims of these two different philosophies.

Human Nature in Islam

According to Islam, the man is created from the clot of the blood. Man is the composite of spiritual and material forms. Materialists believed the physical body and its sustains till birth. While the spiritual concept of man believed in eternal features. They believed that after by death the physical body become finished but the spiritual one is remain eternal.

In Islamic perspective to understand the nature of human it is important to understand the three words in Arabic Qalb (Heart), Nafs (self, soul) and Faud (Brain). Qalb and heart is used for thinking processes. These are responsible for higher order thinking. The Nafs of the human has three elements, taht guide the nafs accordingly. Nafs Ammara: Those elements that prompt the human for evil deeds (negative drive). Nafs Lawwama: Those elements that prompt the human for good deeds. Nafs al-Mutmainna: satisfied soul.

These are the internal drives of a human that make him good and bad. Besides this environment and external factors also line the human nature. Man nature comprised of three elements. These elements are body, soul and his intellect.

Western Concept of Human Nature

In the world of western philosophy, human nature is discussed by different philosopher differently. For Plato the concept of human is the combination of soul and body. For him the soul is immortal and the body is temporary and to be mortal.

Francis Bacon describes the constituents of man. Man is a rational soul that has memory, thinking power and able to imagine. These are the elements from where a man is derived his knowledge. According to Bacon, the human nature is struggling and gaining knowledge for making the human life meaningful.

Some of the western philosopher belief that the existence of human based on the logical and rational thinking. As Descartes famous quote that "I think, therefore I am". In this statement the "I" mean the soul not the physical body. So according to him the thought process is the essence of human nature. Human nature existed as its power of thinking.

The western philosopher Augustine held the views regarding the human nature that man possess the high rank among all the creations of God. He also said that human is the combination of soul and body. The relation of soul and body is that, soul is the immortal substance in the body that make a man. Kant considers man as a biological and rational organism. As biological, he said that man has feelings and emotions naturally and by rational he mean that the man has control over them.

According to John Locke the man is "tabula rasa". He believed that what the man experience he learn, but the Locke did not believe on the innate and by birth abilities of the human. Locke considers man is good by birth. The interaction with the environment makes him good and bad.

Comparative Thoughts

Islamic philosophy has one thought about human nature. Man is exist in two distinct but interrelated forms, soul and body. According to this philosophy soul is immortal and body is to be finished. The same features about the human nature by Western philosophy. In western school of thoughts, they have distinct ideas about the existence of man and its nature. Some of the western philosophers

like Plato and Augustine describes as human as body and soul like.

According to Islamic philosophy the man adopt his learning process before coming to this world, Here also the contradiction between Islamic and western philosophies. As John Locke thought of man as "tabula rasa". As mentioned above that man has no ability when he born. He believed that man become knowledgeable by the interaction of the world.

Islamic and Western philosophies are the two broad classifications. In Islamic

perspectives, philosophy is not a distinct field of study but any area of rational thinking is come under the study of philosophy. While in western context philosophy is a separate field of study. The main difference noticed in overall discussion that Islamic philosophy has sound and harmonious in discussing philosophical problems. As in nature of human, his purpose being creation, existence in the world clearly been mentioned. While in western philosophy different philosopher has different views on it.

***EDUCATION IS A PROGRESSIVE
DISCOVERY OF OUR OWN
IGNORANCE.***

-Will Durant

Educational Influence on Culture

Syed Ghazanfer Abbas
MS Education Scholar

Education is the process by which cultural heritage is transmitted from one generation to another. In fact, it is the society's culture that forms the content of its educational programs. Culture is the content of education. Thus education has to draw its content from culture. Education transmits culture through formal and informal curriculum. The formal curriculum comprises of the various subjects taught such as languages, mathematics, physical sciences, biological sciences, social sciences, technical subjects and Religious studies. Culture strongly influences how an individual approaches education, and a society's culture determines how that society educates its citizens because culture consists of values and beliefs that influence practices, students are more likely to engage in education that aligns with and includes their cultural identity. An increasing number of schools are approaching curriculum building with culture in mind.

Preservation of Culture:

Culture is the blood vein of a society, which needs to be conserved. It is an important function of education to help in the

preservation of culture or social heritage. Education, through its specialized agencies, tries to inculcate the traditions, customs, values, arts, morals etc. into the tender minds of pupils. Cultural identity is essential for the peaceful cooperation of civilizations. If people have a strong sense of self-identity through culture, they are more likely to interact peacefully with other cultures, with respect for the diversity of value systems and religious beliefs as well as the tangible aspects of culture. As different cultures become more intertwined, these cultural identities may change. The fluid nature of culture can be positive, leading to stronger societal structures and values, but also can destroy minority or less-powerful cultures, leading to the disintegration of fundamental human values. "Education must help in preserving the vital elements of our heritage".

Molding the personality:

Education is a process by which the mind changes. It is a universal element of culture that personality is shaped and moulded by education. An individual's personality goes on developing when he or she continues to

forge a web of relationship with other members of society. This form of interaction is made possible by education, according to the behavioural patterns or culture of the existing society. In simple words, culture is an informal agency of social control which helps in molding and shaping the behaviour of the individuals in a desirable way.

Information in our minds is organized in networks, called schemas. Educational experiences alter those schemas through processes that Jean Piaget identified as assimilation, where new information is assimilated into old schemas, and accommodation, where schemas have to change to accommodate new information. A classic example, among children is the baby that knows what a dog is. The child who owns a poodle sees a Chihuahua for the first time and someone identifies that as a dog. The essential schema does not have to change to accommodate the new information. On the other hand, the same child sees a cat and says "doggie!" An adult corrects the child saying, "no, that's a kitty." The schema for "dog" has to change in order to differentiate between cat and dog. This is the essential process of learning.

The process of education is not neutral. Those who control educational processes, such as teachers, administrators, school districts, and other institutions (government, religious organizations, corporations, etc.) tend to shape what gets taught based on their political values. A good example would be the young people in Nazi Germany who were required to join the Hitler youth organizations. They were taught to hate certain kinds of people, which means that for a time, hatred was a part of some of their personalities. Personalities are also influenced by educational practices when some students are identified as successful while others are identified as failures.

Transmission of Culture:

Education is the transmission of culture. In linguistics, cultural transmission is the process whereby a language is passed on from one generation to the next in a community. It is also known as cultural learning and socio/cultural transmission. Cultural transmission is generally regarded as one of the key characteristics distinguishing human language from animal communication. According to Anthropology & Education. Education is cultural transmission. "A calculated intervention in the learning process." (*Anthropology and*

Education, George & Louise Spindler)

An education system is the reproductive organ of every culture. Education includes both formal schooling and informal transmission of knowledge, skills, and attitudes. Individual members of a society grow old and die, while new members are born and grow to maturity. Yet a society's culture is a living entity which transcends all the society's individual members. A society's culture can survive far longer than the lifespan of any of its members, because its educational system passes down the Folkways and knowledge from one generation to subsequent generations. A culture changes over time, but has a recognizable continuity of basic values and behavioral patterns that distinguishes it from other cultures.

If an educational system is altered, its transmission of culture will be distorted. The deliberate alteration of an educational system can be a very effective way to change a culture. It is extremely difficult to make rapid, deliberate changes in the informal education that occurs on the streets and in the homes spontaneously from day to day.

Promotion of culture:

Culture is the reflection of the society, people, behavior, and attitude. The relation of the culture and education is that the values of education is culture. Besides preservation and transmission, another vital function of education is to modify the existing cultural patterns in the light of changes visible in the needs and demands of the society. These changes are heightened owing to cross-cultural variables. Thus, new cultural patterns are formed by replacing and reorienting the old outmoded cultural forms to suit the changing needs of time and man. Therefore, society makes ostensible progress. This part of education is called progressive function of education. As such, education performs by constantly reorganizing and reconstructing human experiences for the promotion and enrichment of culture.

Restoring the unity of mankind through diffusion of culture:

Cultural diffusion is the spread of cultural beliefs and social activities from one group of people to another. Through cultural diffusion, horizons are broadened and people become more culturally rich. It is a dire necessity of the civilization that the unity of mankind is to be restored. It is to be made possible through education, which

assists the diffusion of culture in an effective manner. Education should treat human culture as a whole like a full-blossom flower whose different petals represent different groups.

Removing cultural lag:

Cultural lags refer to the fact that culture takes time to catch up with technological innovations, resulting in social problems. W.F. Ogburn - an American sociologist who introduced the concept of 'Cultural Lag' in his book "Social Change: which was published in the year 1920. The word 'lag' connotes crippled movement According to Ogburn there are two aspects of culture.

1. Material Culture: It includes those elements or things which are tangible,

visible and touchable like goods, tools, machines and furniture etc.

2. Non-material Culture: It includes those elements which are neither tangible nor touchable rather these are experienced by men like customs, values, ideologies, religion and behavior pattern etc.

EXAMPLES: The development in the field of industry requires a corresponding change in the system of education. The failure of education to meet the needs of modern industrial development leads to cultural lag.

Material culture is advanced due to the rapid strides in science and technology and people adopt the modern life styles ignoring non-material part of culture.

Conclusion

From the foregoing discussion, it is crystal clear that there exists a close relation between education and culture. Education socializes an individual in one hand and it preserves, transmits and promotes the culture of a society on the other. In brief, education and culture are mutually interwoven, complementary and supplementary in all their aspects. It is education which reifies the culture.

***“Education is the most powerful
weapon which you can use to
change the world”***

Nelson Mandela

MOOCs (Massive Open Online Courses)

Fatima Batool
PhD Education Scholar

In higher education, massive open online courses (MOOCs) are comparatively new phenomenon. It takes place online and sometime this program has affiliation with a university or higher education commission. Number of students in MOOCs classes is not restricted. In the field of research, this approach is growing frequently but still adequate literature is not available (Herring, 2014). Due to this reason, majority of literature on MOOCs is available in the forms of magazines and conference proceedings (Liyanagunawardena, Adams, & Williams, 2013). Emerging use of internet and other technological resources in higher education programs as a mode of content delivery give birth to the idea of massive open online course or (MOOCs). According to European Commission MOOC is an online course that is based on some structured goals and is open to anyone without restrictions. Time duration varies from program to program in these courses. It proves very helpful in creation of online learning communities and also enhanced the interaction among scholars worldwide.

In different MOOCs platform, level of openness varies according to the nature of course content. Some MOOCs are offering open licensing for utilizing available content and some MOOCs provide access to content for personal use only. Members are not allowed to copy, retransmit, reproduce or publish any material. In developing countries where young generation is great in number and higher education institutions are less in number, there MOOCs programs may be practiced to overcome this problems. A survey conducted by University of Pennsylvania reflected that only 32 MOOCs programs attracted 34,000 and majority of them from OECD countries. As now a day, higher education is considered vital for economic development of country and it is also shaped by globalization MOOCs can be seen as a constructive option for continued professional education.

MOOCs are different from other online programs as it is free and offer opportunities to students to appear in tests at no charge. It is also different from traditional online learning as learning is accomplished via a flipped classroom model; in which instructor

employ a variety of technological resources to offer opportunities for students to gain knowledge and then also arrange sessions for discussion. Whereby the instructor employs the Internet and other technologies to allow students to gain knowledge that used to be delivered via a lecture format and then use time in the classroom to work on problems together. MOOCs are not asynchronous instead of this they are like on campus courses as they are not recorded class sessions that a student listens to at his or her own pace sitting in a library and then starting a subsequent one. On a massive and international scale, MOOCs are demonstrating the ability to provide access to education. The institutions or organizations who are MOOCs providers contain larger set of data about classroom structures and learning requirements.

Along with self-organization, complexity, connectedness and chaos, one of the core components of MOOCs is openness (deWaard et al., 2011). It means that the system is willing to transform. It provides open educational resources, open technology and open software for educational purposes, open content and; and open knowledge in which facilitators and participants openly share educational practices (Fini, 2009).

Types of MOOCs

1. **xMOOC:** In this type, discussion session is headed by a single instructor and all the students share their ideas about the topic that is being discussed. Instructor assessed the learners' performance.
2. **cMOOC:** In this type, goals of session are being specified by learners themselves and they all of the take responsibility to control this session. Learners are not being assessed either they have achieved the aim or not (Smith, 2015).

MOOCs in Asia

In Asia, although development and usage of MOOCs programs is still at infancy but it is growing day by day. A recent research showed that currently 70 universities are offering MOOCs programs and overall 30% Asian population have been registered in these programs (Valenzuela, 2016). Those who have registered for these programs, their main focus is to get job related skills and gain expertise in those programs that may help them in further studies.

Issues and Challenges for MOOCs

MOOCs are providing effective opportunities for adult learners but still there are some challenges and issues in these programs that need to be addressed, there detail is as follows:

1. Quality and Completion Rates

Normally, MOOCs programs are being offered to those people who have exposure to utilize variety of online resources and these programs required high level technology related competencies from students (Yuan, Li & Powell, 2013). Quality assurance is difficult in MOOCs programs. Participants do not receive quality feedback for improvement and due this reason a wide range of participates drop out from these programs. A recent report by Meyer (2012) highlighted that MOOCs programs that are being offered Stanford, MIT and UC Berkley contains dropout rate from 80-95%. There is need to improve retention rate in these programs for ensuring their success.

2. Award and Recognition of Credit

Quizzes are used as a main instrument in MOOCs programs for evaluation purposes and these are being marked by peer engagement. In online learning, it has become a challenge to deal with serious concerns such as cheating and plagiarism. These concerns have become due to lack of resources for developing effective evaluation tools.

3. Pedagogy

In xMOOCs format focus is on transmission of knowledge, although modules have been developed with broader guidelines and a variety of choices are being provided to students for modifying their courses but due to lack of planning and effective coordination they are not being implemented properly. In cMOOCs programs there is no proper system to provide feedback and peer learning is sole source for clarifying concepts and getting feedback.

4. Sustainability

The main goal of different organization is make MOOCs programs a profitable business. That's why it has become common to take certification fee and fee or utilization some unique technology based material and fee at the completion of course for taking certificate. It is a threat to its sustainability as it has been stated with the purpose of providing free of cot online education to students.

Advantages

MOOCs programs are playing appreciable role in the promotion of higher education facilities. Some of their main benefits are as follows:

- MOOCs programs offered free online access and majority of them are tuition free.
- By joining these programs students may coordinate with professional from the entire world.
- Develop critical thinking abilities among students as they can critique other works and can also receive critical feedback regarding their own work.
- It help professional to reevaluate their strategies and also develop and promote the habit of knowledge sharing.
- If offers variety and flexibility in teaching learning process.

Disadvantages

Although MOOCs programs are gaining importance quickly, but in spite

of having many benefits there are some drawbacks of this programs that are following:

- MOOCs programs are accessible to top level professors and educational institutions, that's why getting access is a main problem for majority of users.
- They have increased dropout rate as students are not required to follow some specific rules.
- Online MOOCs programs entertain a large of number, due to this reason all students cannot get sufficient feedback.
- It demands high level responsibility from participants as it is self-directed learning.
- It has limited real world engagement and a lot of technical problems

**From your past emerges the
present, and from the present is
born your future.
-Muhammad Iqbal**

Women Empowerment

Aleena Mazhar

BS Education

Women empowerment is much raised and buzzword issue around a globe. It is basically the ability in women to take decisions and to direct their life in certain direction. Women empowerment proclaim and independent outlook, whether they are living inside and running the household or working outside. Women are gaining financial independence very speedily which aids them to build their own identity with skill and confidence. Skill and confidence are unconquerable army. So women can achieve remarkable position by using their skills and confidence.

Women empowerment include these basic components which include women's sense of self confidence Secondly their rights to control and maintain their lives in better way and lastly to influence the society by playing their role to create develop nation.

Healthy and Progressive Society

It is very important to empower women in politics .The active participation of women in politics is the basic requirement for the planning, development and implementation of programmers. The political representation of women in Pakistan is higher than India ,

Iran, and Sri-Lanka. The representation of women in national Assembly, senate and provincial Assembly is significantly large in Pakistan. Pakistan is one of the Muslim country which has a women as a speaker of National Assembly.

In rural areas, women's contribution in economy is negligible. We cannot say that our country become a developed nation unless we empower women in true sense and providing equal opportunities. Women's right need to be protected by forming an effective legal structure which is supportive for women empowerment. There are number of laws to protect women against all sort of violence, but cases of rape, acid attack, domestic violence, sexual harassment are increasing day by day. Women empowerment enables greater degree of self-confidence and independence to perform her duties in most efficient and effective ways. This also eliminates gender discrimination and make women more powerful to face the hardships of life with great courage and determination.

The main objective of women empowerment is to create safe working environment

without any hurdles. Women empowerment will only be achieved by treating women with proper respect, equality and freedom. This helps to make society a better place to live in where women make a difference. So it is important to create a balance between

male and female by providing equal opportunities without being biased toward men and by removing partial mindset. Women need to be confident enough to be able to articulate their thoughts in more conducive environment.



Drugs and Students

Rafiya Noreen
BS Education

Drugs are chemicals or substance that change the way our bodies work. A drug is any source, when taken into the body, alter's the body's function either physical or psychological. From there, they move to the brain and other parts of the body. Drugs may be legal (alcohol, tobacco) or illegal (Cannabis, ecstasy, cocaine and heroin). The effects of drugs will vary from person to person depending on the persons characteristics and how it is taken and the environment to a person is in when using a drug, some People become depressed, angry, aggressive, sleepy, unmotivated or false talkative. Drug also leads to social and emotional problems and negative effects on relationship with family. All over the world, person as well as societies are facing illegitimate drugs issues. Many countries are facing drugs issue and Pakistan is one of them too. Though, its neighbors (Bangladesh, India, Maldives and Nepal) all have drug problems. There are 7.6 Million of drug addicts in this country which includes 78% are men and 22% of women as well.

In Pakistan, students are damaging themselves by being addicted in various types if drugs. Now this curse has made into our colleges and universities students with the age of 17 or 18 are using one or the other kinds of drugs. The news of Lums student took attention of people all over the country. The alleged death of the Lums student due to drug intoxication. After that news of raids on private universities of Lahore, Islamabad, and Karachi also caught attention. Islamabad is worst affected by this curse. The dean of QAU admitted that 57% of their students are narcotics. To at least one kind of drug. A 17 year old student from Islamabad forced into rehabilitation in August 2016. 75% of girl students and 45% of male students including from well-known educational Institutions have been found. Last year authorities arrested suspects who sold drugs to educational institutions including Iqra University, Nust, and Comsats, Roots school, Quaid-e-Azam University and many others.

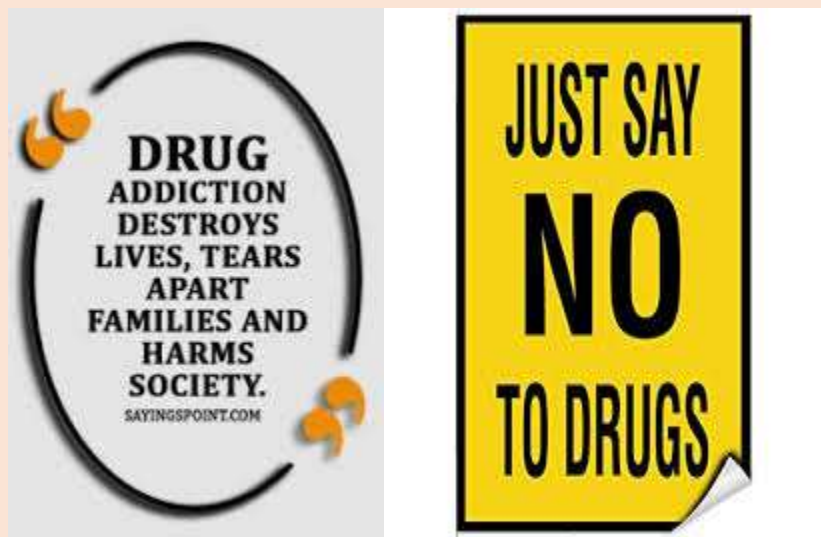
Now this is an alarming situation That future of our country is addicted to drugs. The whole nation is responsible for them and

students are considered as a bridge for structuring means of progress of any nation.

First of all Parents must be alert in keeping an eye on their children. This is the time that government as well as societies take measure to prevent and stop drug addiction. University should have a strict drug policy. Efforts should be done to control the tobacco smoking in the country as this is

gateway to curse of drug. Educational departments should build up a curriculum against drugs at school, college as well as University level.

“Say no to Drugs” provide awareness to Pakistan about the reasons of the growth of drug and impact of drugs on a Pakistan. We believe that “No drugs mean no drug Abuse” the end result of it will be fewer drugs in Pakistan.



POEM

LONELINESS

Sajid Bukhari
MS Education Scholar

I was sitting by the window of my house
With the company of healing silence, aromatic tea and fragrant air
Soul blossoming flowers, silver refreshing shower and sounds of nature
Everything looked beautiful
In the memory slant, I saw
Friend of my soul
Friends who came and passed away
My father, who is living in my heart
My heroes, who sold their lives to purchase peace
Crying children on red sand in sad night
In the cold wind of December
My eyes became wet
Everything dimmed in the mist
Dimmed in my hot tears
In the window of my house
Me
My empty cup of tea
Dark clouds
Hot tears rolling down from my soul
My loneliness

POEM

What I Need Not What I Want!

Nadia I. Malik
BS Education

-I asked for strength & Allah gave me
difficulties, to make me strong.

-I asked for sensibility & Allah gave me
problems, to solve.

-I asked for success & Allah gave me
courage, to meet my hardship

-When I asked for courage, Allah gave me
danger, to overcome

-Then I asked for love, Allah gave me
trouble people, to help

-Now I asked for favors, Allah (SWT) is
Giving me opportunities, to avail myself of

I received nothing

I wanted

I received everything

I needed

Departmental News

ORIENTATION SESSION FOR THE NEWLY ENROLLED STUDENTS IN DEPARTMENT OF EDUCATION

Department of Education, (Female Campus) International Islamic University Islamabad has organized an orientation session for the newly enrolled students in MS, MA, B.Ed and BS programs. Dr. Shamsa Aziz Chairperson, (Department of Education) delivered welcome note and presented a comprehensive overview about the salient features of the department norms, values and future prospects of getting admission in IIUI. Mr. Ubaidullah (Lincoln Corner Central Library), Ms. Sadia Shaique (Admission Section), Ms. Samreen (Exam Section), Ms. Shahida (Accounts & Fee Section), Ms. Naila Rafique (Student Advisor Office) provided detailed introduction and related guidelines about central library, students' activities, accounts, course joining and exam section of the university respectively. Department of Education appreciated the representatives of different departments and faculty members for their participation in this orientation session and making this effort valuable for the students.



COMPETITION ON PRESENTATION SKILLS

Good presentation skills are important for effective academic skills. It improves the communication skills for classroom management. Keeping in view the significance of presentation skills, Department of Education organized competition on presentation skills in connection with cultural week activities spring 2019. Purpose of the event was to develop, the ability to create a clear message and aptitude to deliver the message effectively. Students from all the departments showed their talent. Judges of the event were Dr. Shazia Naureen (Assistant Professor Department of Education) and Dr. Tayyaba Batool (Visiting lecturer). Dr. Shamsa



Aziz (Chairperson, Department of Education) appreciated and encouraged the students to participate in academic events.

WOMEN'S DAY CELEBRATION

Department of Education has organized the women's day. Students of M.A Education 3rd semester systematized activities of the event in auditorium Fatima-tu-Zahra block. It was attended by faculty members of Department of Education, and Dr. Mamoonah Ismail (Chairperson, Department of Psychology. Students exhibited



their performances through skits, documentaries and poetries on female empowerment. Event was also graced by Prof. Dr. Farkhanda Zia, (Vice President Female campus. She highlighted the role of women in Islam and said equality amongst all human beings including women and men is a basic principle in Islam and is

beautifully illustrated in numerous Qur'anic verses. Dr. Shamsa Aziz (Chairperson, Department of Education) expressed her views about rights and responsibilities of woman in Islam and highly appreciated the efforts of students.

Seminars and Workshops

TWO DAY INTERNATIONAL SEMINAR ON “CHALLENGES OF NATION AND EDUCATION SYSTEM”

Two day International seminar titled “Challenges of Nation and Education System” was held on 13-14 May 2019 at Iqbal Auditorium, Faisal Masjid Campus. This research seminar highlighted national challenges/issues and role of education in addressing these challenges with subthemes: emerging needs and importance of moral education, sustainable development and national prosperity, competition at global level; knowledge economies, ways to improve assessment and evaluation. Prof. Dr. Ahmed Yousaf A. Al. Draiveesh, President IIU chaired opening ceremony of the seminar. He acknowledged the contribution of Department of Education and emphasized that with the madrassa education some subjects related to society and education must be embedded and there should not be any discrimination between the individual who has studied from madrassa and of the one has studied from university.





Resource persons, Dr. Waseem Malik from York University Canada, Prof. Dr. Anjum Bano Kazmi from Iqra University, Karachi, Prof. Dr. Iftikhar Ahmed Baig University of Lahore, Dr. Irshad Hussain from Islamia University of Bahawalpur, Dr. Khalid Khurshid from Bahauddin Zakriya University, Multan, Prof. Dr. Riaz-ul-Haq Tariq from National Accreditation Council for Teacher Education, Prof. Dr. Rafaqat Ali Akbar from University of Punjab and Prof. Muhammad Khan from IIUI talked about the aspects of national development.

WORKSHOP ON “INSTRUCTIONAL LEARNING OUTCOMES AND ASSESSMENT IN THE CLASSROOM ACCORDING TO BLOOM’S TAXONOMY” FOR FSS AND FMS

Department of Education, International Islamic University Islamabad organized two-days training sessions on “Instructional Learning Outcomes and Assessment in the Classroom according to Bloom’s Taxonomy for the Faculty of Management Sciences and Faculty of Social Sciences on 13-14 June 2019 respectively in seminar room faculty Block II IIU. This training

was a part of the initiative taken by the Rector IIUI, Prof. Dr. Masoom Yasin Zai for the capacity building of university teachers in from of Faculty vise series of trainings. Dr. Shamsa Aziz Chairperson, Department of Education, Dr. Fouzia Ajmal and Ms. Alina Raza were the resource persons of this workshop. All faculty members of members of the Faculty

of Management Sciences and faculty of Social Sciences attended the workshops. The participants demonstrated great interest and involved in instructional activities, discussions and presentations throughout the workshop.



LECTURE OF DR. MUHAMAD NANANG SUPRAYOI AT DEPARTMENT OF EDUCATION, IIUI

Dr. Muhammad Nanang Suprayoi delivered lecture on the trends and practices of research in the field of education in European countries. He was welcomed by the faculty members of Department of Education, IIUI. Dr. Suprayoi is an Indonesian Educationist and is research coordinator at Binus University, Jakarta, Indonesia. He completed his doctoral research project at University of Ghent, Belgium. Prof. Dr. N. B. Jumanı and Dr. M. Munir Kayani thanked to Dr. Suprayoi for his visit and lecture to the faculty members.



BLTEAE TEAM VISIT TO MALAYSIA

A delegation from IIUI comprising upon Prof. Dr. N. B. Jumani (Director, Directorate of Distance Education), Prof. Dr. Samina Malik (Dean, Faculty of Social Sciences), Dr. Shamsa Aziz (Chairperson Department of Education), Dr. Fouzia Ajmal (Assistant Professor Department of Education) and Mr. Ayaz Ali (Additional Director Finance, IIU) visited Malaysia from 16th August 2019 to 29th August 2019. Purposes of visit were to participate in 1st International Conference on Education in the Digital Ecosystem (ICEdDE 2019) organized in connection with BLTeae Project and to visit Faculties/Departments/Colleges of Education for exploration of opportunities of collaborations. Department of Education under the leadership of Prof. Dr. N. B. Jumani participated as partner in a European funded project BLTeae. The purpose of the BLTeae project was to support teacher educators' professional development through Blended Learning based on innovative constructivist theories. The Blended Learning courseware aims to support a collaborative learning community made up of teacher educators in four European (France, Belgium, Denmark, Estonia) and four Asian countries – (Malaysia, Bangladesh, Bhutan, Pakistan).



The activities of the project (BLTeae) included:

- Defining the technological and pedagogical needs of the partners involved.
- Design Blended learning courseware with online and face-to face training.
- Building and animating the collaborative and reflective learning community through the use of e-Portfolio, video and online discussion.
- Share innovative scenarios about teaching practices.
- Working on a curriculum design for teacher training and to pilot the implementation of draft curriculum and the introduction of innovative practices.
- Conduction of Workshop & Conference in member countries for sharing of impact of project.

ICEdDE 2019 (18th August to 22nd August 2019) Kuching, Sarawak, Malaysia

On 19th August 2019 the opening ceremony of conference took place. The first International Conference on Education in the Digital Ecosystem kicked off on 19 August in the Riverside Majestic Hotel with the participation of the conference patron, The Honorable Dato Sri Mchael Manyin ak Jawong, Minister of Education, Science and Technological Research, Sarawak. This high-spot in the lifetime of the BLTeae project brought together all the partners from Asia and Europe to share their experiences along with researchers and practitioners from all over Malaysia as well as participants from other countries. The conference featured a wealth of presentations and discussions on blended learning and its role in particular in teacher education.

