

EDUCATORS PAKISTAN



FALL 2016



Department of Education
International Islamic University
Islamabad

INTRODUCTION

Magazine has a great educative value for students as it develops their writing skills and talent. Students also develop their power of thinking and strengthen 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 has planned to launch an Educational Magazine which would be published bi-annually i.e. semester wise and would include variety of students' original and creative work.

The 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 department for sharing their views on various aspects of education.

Submission Categories

Articles,
Essays,
Critical Reviews,
Poetry,
Stories and
Academic Writing

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QUOTE

“Knowledge exists potentially in the human soul like the seed in the soil; by learning the potential becomes actual.”

— *Abu Hamid al-Ghazali*

Message of Chief Editor

It is a matter of great pleasure for me to go through the wonderful contributions made by the students. This magazine is intended to bring out the hidden literary talents in 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 give impetus to creative writing among students with emphasis on critical thinking.

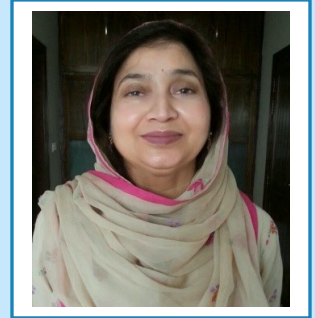
Reading this magazine would definitely be an inspiration and motivation for all students and faculty to contribute even more to the forthcoming issues. I hope that everyone would continue to give their full efforts to keep the momentum and continue to enhance the standards of the magazine.

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

Prof. Dr. N.B. Jumani
Dean, Faculty of Social Sciences
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Message of Editor

Education is not an act of acquiring knowledge but learning a skill to lead life and forming one's personality. This is an ennobling process of growth. 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 students. This magazine is an initiative by the Department of Education for the students to improve their creative writing. 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 of staff and students who have brought out the first ever magazine of our department.

I congratulate and thank all the students and editorial team who have made untiring efforts to bring out this magazine.

Prof. Dr. Samina Malik
Chairperson, Department of Education
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Motivation: a Stimulus to Learn

Dr. Muhammad Zafar Iqbal
Assistant Professor/Sub-Editor

Literally speaking motivation is desire to complete a task. It always plays a crucial role in student's academic achievements and facilitates them to set higher future goals. Results of many studies show that students can influence their own levels of motivation through self-control exercises. While teaching to my students, many times I realized that students are less motivated or not motivated to work on their assignments, to complete a project, or to participate in a seminar. I question myself why students are less motivated or not motivated? As a teacher I identified such cases and consciously developed rapport with these students and attempted to study their level of motivation and to find out the reasons of less motivation or no motivation. I noticed majority of less motivated students were feeling that studying education is very boring. Few students did not know how to complete their assignments or projects. Being perfectionist is another reason; few students were perfectionists and feeling fear that they will complete the project with deficiencies. Once I came across a case of

Chinese student. He was facing difficulties to survive in different culture and suffering with home sickness. Another reason causing to motivation is hostel environment. Many students living in hostels become habitual to spend out of routine life. I came across a case of Pakistani student; (A) his roommate (B) was pursuing studies in evening session, but student A was in morning programme. I came to know that working hours for both students were totally different from one another. Student A was habitual to go to bed at 3 o' clock in the morning, while student B, who was in morning session, also goes to bed at 3 o' clock (late night). Student A usually comes to my class late or absent himself unauthorized. Having unrealistic goals is another cause of lack of motivation or less motivation. Student having unrealistic life goals failed to understand the relationship between their academic success and successful future they could have. As a teacher I realized that less motivated students were not enrolled in particular degree by choice. They were enrolled in a particular degree, because they were needed

to be only graduate. Interestingly in a particular case I came to know about one student was enrolled in BS Education programme, because his close friend was enrolled in this programme. May be there will be more reasons to identify, but as a teacher it is our responsibility to identify such cases to develop rapport with these students to make them motivated. I personally believe that many university teachers badly failed to develop rapport with their students. These teachers adopt autocratic or authoritative approach to deal with their students. Consequently, they badly failed to understand their students. Similarly, students dislike the attitude and behaviour of such teachers, but show respect due the fear of low grades. Once teacher has identified the reasons of lack of motivation, they can motivate such students near to their expectations. Many times I noticed a gap between my expectations and students competencies to achieve a task. Teachers must set their standards in a realistic way.

Teachers may identify the strengths of less motivated students and repeatedly discuss their strengths in the class. Likewise, during lecturer teachers can move around to less motivated students repeatedly. Similarly, teachers can consciously provide opportunities to less motivated students to

speak in the class. Furthermore teacher may return the assignments of less motivated students with constructive feedback.

The most important function of education at any level is to develop the personality of the individual and the significance of his life to himself and to others.

- *Grayson Kirk*

Flaws in Pakistan's Education System

Humaira Akram
Teaching/ Research Associate
Sub-Editor

The education system of Pakistan is highly stratified with reference to socio-economic classes. Every stratum of society has its own different kind of education system with distinct syllabus and textbooks. Even after 65 years of independence, our policy makers have failed to bring one uniform educational system. The diverse and stratified sub-systems working under one divergent curriculum, actually deviating our nation from national ideals. This is against the National Curricular Act 1976, according to which there must be uniformity in syllabus and textbooks selection.

It also indicates the lack of control on the part of government to implement a standardized curriculum. These different systems of education, with their own curricula, are widening the gulf among social classes and drifting them away from national unity. The worldview of pupils studying in these institutions is also very different if compared as it seems they are living in different worlds. Moreover, the students educated from this stratified system

face discrimination in job market. In short, this disparity is the prime reason for rampant disintegration and social stratification and dissatisfaction and unemployment in our society.

In the current scenario the best investment on the part of government will be on education in order to promote tolerance and humane values. This target may be achieved only by designing a uniform and transparent education system. The same vision is highlighted in our education Policy 2009;

“Our education system must provide quality education to our children thus to enable them to realize their individual potential and contribute to the development of society and nation, creating a sense of Pakistani nationhood, the concepts of tolerance, social justice, democracy, their regional and local culture and history based on the basic ideology

articulated in the Constitution of the Islamic Republic of Pakistan.”

(Government of Pakistan, 2009)

In this globalized world, the standard for excellence in any field is education. Moreover specifically, if a country has a distraught educational structure, the chances to survive in current competitive world will be limited.

The education system of Pakistan is highly diverse and stratified as based on unequal streams. More specifically, the media of instruction is also different in both, public and private institutions. This situation has generated a sort of disparity among students, dividing them into two strata. Such a distressed structure is the prime cause of high illiteracy and high dropout rates.

Gender discrimination is another drawback in our education system. The current primary school ratio of boys and girls is 10:4.

Lack of technical education is also a biggest weakness in the education policy. Hence, less technical workforce means low standard of education.

Less budget allocation for education i.e. only 2.3% of the total GDP; this is not sufficient to meet educational demands of people. Therefore, federal and provincial governments are required to reduce their expenditures in other areas and spend a major proportion of income on education.

The overall standard of education in majority of public sector institutions is very low due to lack of trained teachers. Mostly, people who do not get job in any other sector, adopt teaching profession. Under such circumstances, quality of teaching needs special concern.

Poverty is also another factor that limits parents sending their children to public or private institutions. Hence, they Madrasahs education which is totally free. Thus government needs to make significant changes in the financial infrastructure to improve the current situation.

All these flaws are contributing in the high illiteracy rate, which in turn contributing in economic crisis in the form of high rate of unemployment and low quality of workforce.

Leadership! My bright choice

Tahzeeb Mahreen
MS Scholar (Education)

The concept of community participation in socio-economic betterment and acquisition of quality education was naïve to my hometown locals, when my father stood up to occasion and developed a welfare organization and I was only a kid at that time. Within a span of two years, this structure became a popular forum owing to its strong role in affairs of common people in general and educational issues of youth in particular with active participation of masses. Special focus was laid on teaching methodology and techniques and other issues of classroom environment so that students can be motivated for hard work for molding leadership capabilities and professional development. A huge and instrumental community center was constructed within no time due to dedication of villagers and thus youth got a genuine forum for getting together for educational and extra-curricular activities. A number of successful people dedicate the credit of their respective individual achievements to this organization more than anything else, till

today. Each and every member of community was aware of ongoing activities and there was large scale membership and the community itself elected the representatives. Standing at this point in life, I realize now that all was going so well and success was so tremendous when my father was forced by personal family issues to opt out of active participation and everything vanished with the passage of time but only the physical structure. Unfortunately, the gap of dedicated leadership having clear-cut vision and maturity could not be bridged up.

Bringing up in such an environment has strong and everlasting influences on my personality and career orientation. One such important effect was that, everywhere, I started noticing the development of leadership skills as well as the motivation and inspiration generated by different contexts and the overall situation in this regard made it straightforward for me to select my future endeavors. I was always wondering if the traditional classroom environments in my rural hometown were

capable enough to motivate pupils for doing something big and worthy in life and performing leadership roles in future. This perspective left me aspiring to be a true educationalist that will be instructing and guiding students and also training teachers to inspire young learners for getting real success. It all started materializing when I selected Education as my major field of study for bachelor degree and moved to International Islamic University Islamabad. This was a major shift for personal growth as well, as shyness was further eliminated from my personality. All of a sudden, I started feeling more confident after acting as the class representative and gaining membership of some youth organizations, striving for both quantity and quality of education in particular. And then my seven weeks visit to United States for a cultural exchange program of Public Policy and Leadership did wonders for skills enhancement. It was also a golden opportunity to examine the classroom environment for generation of motivation and development of leadership skills. The

study of US culture and environment reinforced my perspective to investigate the role of motivation and leadership skills in both study and work environments in detail.

In a development during graduation, while teaching college students for six months as an internee for meeting graduation requirements, I realized the direct relevance of motivation and performance especially among the female segment. Motivation and self-confidence imparted by learning environment led to some wonderful outcomes and distinctive change in behavior and thinking pattern of students was felt both by administration and parents. It's all about 'teaching them art of fishing instead of giving fish'.

At this stage of life, I am content and proud of what I am, what I am heading to and of my bright career choice. I am thankful to so many people including my family and teachers without which I was nothing and who have my support system been throughout.



The highest result of education is tolerance.

Helen Keller

State of Education in Pakistan: An Overview

Tooba Bukhari
MS Scholar (Education)

Education is the foremost need for a nation to progress and history epitomes of many who have considered education a spine and raised their selves to the queue of developed nations. According to Dewey education is a generative process –that is, a process through which the learner extends and deepens the capability of exercising intelligent control over changing conditions in life. Education plays its vital role in economic, social and political development. Gloomily and unfortunately even after seventy years of independence Pakistan's education system is still struggling and going through dissatisfaction. Records of reasons are there which are impeding the development of education in Pakistan.

Predominantly, finance is considered the most important factor to run any system. Education system of Pakistan has endured agony primarily due to the scarce funding. Education is receiving 2.4% of total GDP from the government of Pakistan which is very less to bring progress in our education system. Due to this several financial management issues arise which deters

education sector of Pakistan to fulfill its global commitments. Beside lack of funds, social limitation is another problem. It is very crucial to understand that people belong to diverse social and cultural backgrounds and our end goals can't be met unless we change their attitude to education.

In addition, our education system is divided in to two different streams; private and government. Both sectors have its own curriculum and own philosophy of education. Huge difference is seen in attitude of private students as compared to students coming from government institutes. They hold their own school of thoughts. These unequal lines in education have created disparity among the youth of Pakistan.

Another and chief issue existing in Pakistan is quality education. Although efforts have been made to provide quality education, still it doesn't touch the level. For quality education trained teachers are required. According to UNESCO teachers in remote areas of Pakistan are of low quality.

Teachers are not trained and professionally developed to provide quality education especially in government schools. They are resistant towards using technology and are adhere to their traditional teaching methods. Also they are reluctant in bringing change and innovation in teaching and learning process. Although there are various teacher training institutes in Pakistan, but due the lack of resources and poor condition of infrastructure, they have failed in serving their purpose.

Furthermore, curriculum is considered as the most important factor in providing productive and innovative youth. There are three main components which forms the basis of curriculum development; education policy, market demand, and global issues. But, unfortunately our educational curriculum doesn't reflect our national needs. There is a dearth of communication between curriculum developers and stakeholders of education which result in lack of skilled manpower thus increasing unemployment rate. We are living in a world that is in continuous flux but our curriculum has failed to adapt changing educational paradigms to meet the world changes (economic, social, political, technological) result from globalization.

Moreover, lack of actual implementation of policies and plans is a paramount issue. Many policies have been made sequentially but authoritative bodies failed to implement them. This is one of the reasons behind the failure of many educational policies. Lack of coordination between policy makers, planners, and implementers has made situation unpleasant.

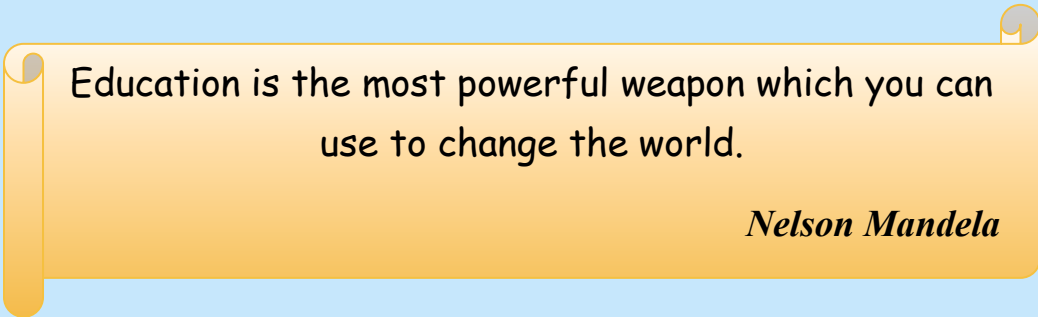
Despite of having many policies and action plans for educational reforms, Pakistan is still struggling in the field of education. It has failed in achieving its global commitments, Education for All (EFA) for the promotion of literacy and Millennium Development Goals (MDGs) which emphasize generating creative students.

Government of Pakistan took steps for bringing reforms in education. Ministry of education has taken step to improve quality of education by implementing strengthening of teacher education (STEP) project in collaboration with UNESCO. Higher Education Commission has setup an accreditation authority, National Accreditation Council for Teacher Education (NACTE) for quality assurance of institutes. Government of Punjab has taken an initiative of smart monitoring system to ensure presence of teachers. Regardless of

all these initiatives, results are not satisfactory. The reason is that there are no follow up activities to promise the achievement of program's objectives.

Pragmatic approach towards the development of education must be ensured by the government of Pakistan. Most importantly, attention should be given on implementing necessary policies rather than formulating new ones. Sufficient funds must be allocated to resolve all the identified problem areas. Government institutes must be made strong to compete with the international standards. Need base curriculum, professionally developed teachers and quality education should be the core objectives of public institutes.

We cannot boost our education system unless we don't have proper system of monitoring and evaluation. Thoughtful consideration should be given on curriculum to guarantee its harmony with the need of country. Hence, Education should be the on the top priority for all responsible authorities as it plays a great part in the development of any country.



Education is the most powerful weapon which you can use to change the world.

Nelson Mandela

Quantitative versus Qualitative improvement in Teacher Education

Humaira Akhter
MS Scholar (Education)

This review presents the recent literature related to “quantity vs quality in teacher education”. Trainers of the teachers are the backbone of teacher-education. I have focused on three key areas of this issue. They are as follows:

1. Quantity of teachers
2. Quality of teachers
3. Training of teachers / teacher-education

Quantity means supply of teachers with respect to the ratio of number of students per teacher. Quality is referred to the professional teaching skills and capability to transfer the knowledge to students. In 2005, Pakistan had only 53 private and 227 government training institutes for teachers. Now in 2016, quantity of the teachers has increased visibly but we are facing the major issue of “quality education”.

Many teachers have degrees but they don't have the basic knowledge and skills to implement the quality education.

Some major issues of quality improvement in teacher-education are:

Training institutes failed to produce the professional teachers because these institutes don't have the proper monitoring and execution system of their teacher-training programs.

There is a wide gap between the private and government teacher-training institutes because they have different standards, different curriculum, and different teacher-training programs.

The planning wing of federal ministry of education framed the national standards for teacher-education. This initiative can be fruitful in the improvement of quality of teachers but unfortunately federal ministry is failed to successfully implement these national standards across the country. There is no central policy or standards to bring all the teacher-training programs under one roof. There is also wide-gap between the provincial and district level teacher-training institutes which itself is a big problem and

create more complexity when we try to look for a national framework of teacher-training programs.

In Pakistan, there is no merit system or proper screening system for the appointment or selection of good quality teachers at government level. Due to which, unqualified / low-quality teachers are brought to the education system every year. There is also a disparity among the teacher-training institutes, some are using modern technologies and some are still relying on the traditional teacher-training methods. The disparities among the teacher-training institutes are resulting in the production and induction of two sets of teachers in the education system. It is not only dividing the education system but also creating division in the students who are being trained by these teachers.

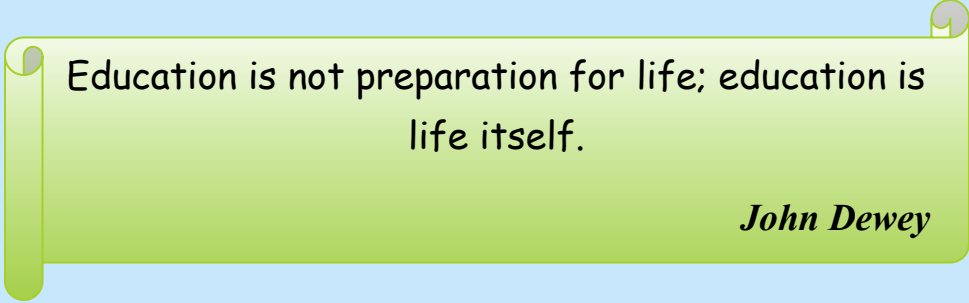
There is an extensive gap between the pre-service and in-service teacher-training programs. Their courses, content, activities are not designed as per the requirements / needs / demands of the teachers and the society. According to the studies, 75% teachers are provided outdated and irrelevant training programs which are not able to make any effect or improvement in their teaching skills. All the competent and

non-competent teachers are mixed in the corrupt / biased system. I analyzed the major issues of quality in teacher-education. Government is not the only unit in this issue. Institutes, teachers, students, management and administration; they all are responsible for the quality issue in Pakistan. Because when government sets the national standards for the teacher-training so it is the duty of the institutions to implement those standards in their institutes. It is also the duty of the teachers and the students to play their role in promoting the quality education and resist to acquire such skills under the guidelines of national standards.

Given the circumstance, to control the quality of teacher-education, government should take following initiatives:

1. Make a central policy for all training institutes in which every prospective teacher will practice the same skills, same modified curriculum
2. Use of modern technology
3. Set criteria for selection / hiring of teachers
4. Proper system of monitoring and evaluation
5. Provide the funds for teacher-training
6. Pay attention to the welfare of teachers.

Pakistan is the developing country, facing many issues but other issues should not distract the attention of government from the primary issue of “quality education”. Government of Pakistan set the 4% GDP for education sector but even 4% is not spent on education. All people with the collaboration of government should play their duties or responsibilities so we can control this issue in Pakistan because in education, there is no one man show and it's a collective responsibility of the nation to promote quality education.



Education is not preparation for life; education is life itself.

John Dewey

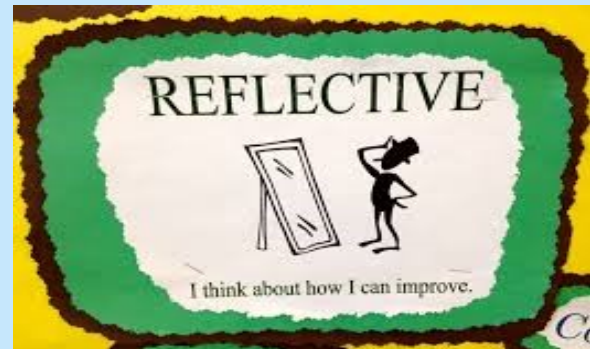
How does reflection help to become effective teachers?

Sana Ansar
MS Scholar (Education)

Teachers learn their classroom management skills when they join the profession after completing their studies and employ their initial skills and teaching techniques in an environment having students of different nature, social background and intelligence level. With the passage of time, they get experience about teaching strategies that they invoke during the initial time period. The particular behaviour that teachers' exhibit is called teaching style and it can be improved through reflective teaching. The term Reflective practice is being used in the field of health and teaching profession but it can also be employed in other professions as well.

The main aim behind this practice is the personal and professional development. In other words, Reflective practice is defined to think about or reflect on what you do. It means that people learn from their experiences and they are trying to recall what mistakes they made in the past. After realizing complete scenario, they take

decisions about what would be the strategy



for achieving the required results in future.

The models of reflective practice had been created by Borton (1970), Kolb and Fry (1975), _Argyris and Schön (1978), Gibbs (1988), Johns (1995) and Brookfield (1998). Each model has different stages which guides the teachers how reflection takes place. Some of the strategies of reflective teaching, for example, are peer observation, written accounts of experiences, self-reports, autobiographies, journal writing, collaborative diary keeping and recording lessons. This process involves learning by keeping in mind the stages, one have to pass through. Thus, people may be able to communicate effectively and make timely

and wise decisions for bringing positive improvement in the prevailing situation.

In 21st century, this concept has been recognized for teachers' professional development and provide the foundation for in-service and pre-service teacher education. In education field, it is widely employed by the educators to examine their own teaching techniques, methodologies and strategies for classroom management and making decisions regarding the strategy which seems most suitable for existing situation. This way, teacher can scrutinize the best methodology for the students not only from academic point of view but also keeping in mind the ethical consequences. This step by step process will lead the school towards quality education, indirectly.

“Reflective practice is an active, dynamic action-based and ethical set of skills, placed in real time and dealing with real, complex and difficult situations.”

Here rises an important question “How can be fostered the critical, productive and creative thinking for using reflective practice? For answering this question, Neil Thompson wrote six steps in his book “*People Skills*”; these steps involved Read, Ask, Watch, Feel, Talk and Think. It means

that an educator has to explore different ideas with having understanding about theory that will also be helpful for scrutinizing the educational needs. It is widely recognised now that teaching process effectively needs reflection because it is helpful to become effective teacher. But it is also true that there are also some other approaches that can enhance the capabilities of teacher for quality teaching.

Teachers can take a review of their approaches and techniques used in the classroom through reflective practice. It can be helpful for treating the students and affecting their learning in a balanced way.

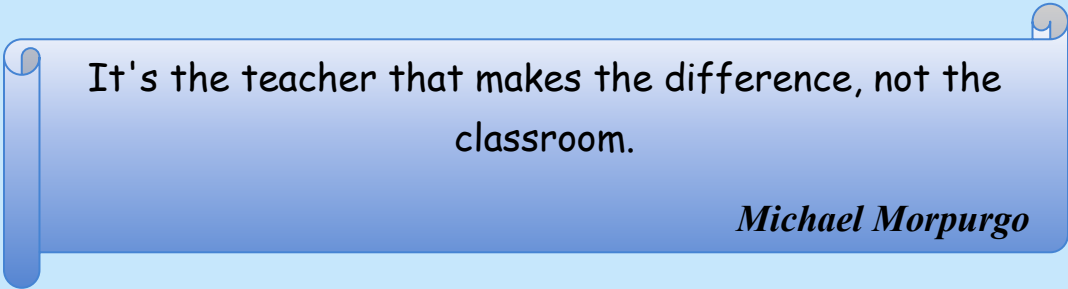
Teacher will not only be conscious about students but also be aware of

himself/herself to build a strong foundation through further enhancing professional knowledge and skills that will harmonize content and available facilities. To identify new strategies is very necessary for effective teaching just like a researcher. By engaging teachers in teaching learning communities, teachers can show a professional attitude through discussion of important points of



reflection with other colleagues. It's a good approach to learn from mistakes and pave a path towards quality education.

When students, teachers, principal and other staff of an institution will be involved in this reflection or critical reflection then critical thinking will be fostered. Though it can be difficult to understand this technique but finally it will bring positive results. Resultantly, they will be assessed against the National Standards for Teachers, take appropriate as well as timely decisions for bringing positive improvement in education sector and move forward towards quality education and teaching professionals.



It's the teacher that makes the difference, not the classroom.

Michael Morpurgo

Factors Affecting Intellectual Growth of the Students in Pakistan

Humaira Akhter
MS Scholar (Education)

Education means “development of powers of mind” and overall development (social, intellectual, religious) of an individual. In Pakistan today, we are facing the challenge of quality education. Institutes are producing the students who got good grades and high academic records but they don’t touch or reflect the intellectual abilities of the students the reason is that teachers get the training of “teaching methods and skills” but practically they cannot implement those methods and skills in the classroom. The emerging trend in our society is that teachers are transmitting the misinformation to the students and producing the intellectual garbage rather to produce intellectuals or scholars for the benefit of our country.

The intellectual growth/level of Pakistani students has been dramatically decreased due to many reasons; schooling, parents attitude, home environment and society.

In Pakistan, children who can read and write in their childhood has a strong package of vocabulary of 12,000 words while on the other hand, children who don’t know how to

write and read has a very less and weak amount of vocabulary package with 3,000 words only. Unfortunately, Pakistani children in their early period of growth and development enter the school with the incidental knowledge and they have to remember that knowledge and learning to get promotion in the next grade. So teachers and students both put stress on the method of rote memorization rather to develop intellectually. Nowadays teacher started to teach the course of class 9th in 7th class to students and skip the class 8th and introduce the concept of pre 9th. How can the students of grade 7th develop their intellectual abilities or absorb the content of class 9th without understanding the concept of class 8th. It not only happens in school but at university level students have an option to drop the courses or select the courses without knowing their intellectual development. By doing this practice student can get good results but the long term results will be harmful for their intellectual growth. In the years of intellectual development of the children parents give their responsibility

in the hands of home tutors and teachers also not enough qualified to arrange those activities which can enhance the intellectual growth of children. In our society teachers and parents both are same pattern of thinking and both are “Goal-Oriented “so they are producing the students and children with the same pattern of thinking and students are also work hard to get good grades. That’s why schools are producing the students who can get good results but cannot meet the expectations of the market; they can’t utilize their knowledge in a practical way because of the gap between their intellectual growth and the giving knowledge by the schools.

It is a very misfortune that school, society or parents are fully ignored the golden period of child’s intellectual development or brain development age and from the starting they teach the rote memorization method to weaken their abilities of learning. Not only schools or parents are the factors which are deteriorating the intellectual growth of the students but also the quality of teachers, ineffective administration, outdated teaching methods and improper facilities are also the main factors which are the reasons of worsen intellectual growth of children of Pakistan. The students’ routine at primary and secondary level is very hectic because

they have to go to school in morning after that they go to madrasah, then again tuition. Its means they spend their half day in studying but what they learned? They simply spend their study time in rote memorization, solving model papers and in exams, they simply reproduced the material in the shaped of photocopied material.

The sad portion is that if somebody asked any deep or conceptual question from those students then feel hesitation and can’t answer. After studying ten years schooling in English medium school students cannot speak English fluently that all is happen due to lack of students’ intellectual growth.

Society demands the intellectual and highly skilled individuals instead of realizing the faults that marks oriented approach does not reflect the intellectual level of the students and unfortunately students cannot meet the required expectations and practically they are uneducated. This is very serious issue in Pakistan education system but no one is paying attention towards this issue rather they are blaming on each other. Every institute, parents and society should observe their role in promoting the quality education and producing the intellectual scholars.

Educational Problems in Pakistan

Naushaba Abid
MA Education

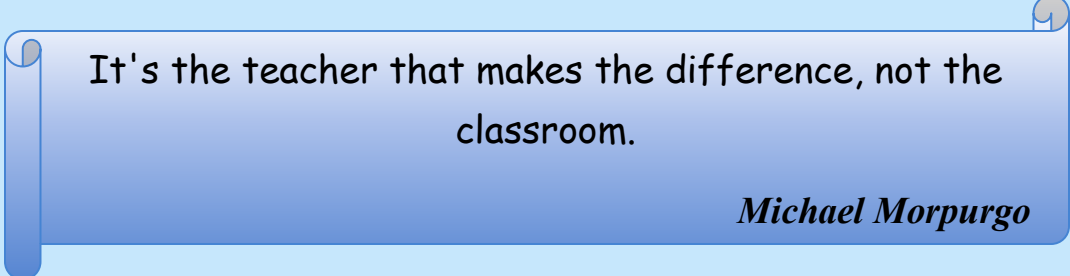
In Pakistan, unfortunately most of the children are unable to go to schools and colleges due to lack of resources. Some parents are unacquainted with the significant role of education in the lives of their children; consequently their children get themselves involved in child labor and serve their families. There is need of emergency steps for education sector in our country for revolutionary changes and development of the country. It is also important in overcoming the extremism and terrorism in the country, which is the biggest problem of Pakistan. Education is important for all without gender discrimination. It is also taught by our religion Islam that *“Read in the name of thy lord who created man from clot of blood”*.

The first obstacle in preliminary education is lack of economic resources for quality education. Most of the people in Pakistan cannot afford quality education, and education system is classified into two different groups, i.e. government and private

educational institutions. It can be said that there are different institutions for quality and quantity education on the basis of economic backgrounds. To overcome this serious problem, uniformity in education system is needed. Facilities should be provided equally in every Province and in every set-up, whether rural or urban to facilitate every child anywhere. Along with this, the copy culture should be eliminated throughout Pakistan. Every year, stories of copy culture are highlighted by media, but no action has been taken up till now. It also proves that students are unaware of the purpose of education or they are reasoning on the issue that others are copying so why not we? it's very unfortunate that renowned institutions are not following the rules and regulations. The existence of copy culture and unfair admission policy in these institutions should be discouraged at highest level. Selections should be made on merit whether it is for teachers or students.

By and large educational scenario is pathetic in this country. Existence of copy culture,

ghost schools and so many other serious problems should not be ignored at all in order to promote quality education and purpose of education in the larger interest of the country.



It's the teacher that makes the difference, not the classroom.

Michael Morpurgo

Education like the Diamond

Shumaila BiBi
B.Ed Secondary Education

Education is a gift awarded by the creator and humanity. Education tells us about the natural beauty which we enjoy to all segments of life. On the other side, education is a route of progress. For our life education creates best awareness for life and it is also a part of brilliant life style. An educated nation can live with humor and respect forever. In the area of social vision education also plays vital role. In the system of life education creates healthy generation which can play exemplary role. Educated nation can conquer the whole world. In order to create social sense education plays consequential character. Education is like a

diamond which reflect the whole personality or all aspects of an individual.

If we want to rack up our all types of difficulties in our life, then we definitely need a path by which we can easily drive and resolve all difficulties, then that path is the “Education”.

Getting education is a golden chance for everyone to achieve a successful life. Education is beauty itself

Get education get success!

Education is best for the next rest!

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

-William A. Ward

Kashmir to Amherst, Massachusetts

Tahzeeb Mahreen
MS Scholar (Education)

It was only a typical university day when I got an email of getting chosen among a group of 25 students to travel to America through a US sponsored exchange program. I was fortunate to get this chance for the second time and the emotions were massive and unexpressive. Following a three months preparation, at last the day came when my family went with me for the pre departure introduction in Islamabad and to see me off. My mother was passionate like every other mother in the world for saying goodbye to her little child, on the other hand I was energized and happy like ever, and with that bloomed face, finally I left for New York. After a 17 hours long flight, we landed at JFK in New York. It was a splendid sunny day. In spite of the fact that every one of us was extremely drained yet that tiredness vanished by a warm welcome from civic initiative team Danny Halloran, James Llewellyn, Neha Deshpande and Ariel Geist. I still praise those cheerful faces. They invited us warmly, stacked our baggage in a van and drove us to the main place, the place where I left my heart. Following a three to

four hours' drive we came at a dormitory named KAPPA KAPPA at Amherst, Massachusetts. Reviving KAPPA'S time and writing this I'm puzzled to depict that wonderful spot, to portray that simple yet wonderful house, a decent triple story house with a little yet appealing front sitting area, a crisp green side garden with tall and green trees and a pleasantly set terrace with an arrangement of bikes set for us and the excellent encompassing. Lower portion was set for gatherings, eating and talk sessions. Upper portion had rooms for students and mentors. Each fellow had a separate room with a facilities of modern day. Beat most floor was for the proprietor, who was a lady.

We spent initial four weeks at Amherst and that was more similar to a study period went with each sort of exercises. We are associated with university of Massachusetts Amherst campus and should take cases each morning at the campus. The program was for the sake of comparative public policy so the vast majority of the things taught were in relative way of Pakistan and US. Varied

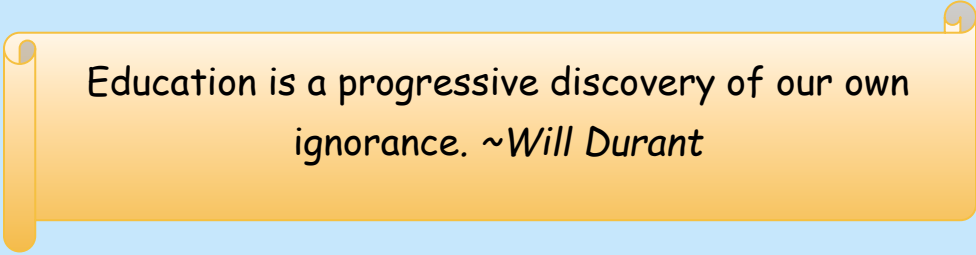
opinions were shared and a free environment of agreement and disagreement with other group was common. The fundamental and critical lectures given were on US Pakistan relativism, world religions, world media, global politics, US history and judiciary, leadership management and team building.

Aside from the study sessions, a long calendar was set for co-curricular exercises to keep a balance of it and extracurricular exercises to allow us to explore that new place. Indoor and open air both sort of exercises had been planned to make the time memorable. Be it scavenger hunt cricket game, zip linings or cards, excursions to lakes or book readings, cliff diving or rock climbing, presidential campaigns or cycling races, food drives or grill evenings, trips to beaches or late-night talks. Everything was amazing.

The last two weeks was totally a study visit and interestingly the most loved time of everyone. Boston, Charlottesville, New

York and Washington, every city treated us exceptionally well. Trip to Virginia university, Harvard university, State house, Cambridge, The chares river, Empire state building, wall street, UN, 9/11 memorial, Voice of America, John Hancock tower, Word trade Centre, Wall marts and subway rides is unforgettable truly.

More or less, visit to US changed my life in one place and now I am not a person as before. Presently I'm a person who is more social, more energetic and very more dynamic in national and international advancement. I am the person who might give up my own life standard and offer inclination to people', groups' happiness around. I am more honest to goodness in respect of family, friends and my nation. The change I felt in myself is not explainable and is colossal and is taking me to the more productive dreams achievement.



Education is a progressive discovery of our own ignorance. ~Will Durant

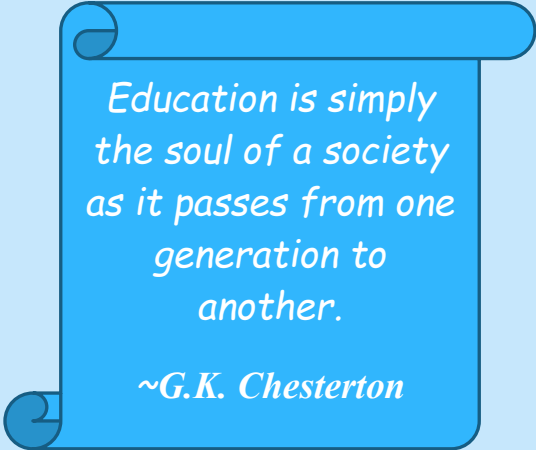
Marxism and Education

Gul Shair Dashti
BS Education

Marxists believe that education is a tool with which the elite exploit the poor. Because the elite have full and final authority for running the state affairs and they make educational laws and rules which meet to their interests. Similarly, they formulate the curriculum for educational institutions which play a pivotal role in socialization of the new generations. On the other hand, the children of elite are usually taught in expensive and standard educational institutions.

If we shoot a glance over Pakistani society, then we will find this phenomenon easily. For instance, they have built the FAST University for Software Engineering, LUMS and COMSTS for business studies since the students of these universities assist the elite groups in running their factories and business. Students of these universities make more and more new products by the running of elite factories. Our education system is based on banking concept of education, rather than problem posing education system. The very reason behind it is that we spend money on the education of children in order to get back more and more profits. It is

also expected that after the completion of their education, they should occupy a high ranking of money producing jobs. As Bartered Russell says in his book “On Education” that our education system is ornamental, not useful. In other words, our education system makes our outside completely decorated and beautiful but do not make our thinking critical and creative. However, Marxists believe that whatever society wants, the education system correspond the society. They are in the sense that educational institutions usually see the markets and demand of the society and shapes and prepare the students for that.



*Education is simply
the soul of a society
as it passes from one
generation to
another.*

~G.K. Chesterton

System of Madrasa in Indonesia

Naufal Fairuzillah
BS Education

Madrasahs in Indonesia are commonly known as Pesantren (Islamic Boarding School), it is a traditional education institution originated from Indonesia in which the students stay together under the supervision of some teachers or a teacher who is appointed by kyai, kyai usually is the principal of madrasah. Madrasahs of Indonesia have the facility of dormitories for their students. Mosques are the place for central activities and the classrooms serve the purpose of teaching and learning activities.

Pesantrens are also known as religious education institutions which use non-classical methods. Here teachers deliver Islamic knowledge to students according to kutub which was written by Ulama in Arabic language. Pesantren is also used to intensify the knowledge of Quran and Hadith.

Activities of Islamic Education known as Pesantren activities started since 1596. All activities of the students are controlled

within education values as students wake up from their sleep until they sleep again.

In respect to the cost, most of Pesantren charge students by low cost of tuition and some modern Pesantren by high cost. Some of them serve for free.

There are 2 major kinds of Pesantren in Indonesia; both are modern Pesantren and classical Pesantren (Pesantren Salaf). In modern Pesantren, the students study not only Islamic knowledge but also general sciences and their thoughts are moderate. Whereas classical Pesantren just learn about Islamic studies and the students returning the favor of their teachers especially to kyai, so mostly the classical Pesantren are free, no need of tuition.

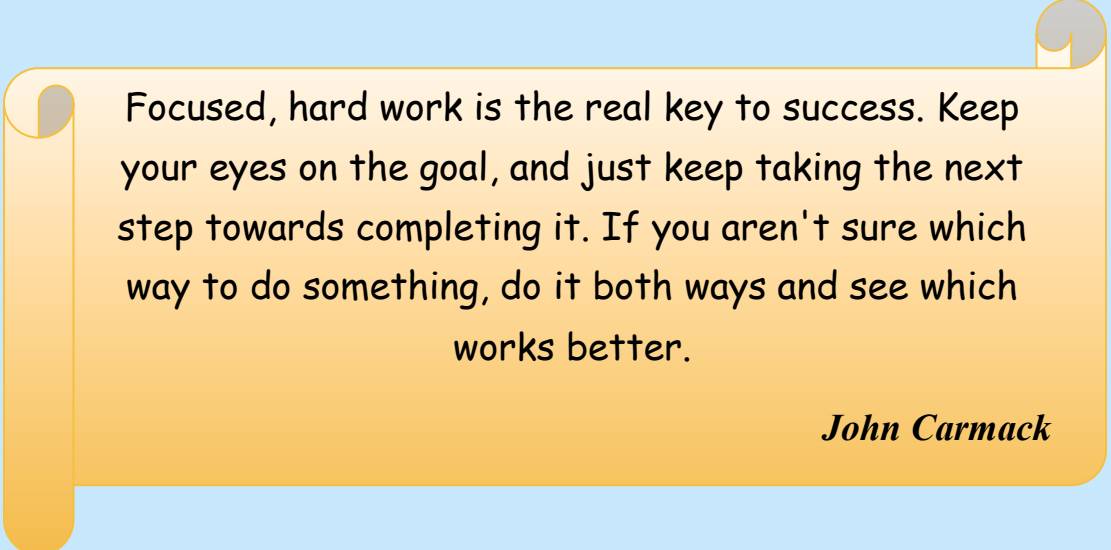
According to religious affair of the Republic of Indonesia 2012, there are 27.230 Pesantren. The big number of Pesantren is situated in Java (Jawa) island. Whereas the quantity of madrasa students in Indonesia are 3.759.198. However, Darussalam Gontor

is the largest madrasah in Indonesia comprised of more than 20.000 students.

Social institutions of Indonesia play a crucial role in the advancement of Islam. They draw attention to the cores value of sincerity, simplicity, individual autonomy, solidarity and self-control.

Pesantren produce alumni of various professions such as a teacher, scholar,

doctor, businessman, judge, journalist, scientist, civil servant and even high position in politic like minister and president. The 4th president of Indonesia, Abdurrahman Wahid is also graduated from Pesantren.



Focused, hard work is the real key to success. Keep your eyes on the goal, and just keep taking the next step towards completing it. If you aren't sure which way to do something, do it both ways and see which works better.

John Carmack

Aim in Life

**Aliza
MA Education**

Robert Browning says:

“The aim, if reached or not, makes great the life”

Life without aim is like

A pen without ink,

A body without soul,

Life without aim is like sky without shining stars,

Life without is like a car without wheels,

A boat without ore, a body without bones,

A head without brain, Aimless life is certainly sin. Many people have no aim in life. They are like a travelers going ahead without any destination, Aimless people are like rudderless ship in a stormy sea. Aim is like a guiding star in our life.

The ultimate aim of the ego is not to see something, but to be something.

(Muhammad Iqbal)

It is very important to have a constructive aim in life. Our aim should construct our lives with everything virtuous, righteous that life has to offer in plenty. Higher our aim, tougher will be the road leading to the target, but with complete focus, concentration, dedication we can reach our goal, breaking all barriers and obstacles. An aim which is destructive in nature might provide us with all luxuries but it robs us of all humane qualities.

Top 10 Quotes You Should Remember

- ✓ Help a man when he is in trouble and he will remember you when he is in trouble again.
- ✓ Most people are only alive because it is illegal to shoot them.
- ✓ I am not a complete idiot, there are still some parts missing.
- ✓ Forgive your enemies but remember their names.
- ✓ The number of people watching you is directly proportional to the stupidity of your action.
- ✓ Sometimes I need what only you can provide your absence.
- ✓ I like long walks, especially when they are taken by people who annoy me.
- ✓ Always start preparation of exams late because it will teach you how to handle emergencies.
- ✓ A single page can't judge my knowledge.
- ✓ Keep your friends close, but your enemies closer.

Learning is not the product of teaching. Learning is the product of the activity of learners.

- John Holt

Islamic Views on Moral Character Training

**Farhadullah
BS Education**

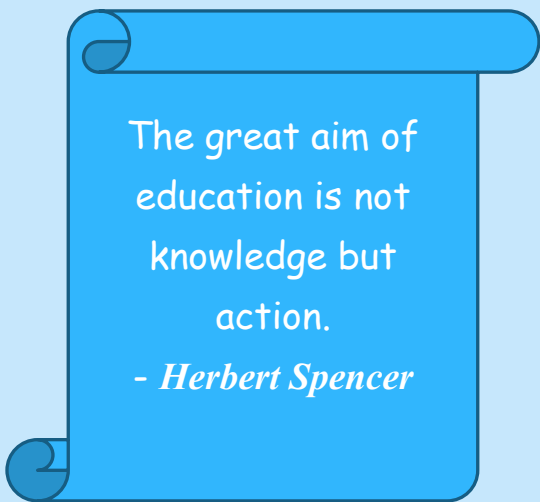
Claiborne Pell says that: *“The strength of the United States is not the gold at Fort Knox or the weapons of mass destruction that they have, but the sum total of the education and the character of USA people”*. One of the fundamental goals of education should be the growth of character and personality". In this say, the words of Herbert Spencer go *“Education has for its object the formation of character.”* The function of the educational institutions is not only to develop the people physically, mentally, psychologically, socially and spiritually, but also to improve and promote the economic, social, political and cultural life of the nation. Until now the role of secondary and college education in Pakistan has been simply preparation for tertiary education. There is a close link between education and moral development. In Pakistan, after more than six decades, the moral developmental indicators are not showing positive results. To meet this end, students must be independent in thoughts and judgments. It would also widen their approach towards life and they will be able to comprehend, moral value and

accommodate hostile ideas and opinions. Its purpose is to make students take interest in their environment and to make efforts to bring improvements to introduce novelty in different spheres of life. Individual and group activities should be encouraged to build a strong and stable society. Education should be planned to generate individuals who are competent to art and to ascertain their combined interests as a nation. The mission of Islam in all its rules and regulations is to make man a morally worthy being and a pleasant personality .To produce citizen, who will not only recognize their duties but also able to fulfill their duties willingly. To attain this objective, Islam emphasized on purification of soul which is the engine room for all human actions. So, every act of worship in Islam is designed to play a role in the process of soul purification and ultimately putting man on the path of righteousness. For example, virtues such as cleanliness, God consciousness, punctuality, humility and avoidance of any form of indecency can be derived from Salat. Kindness and sense of sharing can be derived from fasting. Endurance and

humbleness are learnt from Hajj. Be your brother keeper 's is learn from zakat. Others like courtesy, goodness to parents, respect to the constituted authorities, the right attitude to work and respect for the dignity of labor rather than been indolence are lessons that are either learnt in Islam directly or derived from acts of worship. More over what makes character training effective in Islam is the method of derivation used; derivation in terms of gaining virtues by means of doing i.e. getting involved in acts of worship. In consonance with this assertion. In a situation in which man's life style is characterized by courtesy and decorum, there will be no need for a classroom subject called "Moral Instruction" because man will not exhibit any abnormal behavior to be corrected. Similarly education provides the base for socio-economic development. An educational system of poor quality may be one of the most important reasons that the poor countries do not grow and make progress.

In Pakistan, the quality of education is on the decline in spite of the fact that the present government has initiated drastic measures in uplifting the quality and quantity of education. Quality of teachers especially at primary level is still questionable. It is evident that without

teacher's transformation, we cannot transform the education system for improving the quality of education. In this regard, a series of education reforms in the area of teacher education were introduced in the public sector but their vision seems to be narrow, hence, they failed to make any substantial impact on the quality of teachers and teaching process. Eventually, it further affected the quality of education being offered in schools. Education system of Pakistan is facing new challenges. It has yet to be developed at par with other developing countries in the region.



The great aim of
education is not
knowledge but
action.

- *Herbert Spencer*

Platonism and Education

Gul Shair Dashti
BS Education

Plato, being the founder of the academy in Athens, was the first institution of higher learning in the Western world. The philosophical school which he developed at the Academy was known as Platonism. Plato view of education is for the good of the individual and for the safety of the state. The aim of education according to Plato is the welfare of both the individual and the society. His guiding principle is that, *“Nothing must be admitted in education which does not contribute to the promotion of virtue”*. He says, *“Children should come to the school not only if their parents please, but there should be compulsory education”*.

Plato prescribed a general type of curriculum for educational institutions which was comprised of music and gymnastics. The word music was used in a broader sense at that time which include poetry, drama, history, oratory and music in its more limited sense. The education of these two subjects aimed to produce an improved soul and a healthy body and moral results, because music helped the child to

grow gentle and harmonious and gymnastics helped him to develop courage, patience, reason, consideration and temperance and whole mindedness. According to Plato, the child should not be educated formally before the age of seven years rather he should stay with his mother or nurse and be educated in their company and should be told tales regarding heroes of the nation in order to develop the trait of noble character in them. For the early education, Plato recommends the inclusion of dances, hunting and field exercises in gymnastics. For higher education, he emphasizes the study of number, geometry, astronomy and music because they will sharpen the minds of students according to him. Regarding teaching methods, he was in favor of education in a free atmosphere without any compulsion or check. Plato was of the opinion that there should be no compulsion in teaching; rather, it should be a sort of amusement. According to Plato, the aim of education is to attain knowledge and is necessary both for the interest of the individual and the society.

Role of Education in Moral development and Character Building

Muhammad Awais
BS Education

Education plays an important role in moral and character building of nation, without education we cannot cope with the behavioral issues of our youngsters. Education without character building is just like a tree that bears no fruits and flowers. The aim of moral education cannot be anything other than the moral development of the child. Moral Science or Value Education has, so far, concentrated on teaching moral values instead of focusing upon the moral development of the children. We need a paradigm shift in our understanding of what constitutes moral education and how it is to be imparted.

The focus must shift from teaching moral values to assisting or supporting the moral development of children. It is imperative that we realize that teaching about moral values is not an effective way of realizing our aims. Knowing about moral values and being told what constitutes a good life does not incline or enable one to take ethical decisions or resolve moral dilemmas that

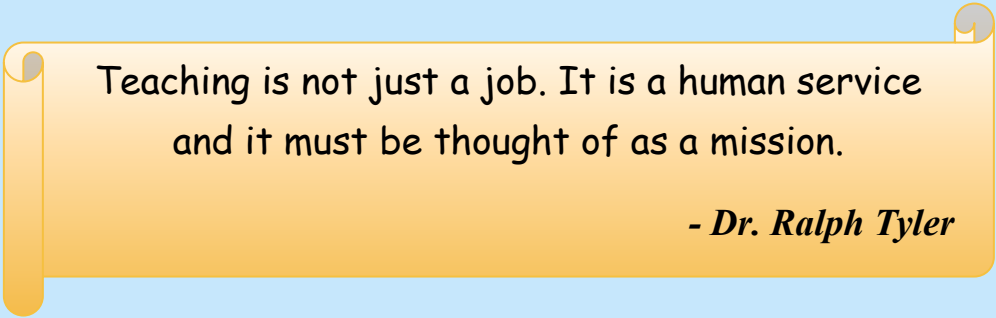
one faces in life. Teaching moral values may serve to acquaint but does not suffice to support the moral development of the child.

The need for moral education need to be over-emphasized. The absence of moral embarrassment, absence of work ethics, lack of accountability and the pervasive corruption in our public life, the local and global escalation of violence have eclipsed. The moral state of our society, the equanimity with which we accept the increasing disparity between the quality of life of the privileged and the under-privileged is matched only by the total lack of sensitivity towards inequality between individuals in different communities. The levels of violence that we unthinkingly accept, and also indirectly support, point to a desensitization and dehumanization that bears evidence to our moral depravity as individuals and as a nation.

The problem is that when teachers urge children to be ‘good children’, it often means listen-to-what-I-say-and-do-as-you-

are-told. Teachers tend to label the obedient, compliant child as the ‘good child’. It becomes restricted to merely identifying obedient, rule-followers and/or high academic achievers as ‘good children’. It often means those who always give acceptable or respectful answers. This is counter-productive for it conveys to children that honesty is less important than the acceptability of the answer/behavior. Others tend to equate the academic achiever with a “good child”, when it is not necessary that every academic achiever is a morally good person. Moral development should be

assessed not in terms of obedience or compliance but the struggle towards a commitment to honesty, forthrightness, integrity, authenticity, keeping one’s promises, not stealing, not cheating or hurting or infringing upon the rights of others in any manner ... and so on. Teaching of moral values has meant exhortations about desirable behaviour. Teachers think that their task as moral educators is to moralize, preach or lecture – which serves only to make children “tune-off” or to tune us out and “pull down their shutters”.



Teaching is not just a job. It is a human service
and it must be thought of as a mission.

- Dr. Ralph Tyler

Importance of Women Education

Shah Hussain
BS Education

The first word of Holy Quran address to mankind to gain knowledge. It is necessary for both man and women to get education. Our Holy Prophet Muhammad (PBUH) saying “*Seeking knowledge is compulsory for every Muslim*”. In this hadith, our Holy prophet has not only mentioned men but also women.

A famous proverb “*if you educate a man you educate an individual but if you educate a women you educate a nation*”. A mother is always first teacher of a child, girls education is essential for making the homes island of peace and happiness. Our family life would be brightened if we have well-educated wives and mothers. Education of women can also be helpful in eradicating many social evils such as dowry problem and unemployment problem etc. social peace can be established if woman is educated. Women know their rights if they are provided with education. The first foundation of education cannot be well laid by an ignorant mother thus education will

enable women to make their children, husbands and parents truly happy. Consequently, it is very important that women should be educated. On all these grounds women education in a vital necessity.

Pakistan is among those countries where literacy rate is very low especially female literacy rate is 45% against male literacy rate that is 69%. In rural areas there are no separate schools for girls and the parents do not send their daughters to schools. So I request to the government to build new schools for girls to promote education in the country.

**Leadership and learning
are indispensable to
each other.**

- John F. Kennedy

Teaching Methodology in Pakistani Government Schools

Noushaba Abid
MA Education

Having a glance at Pakistani government schools, the method which is commonly adopted by these schools is translation and textbook method. The focus is on merely completing the course due to this student centered learning is ignored which is the biggest drawback in government system schooling particularly.

Some students outcome is excellent because their focus on text book and rote memorization is good and other become average or get bad grades because their learning style is different and cannot memorize as it is from book.

In the 18th constitutional amendment on Right to free education 2010 there is mentioned that quality education should be provided at government schools but further it is not defined that what quality education means exactly. So, there is no criterion which defines quality education. Now there is the traditional system which is going on, requires good rote memorization and no creativity and understanding from the

students at all. When they are asked to write or produce something new they become helpless kind of a creature because they were taught to memorization and write with less or no understanding.

We all know that learning is a continuous process and every child/student learning style is different from other as everyone's understanding level is different considering the fact that students come from different social and cultural backgrounds other than this other factors are also involve as passive and active learners concept.

In order to bring fruitful results the method of teaching should be changed at the government schools the focus should be on teaching about the concept rather than teaching words and their translation.

As a teacher teaching all students through one method and expecting excellent from all is far from reality. Therefore, its need of the time that there should be some variations in teaching methodology to make a continuous learning process fruitful for students.

System of Education in Indonesia

Maulana Mujahid
BS Education

Education is one of the key vehicles for the intellectual and professional development of our people. It is getting an increasingly important role in supporting a stronger and more globally competitive environment. Education is central to the Indonesian Government's development agenda. Educational budget has been increased significantly since the economic crisis of the late 90's, it is also included in the 2012 UNESCO Education For All (EFA) Global Monitoring Report, which measures quality of education and Indonesia ranked at 64th of 120 countries. According to the latest Human Development Index (HDI), reported by UNDP, Indonesia ranked at 121st out of 185 countries.

Just like education system of Pakistan, schools in Indonesia are run either by the government or by private sectors. Some private schools refer to themselves as "National Plus Schools" which means that their curriculum exceeds to the requirements set by the Ministry of Education. In

Indonesia there are 170,000 primary schools, 40,000 junior-secondary schools, and 26,000 high schools, 84% of these schools are working under the Ministry of National Education (MONE) and the remaining 16% institutions are working under Ministry of Religious Affairs (MORA). Private schools only comprised of 7% of the total schools numbers existing in Indonesia.

Education is also provided by fee-paying by private schools, which include religion-based schools, international schools and by national-plus schools. In 2005 the government launched a massive program called BOS (Biaya Operasional Sekolah, or School Operations Fund), as a way of injecting funds directly into schools in order to keep children in schools and give schools some flexibility in managing their own funds.

The Ministry of Education's Strategic Plan for 2005-2009 has three main pillars; (i)

increased access to education, (ii) improved education quality, and (iii) better governance of the education sector in Indonesia. The focus of efforts of Indonesian Government now is on the quality education in public and private institutions. Government is spending on education more than any other sector, reaching an equivalent to US\$14 billion or more than 16% of total government expenditures. Education and specially quality education is focused by Indonesian Government. It is hoped that Indonesia will stand at top 10th position very soon.

An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't. It's knowing where to go to find out what you need to know; and it's knowing how to use the information you get.

- William Feather

Path of No Return

Sidra Karamat
MA Education

I was driving to home still thinking about that horror movie which I saw last night with my friends. What a horror movie that was in which only few people were left on earth and wandering in city to kill one another.

It was 12 O'clock and I was passing from a jungle, that was so dark and foggy night and I could not see even very near distance. I can't drive fast therefore, and worried about my mother who was waiting for me at home.

I can feel cool breeze on my body as it was mid of December and every branch of trees, sides of road covers and street lights were full of snow.

As it was very late no traffic even no person was on that way, only little squirrels were jumping from one tree to another and some foxes with their moving tail and bright eyes walking beside the road, I saw them with the headlights of my jeep. I was little bit scared and I had to cross that big jangle alone.

As I entered in deep jungle, I heard a voice,

a strange voice and then a squirrel jumped from tree towards the jeep, oh hy what happened with that little animal. Now I can't see that squirrel." where is it? " Have I passed the jeep on that little animal? Have I killed it? It jumped from my jeep quickly but I found nothing under the jeep. What happened to me? If I was dreaming that "loud" voice and then that squirrel. I was shocked when I saw the squirrel but where was it now? As I was just thinking about the situation suddenly, I heard the footsteps may be two or three people, no five to six may be more than that but who were they? I could not see them due to fog. However, after few minutes I saw them in the yellow light of headlights, four men with long black over coat with mask on their faces and gloves on hands and shiny boots in their foots and they were coming toward me .

Who were they? Ghost, thief, robbers or? These are some questions wandering in my mind and ninety nine out of hundred times my answer was" I have no idea".

Now they were just in front of me. My shirt

was wet with sweat. I was shivering with fear as I can see a big shiny sword like knife in the hand of a man among them. wh wh wh.....o who are you? What do you want my car, my purse, mobile? II will give you everything you want but please don't harm me. "we want you " we came here to take you with us"

I was thinking for running but as I took a step for running one of them caught me from my jacket and kicked me on my back, slapped on my face and dragged me towards woods. I was shouting "let me go " help me.....
...but no one was there to help me.

I was on cold snow and they were continuously dragging me in deep jungle after some time they pulled me in a dark room and locked it. I shouted again and again "they will kill me" 'or may be I will spend my rest of life as a slave of their master..... I was crying.....

Every part of my body was burning with an unbearable pain. I felt that blood was also running from my lips but it was not confirmed because it was so dark that I even could not see my hands.

After two or three hour later the door opened, my heart was jumping like a tennis ball. A large, generously proportioned man with long bread and curly hair with two bodyguards having lamps in their hand, entered in the room so, after a long time, we met again are you not happy to meet your master again?

"Who are you? " I asked in shivering voice " I am your master you don't know?"He replied.

You are my slave. You ran from my cage twenty years ago. Now I will cut your legs your hands and even I will kill you.

No No ! You are wrong. I am only twenty year old how can I run twenty year before.

Just shut up you -----he opened his knife and jumped toward me and he put his knife on my neck. I closed my eyes and called my mother loudly mama! Mama ! Please help me.... Help me please some body "he is going to kill me " I was just crying.

Suddenly I heard my mother's voice "Are you hearing my voice? As I am calling you from last fifteen minutes." Get up.....you are getting late from university.

HONOUR OF IIUI

Dr. Samina Clinches Best University Teacher Award, Earns Honour for University



Dr. Samina Malik, Director Female Campus/ Chairperson Department of Education International Islamic University Islamabad has earned honor being awarded “Best University Teacher (2014) Award” by the Higher Education Commission (HEC) Pakistan. She has been awarded in acknowledgement of her services in the domains of teaching and research

in education, developing research-orientation amongst and for her social contributions as a teacher. Her candidature was finalized through a stringent screening at both the university and HEC.

The university has also acknowledged her contributions and dedication of her work in the field of administration, as Director Female Campus and in teaching & research as Chairperson of Department of Education & Deputy Dean of Faculty of Social Sciences as well. The university has deemed this achievement a great honour and encourages all faculty members to attain such laurels for the institution.

Dr. Samina Malik is first female faculty member of IIUI who received this award and she has number of achievements in her account as first female teacher who got post doc fellowship, in addition. Being the head of Department of Education, Dr. Samina has taken many significant steps to improve the capacity and proficiency of the department. She has been focal person of faculty development program of the university. Dr. Samina Malik is also the editor of the journal of the department.

HONOUR OF IIUI

HEC CONFERS BEST TEACHER AWARD ON DR. N.B JUMANI



The Higher Education Commission of Pakistan (HEC) has awarded Best Teacher award for the year 2015 to Prof. Dr. Nabi Bux Jumani of International Islamic University, Islamabad (IIUI).

Dr. Jumani is a Dean at Faculty of Social Sciences at IIUI, while HEC also awarded a certificate and a cash prize of One Hundred Thousand Rupees.

It is worth mentioning that Dr. Jumani possesses a diversified experience in administration, research and teaching. He has experience of administration as a head of educational institution under Ministry of Defence as well as worked as DDO (Drawing and Disbursing Officer) of the same organization. He also has privilege of working as Chairman of the Deptt, Director Institute of Professional Development, IIUI, Director, Directorate of Distance Education, IIUI.

His areas of interest have been Teacher Education, Curriculum Development, Distance Education and Research and Development. In addition to Masters and Ph.D. degrees in Education he holds Post Graduate Diploma in Public Administration.

For his Post Doctorate, Dr Jumani has undergone training at Deakin University, Australia , for Modern Distance Education technology, he underwent training at Jilin University, China, and Certificate of Educational Leadership at Nottingham University UK.

Directorate of Distance Education

International Islamic University, Islamabad is an international seat of Islamic learning in Pakistan, which provides every opportunity for an all-round and harmonious development of individuals and society and reconstruction of human thought on Islamic foundation. The foundation of the University was laid on the first day of the 15th Hijrah Century, Muharram 1, 1401 (November 11, 1980). This landmark of the beginning of the new century symbolizes the aspirations and hopes of the Muslim Ummah for an Islamic renaissance. The desire is to produce scholars and practitioners, imbued with Islamic learning, character and personality, capable to meet the economic, social, political, and intellectual needs of modern times. The University started as “Islamic University” with 9 students enrolled in its LL.M degree program and classes were conducted at the Campus of Quaid-i-Azam University, Islamabad. The University was restructured and reconstituted as “International Islamic University” by the promulgation of the International Islamic University Ordinance 1985 by the President of the Islamic Republic of Pakistan in March, 1985.

Higher Education Commission has included International Islamic University, Islamabad (IIUI) in its Distance Education Project vide letter No. Ref. DG (QAA)/HEC/DDE (IIUI)/2015/392, dated 09.07.2015. In the beginning, IIUI is offering only Master programs in some Departments but later-on more programs (BS, MS & Ph.D) will be offered through distance mode of learning in different Departments of the University.

A Directorate of Distance Education manages all the activities and tasks for the programs offered through Distance Mode. The University aims at achieving higher standards of excellence by setting up a wide range and developed distance education mode in future to offer services to the nationals. There are different committees to look after functioning of Directorate of Distance Education to enhance quality of running programs.

Contacts DDE

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