



SPR 2017

# EDUCATORS PAKISTAN



Department of  
Education  
International Islamic  
University Islamabad

## INTRODUCTION

The 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 student's 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 a 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 the 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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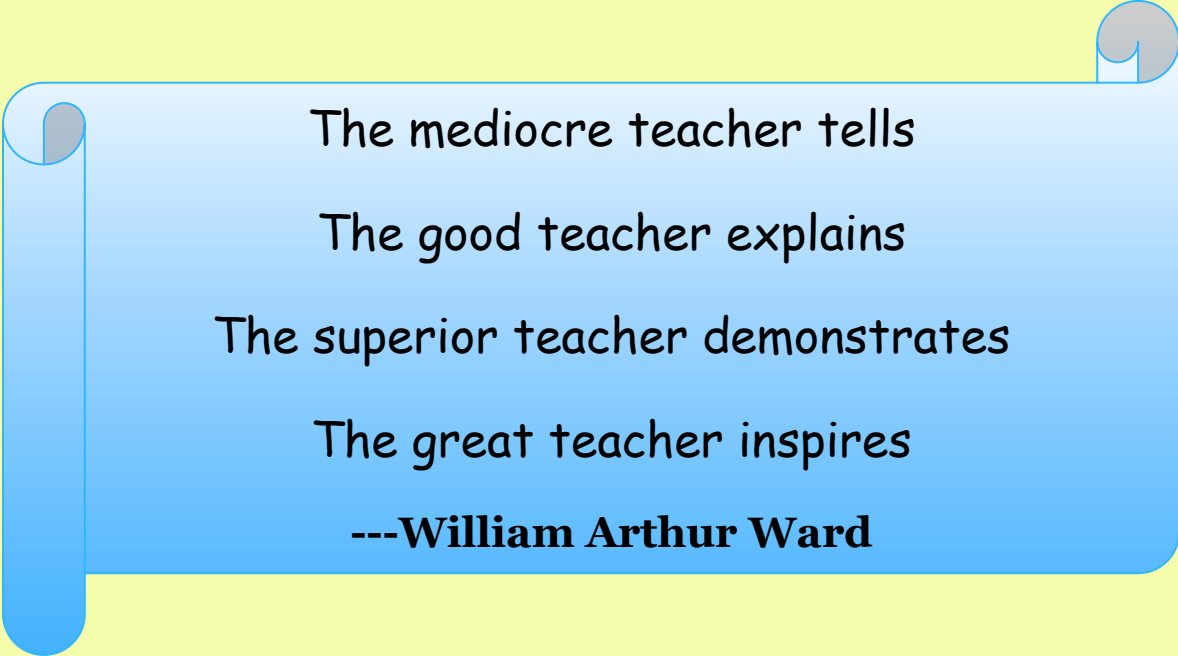
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## QUOTE



The mediocre teacher tells  
The good teacher explains  
The superior teacher demonstrates  
The great teacher inspires  
---**William Arthur Ward**

## 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 the magazine every semester. I am confident that this magazine will give impetus to creative writing among students with an 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**  
**Director, Directorate of Distance Education**  
**International Islamic University Islamabad**



## 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 depend 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**  
**Dean, Faculty of Social Sciences**  
**Additional Director, Directorate of Distance Education**  
**International Islamic University Islamabad**

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## *The decline of our Education System: Causes and Remedies*

**Zia-ur-Rahman**

**MS Education**

Recent researches in education present a dismal picture of the quality of education in Pakistan. The Annual Status of Education Report (ASER) 2016 has recently published details of its recent survey on education in Pakistan. The report shows an appalling picture of the education quality that is imparted in schools throughout the country. It is based on the survey of 5,540 schools from 144 rural districts across the country.

Some of the awful findings of the survey include:

- 48% of 5<sup>th</sup> class students in rural areas are not able to read Urdu stories.
- 54% students are not able to read English sentences.

- 52% children could not perform a simple two-digit arithmetic division.
- Only 36% female students could read sentences in Urdu, Sindhi, and Pushto, whereas for boys it was 43%.
- While reading assessment tests; only 33% girls were able to read words in English whereas 40% boys could do the same.
- When students were asked to perform a subtraction question, only 36% of girls and 44% of boys could solve it.

These figures are very alarming and shocking. As per the Constitution of Pakistan, under Article 25-A, it is the responsibility of the state to provide free and compulsory education to every child between the ages of 5 to 16.

But the irony of the situation is that our rulers are in deep slumber, and they are not ready to realize the fact that instead of terrorism, energy deficit, and economic hardships, the crucial enemy of the state is none but the decayed education system of the country. So, the need of the hour is to bring revolutionary changes in the current education system to bring real change in the country and prepare our young ones for future challenges.

There can be several reasons for this decline but here I'll discuss three major problems and their possible remedies. In my opinion, the mother of the illness is lack of commitment and will to improve our quality of education. We spend just 2.3 percent of our GDP on education which is less even from Afghanistan. This figure is enough to show that people who are at the helm of affairs seem not serious about it. Right from top leadership to a school teacher, people who are working at different layers are also

not serious to change the situation. They are clearly missing the required commitment. The remedy to damage is the willingness to change at all levels. Commitment to the cause will be the first step to the change the scenario because it is well said; 'where there is will there is a way'.

The second problem, behind the catastrophe, is poor implementation of plans at national, provincial and gross root levels. Since 1990 we are witness of three educational policies of 1992, 1998 and 2009 and couple of development plans consisting National plan of Action 2001-2015 and Education Sector Reforms (ESR) but these fantastic plans are in the papers and at gross root level people (Schools' heads, teachers etc.) have no idea about that. Although, these plans are very much workable but due to poor awareness by the people who are working at the ground and then poor implementation we have no results at all. To overcome this problem we need to integrate our plans with the

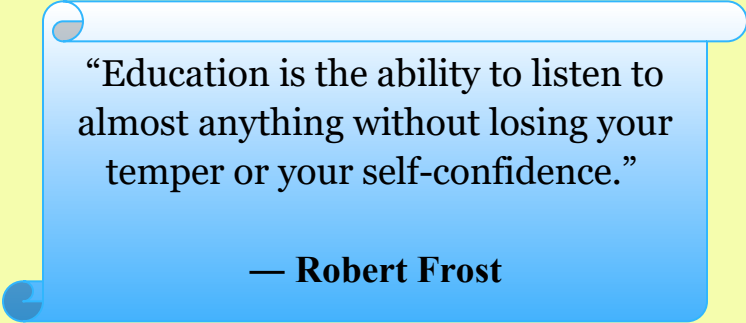


objectives. We need to involve people at all levels, especially at the grass root level. Teachers, schools' heads, and educators should be involved in the policy-making process and they must have the complete awareness of national education goals and objectives as well as they should have their clear vision about the implementation of national educational policies and plans.

The third reason for this decline is the poor education systems of our country especially our examination system which is mainly based on rote learning. Students having good grades are also not able to produce something positive or even implement the learned facts in practical life.

We have a very few students who are at application and creation level. Unless the system is liberated from the memorization phenomenon, progress will remain a far-off dream. It is the time to improve the performance and efficacy of individuals to produce skilled man force to channelize the economy towards sustainability. As institutions all over the world are preparing grounds for creative mind people by nipping the demon of memorization.

Concluding that it can be said that will to change, well define plans and innovation in examination system can change the current position and lead our education system to meet the desired standards.



“Education is the ability to listen to almost anything without losing your temper or your self-confidence.”

— Robert Frost

## ***Culture of Pakistani Society***

**Fatima Batool**

**MS Education**

The culture of Pakistan encompasses diverse traditions. Culture of the people of Punjab, culture of the inhabitants of Kashmir, culture of the people of Sind in the eastern areas, specific culture of immigrants and makranis in the southern areas, culture of Baloch families and Pashto families in the western areas, and the antique Dardic, Wakhi and Burusho societies in the northern areas are famous cultural aspects of Pakistan.

The culture of Pakistani society is mainly founded on Islamic ideology. Pakistan is an Islamic country. It's incredibly continuation is owed to Islam; subsequently, the culture of Pakistani Society has Islamic glimpse in it. In the Pakistani society, the entire other elements of culture are enthused by Islam. Pakistani culture is highlighted by its

splendor, straightforwardness, determined passions and gracious actions and facts.

**Elements of Pakistani culture:** The main elements of Pakistani culture are as follows:

### **1. Religious Uniformity:**

The purpose of Pakistan's existence is to establish a system that is based on Islamic ideology. The individuals of Pakistan in spite of various differentiations of verbal communication expressions, traditions and customs pursue one faith of Islam.

### **2. Language:**

Variety of languages is spoken by the individuals of Pakistan. People of Punjab speak Punjabi language, People of KP speak Pashto language, people belonging to the Sindh province speak Sindhi language and people of Baluchistan speak Balochi language. But Urdu is national language and

is spoken in various parts of Pakistan. It is used as a medium of conversation among all the provinces of Pakistan.

### **3. Literature and Poetry:**

Pakistani culture is affluent in the literature and poetry, which is in both national and all provincial languages. Famous poets and writers are Maulana Azad, Allama Iqbal, Shibli Nomani, Maulana Hali, Mirza Ghalib, Agha Hashers, Sadat Ali Manto, Faiz Ahmed Faiz, Waris Shah, Sultan Bahu, Ghulam Farid, Bhullay Shah and Shah Hussein of Urdu as well as regional languages. All the poets and writers provide the message of love and brotherhood.

### **4. Clothing:**

There is a variety of conventional clothing styles which have fascinated numerous neighboring and provincial persuades over the centuries and unique garments are convenient for the weather. Dressing might have numerous models and designs

according to the financial power, likeness, and nature of people. Clothing is a significant demonstration of culture. The provincial clothes of Pakistan undertake alteration in the glow of local customs, financial circumstances, means of livelihood and prosperity in the province. Although in the entire provinces of Pakistan persons usually dress in Shalwar Qameez. Dresses on the festivals and marriage ceremonies are designed in traditional as well as in modern ways which represent the culture of Pakistan society.

### **5. Arts and Architecture:**

The iconoclasm of Islam has given a distinctive structure and outline in the exploit of graceful designs founded on arithmetical facts and flowery forms rented from the natural world. The elegant buildings such as Shah Jahan Mosque, Shalimar Garden, Badshahi Mosque, Shahi Qila, Khyber Pass and many other are live proof of the outstanding Mughal

architecture. Art galleries and museums in numerous cities of Pakistan represent the culture of Pakistan society and gain the great attention of visitors that come from all over the world.

#### **6. Handicrafts:**

Stitching, Leatherworks, glassy stoneware, woodwork, carpet making, metal crafts, ivory are the indispensable parts of our culture. Pakistani craftsmen are considered as the most excellent in their craftsmanship. They are recognized for the elevated quality works which are very popular in foreign countries.

#### **7. Recreational Activities-Sports:**

The recreational activities are general all over the country. The sports such as wrestling, hockey, cricket, athletics, boxing, football, squash, badminton, lawn tennis, and table tennis Kabaddi and so on are admired in each part of our country. In the

big cities of Pakistan, sports stadiums have been established in which regional, national and international competitions of games are held and people from different areas of Pakistan come to enjoy and to support the team of their region. Parks, historical places, and museums are great sources that provide recreations to people. These sports and games replicate our cultural identity and eminent players make the Pakistan prominent in the field of sports and games.

#### **8. Festivals:**

Festivals play a significant role in the formation of culture. *Eid-ul-Fitr* and *Eid-ul-Azha* are our two main religious festivals. Besides it, horse and cattle show, polo festival, Basant, Lok Mela are celebrated with great happiness throughout the country. People got a great opportunity on these occasions to get together and they set great examples of brotherhood and cooperation on these festivals.

## ***Corruption and its Impact on the Society***

**Salma Kousar**

**MS Education**

Corruption is spiritual or moral impurity or deviation from an ideal. The word “Corruption” has its origin in a Latin verb “corrupts” meaning “to break”. Literally, it means “a broken object”. In simple words, corruption means “the misuse of entrusted power for private benefit.” Conceptually, corruption is a form of behavior which departs from ethics, morality, tradition, law and civic virtue. In economy, corruption is payment for services or material which the recipient is not due, under the law.

The threat of corruption has links to a multitude of vices. Its roots are linked to injustice, mistrust, suspicion, extremism and terrorist activities. It creates a sense of insecurity, exacerbates poverty and adds to the misfortune of the vulnerable segments of the society. It also instills a sense of

hopelessness and despondency and threatens the strength of good values which have been established over centuries of civilized struggle.

The term corruption has various definitions. The United Nations Manual on Anti-Corruption, the Transparency International, and the multilateral financial institutions like the World Bank and Asian Development Bank define corruption as, “abuse of public office for private gains” The National Anti-Corruption Strategy (NACS) has defined corruption as “a behavior on the part of officeholders in the public or private sector whereby they improperly and unlawfully enrich themselves and/or those close to them, or induce others to do so, by misusing the position in which they are placed.”

National Accountability Ordinance (1999) has defined corruption and corrupt practices in a comprehensive manner. It has enlisted about twelve different shades of corruption. Illegal gratifications, bribery, extortion, abuse of office, fraud, cheating and criminal breach of trust. The ultimate victim of corruption and poverty is the human dignity itself. Hence corruption causes a breach in the social order and emerges as a potential threat to the prosperity, peace, and stability of human civilization across the globe. Corruption in government spending leads to a serious reduction in the impact of development program and results in a perpetual increase in the cost of maintenance of public assets.

On independence, Pakistan inherited weak political institutions. Performance of these institutions in the country over the years further damaged the culture of transparency and accountability. Admittedly, efforts at establishing a strong political dispensation

have been facing frustrations head on but these institutions have also failed to capitalize on the available opportunities. Their internal democratic traditions are still weak and non-transparent. Due to lack of respect for participative values, the mainstream political parties are generally dominated by a single person.

Need and greed are cited as the reasons for corruption and corrupt practices. Need as a reason is applied to low paid employees especially those entrusted with service delivery powers and public contact. Corruption occurs out of compulsion, as those indulging in corruption are in need of the basic necessities and lack access to social entitlement. However, need very easily merges with greed once the need is taken as a justification by those indulging in corruption and corrupt practices. It is because of this fact that corruption is linked to poverty which is termed as a corruption of need. The absence of an ethical base in



societal attitudes is also cited as one of the root causes of corruption.

According to the findings of National Anti-Corruption Strategy and the National Corruption Perception Survey (2006) carried out by Transparency International, **major causes** of corruption in Pakistan are as follows:

- a) Lack of effective Internal accountability mechanism
- b) Discretionary powers and their flagrant abuse by the public office holders
- c) The absence of and weakness of the watch-dog agencies
- d) Elected government's perpetual failure to develop proper ethical and business
- e) Standards for the public and private sector
- f) Political leaders' incompetence and betrayal of public trust with a penchant for
- g) Self-enrichment
- h) Lack of transparency in the government's decision-making process
- i) Lengthy and cumbersome procedures in the executive system
- j) Weaknesses in the judicial system
- k) An illiterate, apathetic or ignorant populace with inadequate discernment of Political choices
- l) Power of influential people.

“Education is the kindling  
of a flame, not the filling  
of a vessel.”

– **Socrates**

## ***Individual Differences and Learning***

**Summera Batool**

**MS Education**

The differences among individuals that distinguish or separate them from one another and make one as a unique individual in oneself are termed as individual differences. These enduring characteristics are collections of behaviors feelings and thoughts that systematically characterize how individuals and group of individuals appear to be similar or different.

These psychological phenomena also have consequences for how individuals react and therefore regulate themselves across a range of life domains, and the relationship between these person and situation variables is complex and reciprocal.

We, in spite of belonging to a common species known as human beings, have our own individuality which contributes towards the variation and differences found in us. It

is these differences that are entitled to “individual differences” in the languages of sociology and psychology.

### **Types of Individual Differences**

#### **Physical Differences**

Individuals differ in height, weight, the color of skin, the color of eyes and hair, size of hands and heads, arms, feet, mouth and nose, structure and functioning of internal organs, facial expression, mannerisms of speech and walk, and other such native or acquired physical characteristics.

#### **Mental Differences**

People differ in intellectual abilities and capacities like reasoning and thinking, the power of imagination, creative expression, concentration etc. On the basis of these

differences, they are usually classified as an idiot, normal, very superior and genius.

### **The difference in Motor Ability**

There exist wide differences in motor abilities such as reacting time, the speed of action, steadiness, the rate of the muscular moment and resistance to fatigue etc.

### **Difference in Achievement**

Differences exist in achievement and in knowledge even among individuals who have almost the same amount of intelligence and have been subjected to an equal amount of schooling and experience.

### **Emotional Differences**

In some individuals, positive emotions like love, affection and amusement and the likes are prominent whereas, in some negative emotions are more powerful. Individuals also differ in the manner they express their emotions.

### **Differences in interests and aptitudes**

Variations occur among the individuals in relation to the specific tastes and interests.

In a similar way, people are found to have different aptitudes. Some have mechanical aptitude, while the others have scholastic, musical or artistic aptitudes.

### **Learning Differences**

Some learn more easily and are able to make use of their learning more comfortably than others. For some, one method of learning or memorization is more suitable, while for others, a different method suits.

### **Intelligence**

Recent psychologists viewed intelligence as multiple abilities. It is necessary for a teacher to have a thorough understanding of intellectual abilities of students. A teacher should be aware of the concept of IQ.

### **Role of Teacher**

Learning is most effective when differences in learner's language, cultural, and social behavior are taken into account. A teacher

should be sensitive to individual differences.

A teacher's challenge is to acknowledge and celebrate the differences between children and work to maximize the growth in each child. Every teacher should try to have the desired knowledge of the abilities, capacities, interests, attitudes, aptitudes and other personality traits of his pupils.

## **Psychology of Learners**

The following psychological principles pertain to the learner and the learning process.

### **Motivational and emotional influences on learning**

What and how much is learned is influenced by the motivation. Motivation to learn, in turn, is influenced by the individual's emotional states, beliefs, interests and goals, and habits of thinking. The learner's creativity, higher order thinking, and natural curiosity all contribute to motivation to learn.

### **Sound mental health**

Learning requires concentration. It also needs a mental balance of the child. There should not be any tension, conflict or anxiety while learning. It has been studied that a child with a sound mental health learns more in comparison to a child who lacks it. Mental conflicts hamper learning.

### **Developmental influences on learning**

As individuals develop, there are different opportunities and constraints for learning. Learning is most effective when differential development within and across physical, intellectual, emotional, and social domains is taken into account.

### **Reward and Punishment**

Reward provides an incentive to learn and punishment sometimes influences the child to work and to learn. Punishment should use only when it becomes essential. However, the fear of punishment should always be in the minds of children.

## **Interest**

Learning takes its best place when the teacher is successful in arousing the interest among his students. Students try to explore their interest in a new thing. The instinct of curiosity comes up which encourages them to learn more and more.

## **Attitude**

Few learners have a positive attitude towards a specific topic, subject, and profession than others. While teaching, a teacher must understand and test the attitude of the child to find out the degree of inclination s/he has for learning the subject or topic.

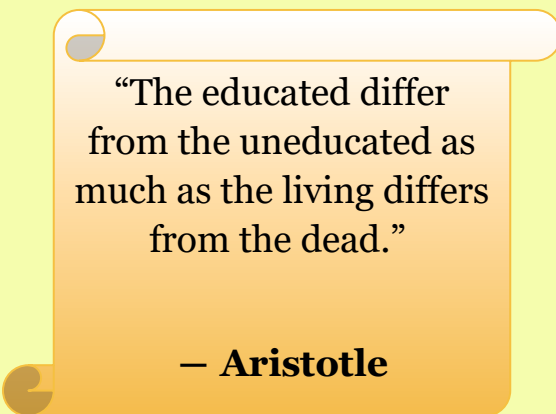
## **Aptitude**

The child learns specifically more where he has the aptitude. Aptitude is acquired or natural ability for learning and proficiency in a specific area or discipline. Aptitude is expressed in interest and is reflected

in current performance which is expected to improve over time with training.

## **Conclusion**

Differences in rates of learning are based on differences in intelligence, background, experience, interest, desire to learn, and countless psychological, emotional, and physical factors. A teacher must recognize that students are different. The teacher must recognize that this fact dictates how much s/he can teach, at what rate, and when.



“The educated differ from the uneducated as much as the living differs from the dead.”

– Aristotle

## *Role of school and Teacher in Developing Social Control*

**Summera Batool**  
**MS Education**

Social control is a concept that refers to the ways in which people's thoughts, feelings, appearance, and behavior are regulated in social systems. Social control is mainly done through socialization in which people come to identify with a social system and its values and norms, thereby acquiring a stake in maintaining those values and norms.

All societies practice social control, the regulation, and enforcement of norms. Social control can be defined broadly as an organized action intended to change people's behavior. The underlying goal of social control is to maintain **social order**, an arrangement of practices and behaviors on which society's members base their daily lives.

Social control is necessary for an orderly social life. The society has to regulate and pattern individual behavior to maintain normative social order. Without social control, the organization of the society is about to get disturbed. If the individual is effectively socialized, he confirms to the accepted ways from the force of habit as well as from his desire of being accepted and approved by other persons.

If he is inadequately socialized, he has a tendency to deviate from the accepted ways, but he is forced towards conformity by the pressures of social control. According to Kimball Young, it is necessary "to bring about conformity, solidarity, and continuity of a particular group or society". It is possible only through social control. Society has to make use of its mechanism to



accomplish the necessary order and discipline.

### **Role of school and Teacher in developing social control**

The school context social control theory is a dominant theory in literature to explain the development of both prosocial and anti-social behavior. Hirschi's (1969) theory postulates that as individuals establish a connection with environmental institutions and schools they are less prone to wrongdoings and more likely to internalize norms of appropriate conduct. Positive school bonding has been associated with lowered risk of student's misconduct.

The school should reinforce the strongly positive behavior. The school heads should come up with a program of rewarding well-behaving students every year. Teachers should identify students who have never been involved in any case of indiscipline throughout the year and reward them.

Additionally, students who have recorded significant improvement in their behaviors should be rewarded. This will motivate the student to improve their behaviors. In the end, deviance behaviors will be eliminated.

Teachers' relationships with students are fundamental for the moral and social development. Children and teens learn moral values from adults they respect. And when they feel cared about and respected, students are more likely to develop key emotional and social capacities

### **Conclusion**

The educational institutions – schools are powerful agencies of social control and these institutions are committed to the molding of citizens. Education teaches to conform to the norms of the society. Education provides conscious teaching programmes that assist society in socializing children so that they will absorb its values, beliefs, and norms.

## ***Education System of Pakistan: Problems and Their Solutions***

**Zia Ullah Khan Khalil**

**MS Education**

It is mandated in the Constitution of Pakistan to provide free and compulsory education to all children between the ages of 5-16 years and enhance adult literacy. With the 18<sup>th</sup> constitutional amendment the concurrent list which comprised of 47 subjects was abolished and these subjects, including education, were transferred to federating units as a move towards provincial autonomy.

Education is the essential ingredient for the development of a nation. It is a global fact that nations who have reached the heights of the development and prosperity have done it by using education and information as a tool to do it. Education is simply an investment to achieve both human and economic development. But unfortunately, it is one of the biggest problems in Pakistan. The

education system of Pakistan is rotten to the core.

Education-related statistics coupled with Pakistan's progress regarding education targets set in Vision 2030 and Pakistan's lagging behind in achieving EFA (Education For All) targets and its Millennium Development Goals (MDGs) for education call for an analysis of the education system of Pakistan and to look into the issues and problems it is facing so that workable solutions could be recommended.

### **Analysis of Education System in Pakistan**

Pakistan has expressed its commitment to promoting education and literacy in the country by education policies at domestic level and getting involved in international commitments on education. In this regard, national education policies are the visions

which suggest strategies to increase literacy rate, capacity building, and enhance facilities in the schools and educational institutes.

A review of the education system of Pakistan suggests that there has been little change in Pakistan's schools since 2010 when the 18<sup>th</sup> Amendment enshrined education as a fundamental human right in the constitution. Problems of access, quality, infrastructure, and inequality of opportunity, remain endemic.

**Problems:** At present, the education sector is facing crisis just like other major sectors of the country. Following are the major problems in the education system of Pakistan:

**Lack of Proper Planning:** Proper planning plays a vital role in every field of life. Lack of proper planning is one of the most & major problems of the education system of Pakistan. Pakistan is a signatory to MDGs

and EFA goals. However, it seems that it will not be able to achieve these international commitments because of financial management issues and constraints.

**Social constraints:** It is important to realize that the problems which hinder the provision of education are not just due to issues of management by the government but some of them are deeply rooted in the social and cultural orientation of the people. Overcoming the latter is difficult and would require a change in the attitude of the people until then universal primary education is difficult to achieve.

**War on Terror:** Pakistan's engagement in the war against terrorism also affected the promotion of literacy campaign. The militants targeted schools and students; several educational institutions were blown up, teachers and students were killed in Baluchistan, Khyber Pakhtunkhwa (KP) and FATA. This may have to contribute not as

much as other factors, but this remains an important factor.

**Cost of Education:** The economic cost is higher in private schools, but these are located in richer settlements only. The paradox is that private schools are better but not everywhere and government schools ensure equitable access but do not provide quality education.

**Funds for Education:** Pakistan spends 2.4% GDP on education. The allocation of funds for education sector by the Government of Pakistan are very low; only 2.4% of the total GDP. At the national level, 89% education expenditure comprises of current expenses such as teachers' salaries, while only 11% comprises of development expenditure which is not sufficient to raise the quality of education. The government should increase this rate to improve the quality of educational system.

**Gender discrimination:** Gender discrimination is very common in Pakistan. People are very conservative and they don't want their girls to go to school and get an education. Due to this, the ratio of boys and girls in primary schools is very low.

We can say that the Major factors that hinder enrolment rates of girls include gender discrimination, poverty, cultural constraints, illiteracy of parents and parental concerns about safety and mobility of their daughters. Society's emphasis on girl's modesty, protection, and early marriages may limit family's willingness to send them to school.

**The medium of Instruction:** The educational system of the country is based on different mediums which divide the students into two segments. Mostly private schools are English medium while the Government schools are Urdu medium. Regional differences are also a major cause of a poor educational system in Pakistan.

**Lack of Quality Professional Training:**

The quality of education in most of the public schools and colleges is well below par; the teachers in government schools are not well trained. People who do not get a job in any other sector, they try their luck in the educational system. They are not professionally trained teachers so they are unable to train a nation. Quality of teaching needs special attention in rural areas where the teachers lack in all departments.

**Technical Education:** Sufficient attention has not been paid to the technical and vocational education in Pakistan. The number of technical and vocational training institutes is not sufficient and many are deprived of infrastructure, teachers, and tools for training. The population of a state is one of the main elements of its national power. It can become an asset once it is skilled. Unskilled population means more jobless people in the country, which affects the national development negatively.

Therefore, technical education needs priority handling by the government.

**Poverty:** Poverty is another factor that prohibits the parents to send their children to private school where the quality of education is high. Poor people get their children admitted to Government schools. The teachers in Government schools are not professionally trained. They even don't take lectures and waste the precious time of the students.

Poverty, law and order situation, natural disasters, budgetary constraints, lack of access, poor quality, equity, and governance have also contributed in fewer enrolments.

**Teachers Not Cheaters:** You can see that there is no difference between the spelling of teachers and cheaters. In our society, there are more cheaters than teachers. Everyone wants to deceive others. He who has knowledge doesn't give its knowledge to others. Irrespective of the fact that if you provide knowledge to others it increases.

We have great teachers with big degrees from national and foreign universities but they don't want to convey their knowledge or experience to others. If you go to examination hall you will be astonished to see that there will be many teachers who will be there only to pass illegal material to the students(from outside the hall). Also in some institutions, the owners of the institution encourage the teachers who help their students getting good marks. In some institution, owners hire these types of teachers who are considered experts in this kind of activities.

The students run after tuitions/tutors immediately after school time. Because they feel and sometimes their parents are not satisfied with the teaching at the school. That shows lack of transmission of knowledge at school. Tutors, we have three types of tutors;

**(i) Professional tutors:** They are in fact tutors they work hard and transfer their

knowledge to their students. Some time they belong to a college and sometimes they are full-time tutors.

**(ii) Formula tutors:** They are tutors who have some formulas to pass the exam with relatively good marks. Their demand is very high because most of our students want to clear the exam whatever the marks/division they have.

**(iii) School tutors:** They are in fact the teachers of that school in which the student is studying. The student goes to these types of tutors just to get some help in the exam. These type of tutors prepare the student according to the paper.

Many of our teachers are not honest about their work because they think they are underpaid as they have less pay they do less work. I think this is their fault if they are not satisfied with their pay they can leave and find another job. If they accept this situation then it is their obligation to work properly.



**Leaders Not Dealers:** Now I want to start with almost the same lines as I used in the previous start. You can see that there is no difference between the spelling of leaders and dealers. In our society, there are more dealers than leaders.

The fact is that it happens in all areas of life and we know that but we cannot do anything. From education to highest level politics, we have lack of leaders and abundance of dealers. These dealers are not afraid or ashamed of dealing in and selling anything. They just want their profit no matter how and from where it comes. Even they don't care how much it costs others. I want to talk about the leadership in the education sector. We have no leadership whatsoever in the education sector. You can see the situation of budget allocation for education. Every year the sizes of education budget decrease despite increasing population. We have only one person who increased the budget for education

dramatically. General Pervaiz Musharraf was the only leader who increased the budget for education (I am not a political person and also not a fan of Musharraf). I think that he is the only person who facilitated the education sector; in his reign almost hundred universities got charter. On the other side, we have dealers who try to amass wealth by entering the education sector. They have opened schools, colleges and also universities. This is not the end they have their printing press also and they are printing the books for their own institutions to get as much as possible from this sector and also as quickly as possible. Our dealer type leaders are compelling students to use guides to get good marks also some teachers suggest that this is a good guide and that is not the good one. I am also a teacher but I have never asked any of my students to use a guide rather I discourage them. Some teachers encourage

cramming to get a good result and ignore the future of the students.

Many of our leaders don't care about the situation of the education system rather they try to destroy it as their wards are studying abroad. They, in reality, think that the people have no right to get any kind of education (in fact they think that people have no right what so ever.)

We have also leaders who are dealers of fake degrees (I don't know why people elect and then reelect them through their vote).

***The analysis of problems suggests that:***

The official data shows the allocation of funds for educational projects but there is no mechanism which ensures the proper expenditure of those funds on education.

The existing infrastructure is not being properly utilized in several parts of the country.

There are various challenges that include expertise, institutional and capacity issues, forging national cohesion, uniform standards for textbook development, and quality assurance.

The faculty hiring process is historically known to be politicized. It is because of this that the quality of teaching suffers and even more so when low investments are made in teachers' training. As a result, teachers are not regular and their time at school is not as productive as it would be with a well-trained teacher.

Inside schools, there are challenges which include a shortage of teachers, teacher absenteeism, missing basic facilities and lack of friendly environment.

Out of school challenges include shortage of schools, distance – especially for females, insecurity, poverty, cultural norms, parents are reluctant or parents lack awareness.

**Solutions**

There is a need for implementation of national education policy and vision 2030 education goals. An analysis of education policy suggests that at the policy level there are several admirable ideas, but practically there are some shortcomings also.

It may not be possible for the government at the moment to implement uniform education system in the country, but a uniform curriculum can be introduced in educational institutes of the country. This will provide equal opportunity to the students of rural areas to compete with students of urban areas in the job market.

The medium of instruction should same in government schools, colleges etc. in the education sector.

Since the majority of Pakistani population resides in rural areas and the access to education is a major problem for them, it seems feasible that a balanced approach to formal and informal education be adopted.

The government, as well as a non-government sector, should work together to promote education in rural areas.

The government should take measures to get school buildings vacated which are occupied by feudal lords of Sindh, Balochistan, and Punjab. Efforts should be made to ensure that proper education is provided in those schools.

The federal government is paying attention to the vocational and technical training, but it is important to make the already existing vocational and technical training centers more efficient so that skilled youth could be produced.

Since education is a provincial subject, the provincial education secretariats need to be strengthened. Special policy planning units should be established in provinces' education departments for implementation of educational policies and formulation of new policies whenever needed. The

provincial education departments need to work out financial resources required for realizing the compliance of Article 25-A.

It's also the duty of the government especially the ministry of education to provide Proper Quality Professional Training for pre-service teachers & in-service teachers as well as to promote the quality education in a country.

Federal Government should play a supportive role vis-à-vis the provinces for the early compliance of the constitutional obligation laid down in Article 25-A. Special grants can be provided to the provinces where the literacy rate is low.

Pakistan is not the only country which is facing challenges regarding promotion of literacy and meeting EFA and MDGs commitments. Education remains a subject which is paid least attention in the whole South Asian region. UNDP report 2014 suggests that there has been an improvement

in other elements of human development such as life expectancy, per capita income and human development index value (in past 3 years); but there has been no progress in the number of schooling years. The expected average for years of schooling in 2010 was 10.6 years but the actual average of schooling remained 4.7 for all South Asian countries. In the year 2013, the expected average of the number of years increased to 11.2 but the actual average of years of schooling of South Asian countries remained 4.7. Regional cooperation mechanism can also be developed to promote literacy in the South Asian region. Sharing success stories, making country-specific modifications and their implementation can generate positive results. It is necessary for the government to take strong and remarkable steps to decrease the poverty level in a country.

## **Recommendations**

Technical education should be made a part of secondary education. Classes for carpentry, electrical, and other technical education must be included in the curriculum.

Providing economic incentives to the students may encourage the parents to send their children to school and may help in reducing the dropout ratio.

The local government system is helpful in promoting education and literacy in the country. In a local government system, the funds for education would be spent on a need basis by the locality.

Corruption in education departments is one of the factors for the poor literacy in the country. An effective monitoring system is needed in education departments.

For any system to work it is imperative that relevant structures are developed. Legislation and structure should be framed to plan for the promotion of education in the

country. After the 18<sup>th</sup> amendment the education has become a provincial subject, therefore, the provinces should form legislation and design educational policies which ensure quality education.

Unemployment of educated men and women is a major concern for Pakistan. There should be career counseling of the pupils in schools so that they have an understanding of job market and they can develop their skills accordingly.

Counseling of parents is required so that they can choose a career for their child which is market-friendly.

There are two approaches to acquiring education: First, which is being followed by many in Pakistan is to get an education to earn bread and butter. The second approach is to get an education for the sake of personal development and learning. This approach is followed by affluent and economically stable people who send their

children to private schools and abroad for education. The problem arises when non-affluent families send their children to private schools, and universities. This aspiration for sending children for higher education is wrong because the country does not need managers and officers only. There are several other jobs where people are needed. Hence the mindset of sending one's children to university only for becoming officers and managers needs to be changed.

The medium of instruction should same in government schools, colleges etc. in the education sector.

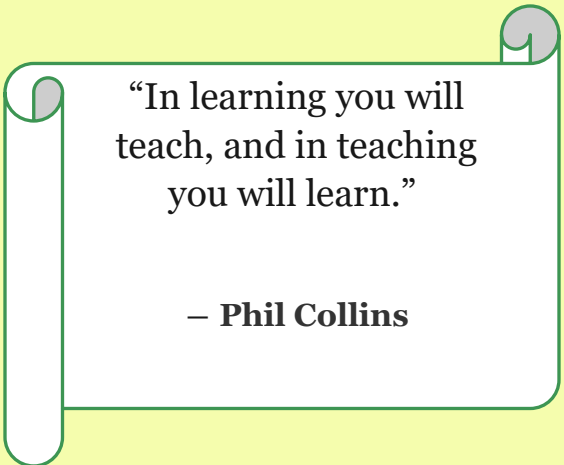
It is necessary for the government to take strong and remarkable steps to decrease the poverty level in a country.

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service teachers as well as to promote the quality education in a country.

### **Conclusion:**

The reforms required in the education system of Pakistan cannot be done by the government alone, public-private participation and a mix of formal as well as non-formal education can pull out the majority of country's population from illiteracy. Similarly, to make the youth of the country an asset, attention should also be paid to vocational and technical training.



“In learning you will teach, and in teaching you will learn.”

– **Phil Collins**



## ***Factors Influencing Girls' Education***

**Fatima Maqsood**

**Ph.D. Scholar**

### **Physical facilities**

The considerable spatial disparity related to the provision of institutions even at a primary level that shows difficulty in access to physical facilities more for women than the males. The disparity is observed related to the facilities for secondary education especially for girls in urban areas. Furthermore, the insufficiency in transportation facilities for women is observed which extremely correlated with the women education.

### **Socio-cultural factors**

A major hindrance to getting educational facilities for women, even when these are

available, is the fundamental cultural bias in the favor of boys. There are many other socio-cultural factors which highly influence the participation of females in getting formal education such as family systems that compel their young girls for early marriages, heavier household and subsistence duties of girls and most importantly low respect and regard for female's needs, requirements and whole life. Above mentioned all factors profoundly affect the women education.

### **Well-being and health-related factors**

The effects of malnutrition and poverty are observed on the school going children particularly more in girls as compared to

boys. Especially in most of Asian countries parents seem more concerned about the health of boys and their food habits as compared to girls whereas females have to do heavier domestic duties and more likely remain undernourished. And even if girls are provided educational facilities, this inequality badly affects their performance during school tasks. Family planning and family size are also considered as a critical factor that affects the girls' health and their participation in education. It is obvious that health factors directly or indirectly affect the females for getting an education, so these must be kept under consideration while planning for women's education.

### **Financial factors**

The biases of parents, as seemed as a socio-cultural factor, related to female education is more obvious especially in rural areas when we discuss the economic factors. Most of the parents consider it wastage of resources and money when it is spent on girl's education

especially in terms of the provision of uniform, fee, books and other educational necessities. They also consider that due to the education of girls they lose their help for household tasks. Mostly the contribution of females is voluntary and they do not have a practice of money handling which further decreases the status and power of parents and leads their vulnerability. They think that expenditure on girl's education is just wastage because their education could be beneficial for the family where the girl marries rather than their parent's home. For some people investment in girl's education could be fruitful for marrying them well and to attract good match for the girl. Whereas for some people girls can get a vocational education only, that is considered as weak and underrated everywhere but suitable for women.

### **Religious factors**

Generally, religions do not directly act as a factor that gets in the way of females

education and often overcome by the fundamental socio-cultural biases for the males. Sometimes it seems that religious practitioner and followers are male and make a powerful image in the favor of this gender. In Islamic and Christianity religions, this factor has a positive effect on female education but in Hinduism, the religious significance of sons seems against the daughter's education because here girls are considered as a lower creature as compared to man.

### **Legal rights**

Although many countries have legislated for the equal rights for both genders "male and female" but still many efforts are mandatory to further promote compliance and strengthen the justice to ensure that this is actually happening in the societies. Especially in developing countries, it is often observed that the rights of women are still constrained as most of the women are kept deprived of their inheritance of the

property; some are engaged in early marriages without asking their consent.

### **Political/ Administrative factors**

Many policies are formed related to developments such as universal primary education, provision of equal opportunities for enjoying all educational resources and facilities, and omission of materials and texts illustrating the biases against female gender etc. but most of such policies could not get the status of implementation status due to various reasons. The political and administrative staff has to carry these through but they seem helpless due to rigorous economic restrains. Specifically, in under-developing countries, poor administrative staff and allocation of unsatisfactory resources by the government are insufficient and ineffective. In places where such political and administrative dichotomy exists even elite women are deprived of their basic rights and their

possible participation in the national progress may be lost.

### **Educational factors**

This factor sometimes becomes a hindrance itself for the participation of females in getting education such as lack of proper educational facilities, resources, and female trained teachers etc. Most of the parents especially in rural areas are reluctant to send their girls to educational institutions particularly if schools are far away or there is a co-educational system in the schools. Due to lacking female teaching staff and poor accommodation facilities, parents feel reluctant to send their daughters for education. This situation becomes severe when secondary education starts as for secondary education parents insist for separate female schools, a proper place with high-security measures, less fee and more scholarships. Females must be offered vocational education to be equipped with skills.

“Formal education will  
living; self-education w  
fortune.”

– Jim Roh

## ***Importance of Community Services***

**Sehrish Javed**

**MS Education**

Involving students in community services should be adopted as compulsory part of high school programmes. Most of the colleges are already providing opportunities to gain work experience, however, these are not compulsory. In my opinion, sending students to work in community services is an excellent suggestion as it can provide them a variety of valuable skills.

Life skills are significant by doing community work students can learn how to communicate with others and work in a team but also how to manage their time and improve their organizational skills. Nowadays, unfortunately, teenagers do not have many after-school activities. After-school clubs/outdoor games are no longer that popular and students mostly go home and sit in front of T.V, use social media or play games, etc.

By giving them compulsory work activities with charitable or community organizations, they will be encouraged to do something more creative. Skills gained through compulsory work will not only be an asset on their C.V but also increase their employability. Students will also gain more respect towards work and money as they will realize that it is not that easy to earn money and will hopefully learn to spend them in a more practical way.

Healthy life balance and exercise are strongly promoted by the NHS and therefore any kind of spare time charity work will prevent from sitting and doing nothing. It could also possibly reduce the crime level in the high school age group. If students have activities to do, they will not be bored and come up with silly ideas which can be dangerous from them or their surroundings.

In a nutshell, I would like to conclude that students' involvement in community services will be helpful for the development of students and will surely prepare them for future.

“To educate a person in the mind but not in morals is to educate a menace to society.”

– **Theodore Roosevelt**

## ***Tips for Memorization***

**Mah-e-Seemi**

**MS Education**

Rote memorization is the thing which we usually talk about in a negative sense. But the fact is, you have to memorize lots and lots of stuff in your life. You have to memorize Qur'an and Namaz, you have to remember different dates and important events in your life. The 'memorization' part in the education of one's life, plays the most basic role. Even for reaching to the creativity level (the highest level in Bloom's Taxonomy of Cognitive Development), one has to have a good memory. For the good use of memory and increasing the span of what you have memorized before exams, I am sharing some personally experienced easy and effective tips:

- Read the content to be memorized in a clear voice loud enough to at least reach your own ears. **DO NOT READ SILENTLY.**

- Do sleep before midnight. **DO NOT READ AT NIGHT** for this causes the memorized content to be rest in your short-term memory and you may probably forgot the content during the exam.
- Memorize things during Tahajjud prayer time or after Fajr prayer.
- Whatever you have memorized before sleeping, revise it as early as possible after waking up. If you don't have time for revising the whole content, at least skim through it!
- **EAT CHOCOLATES** (or any other sweets if you don't have chocolate) whenever you feel dizzy or sleepy. Chilled water works also in summer.
- Repeat at least **THREE TIMES** what you have memorized.

*Unskilled Stuff*  
**Muhammad Pervaiz Jagwal**  
**MS Education**

Pakistan is struggling to rise after 70 years of its independence. Political instability didn't allow the nation to reach its goal in any walk of life. The countries who got independence soon after Pakistan's independence progressed gradually and smoothly and got a respectable status in the community of nations, but Pakistan has still been struggling to cope its basic issues and problems. Unfortunately, the key sectors which could play a significant and vital role in the development of nation totally ignored by the policy makers and implementers.

One of the most important but highly ignored sector is the education, which was not given any notable required importance by policy makers, governments and implementers. The funding for the education

was also ignored which is a serious concern, when we analyze the budgetary history, we see that the budget for education was not allocated more than 2% of GDP throughout these 70 years, quite much lower than recommended and desired.

There are also many subproblems found in the sector of education but the most important one of them is the useless education and the production of unskilled literate people by an educational system of Pakistan in bulk amount. If we compare the education system of Pakistan with the developed and many other developing countries, we see that our education which we are providing our youth is not according to our need of nation and country, Besides this;



1. We are producing those educated people most of them are could not apply their knowledge in Pakistan anywhere or in any sector.
2. We produce the unskilled youth which after graduating wanders much of their life for employment because they don't have any relevant education, knowledge or expertise which could help them to get a job.
3. This aspect to produce only those people who are the requirement of our nation, country and society have been ignored throughout our history after independence.
4. The curriculum we use is not able to produce skilled people.
5. There is no focus seems to produce skilled people from common educational institutions.

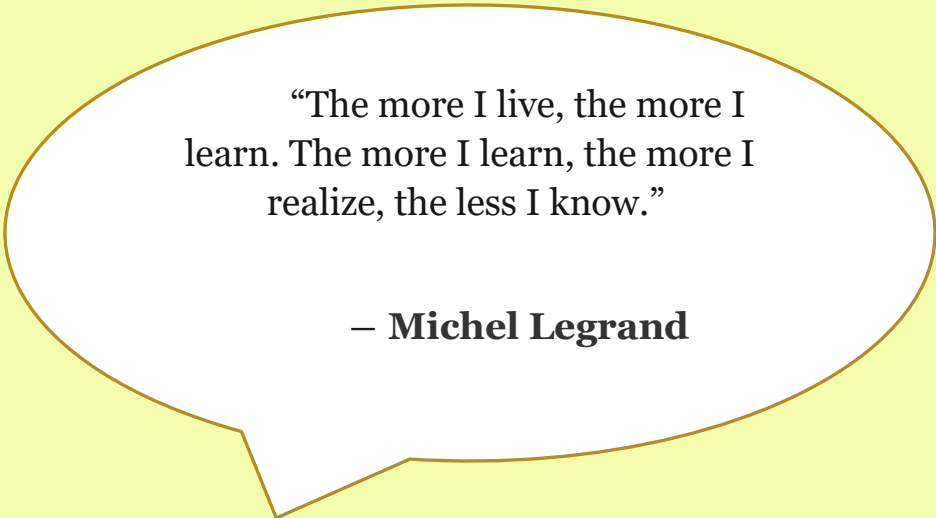
We can observe in our society that a common person which got an education from any common

educational institutions could only read and write otherwise a common person which could not read and write and is illiterate is spending better life than an educated but unskilled person. Most of the young people spend their early 20-25 years of age to get an education and after that, they spend many years for a searching job. Most of them adopt common work of labor when they are disappointed in getting any reasonable job.

I know a person who has been working as security guard in Islamabad after completing his M.Phil degree in Anthropology, from a well reputed University. This is not due to that he has no knowledge, but he has no any type of skill and he didn't find the place for utilization of the knowledge which he got.

So it is time for the policy makers, Governments, and politicians to pay attention toward this issue. There is a need to revise our whole education system to put that on right track. We have to produce and adopt the curriculum which could produce skilled youth.

Instead of producing literate labor we should produce skilled professionals, who could play their role in the development of the nation and to prevent the youth from the depression of unemployment.



“The more I live, the more I learn. The more I learn, the more I realize, the less I know.”

– **Michel Legrand**

## **Poem**

### ***I like to walk alone in dark nights***

**Naila Awan**  
**BS Education**

*I often walk alone in dark nights*

*Eyes full of tears, but can't sight*

*Senses low, breathing fast when every asleep*

*Head is down and without tears, my soul weep*

*I often walk alone in dark nights*

*I often walk alone in dark nights*

*Its late night when my hearts beep*

*Feel smoke rising from my memories heap*

*Yes it's late, but loneliness play a sweet tone*

*Yes I like to walk alone*

*I often like to walk alone*

## ***Random Riddles!***

**Namra Aftab**

**BS Education**

*Things sprout, things fall*

*Die all, remains soul*

*What is soul, do we know?*

*Beating heart or blood's flow*

*We on earth on a try*

*But for what, are stars on sky?*

*Are they hell or paradise?*

*Or brightened souls of those who  
died?*

*Where is God do we know?*

*Among us or above all*

*What is what, we know not*

*What all we know and we not know  
all?*

*Riddle remains*

*We die with name*

*But still not know*

*From where we came*

*On earth we fight*

*We fight for fame*

*We die, we are buried*

*But all remain the same*

*Long ago in history*

*Kings felt pride*

*They and pride died*

*Where the kingdoms gone*

*Where they came from*

*Have we ever thought?*

*From where the history begun*

*Of moon, earth and sun*

*How they move on*

*Where they came from*

*We not know that*

*What we all know*

*We not know all*

*I suppose heaven knows!*

## *Dear Anonymous*

**Namra Aftab**

**BS Education**

Dear me,

I cannot believe, I am writing this back to myself. It's 2042 and surprisingly my organs haven't betrayed me yet which is funny in a way, I always thought I won't make it this longer. Yes, hilarious isn't it? Now you're laughing? Well okay, let's toast to us on that. Oh! Btw, you must be concerned thinking why am I still writing a letter while living in a world where papers are expensive to get, right? Well no I'm not RICH, duh. It's just that writing takes me back in time, where we used to write. We use mouth now instead of pencils. World of imagination we call it. INOV screens one gets at a price of water now. It's so convenient dear self, you speak and it catches frequency shaping sound into letters.

I have moved to Auckland now. I remember how much I wanted to this place. Now, that I'm living in Auckland since 2029.

I realized world now is all concrete and steel. The race we had back in 2016 between developing countries, it's all over. I know how to place it. I mean it is good no more power fights, yay! But to be completely honest with you, it is boring, now that there is nothing left to fight for. The world is same from every corner. Sun rises everywhere like a promise. No matter where I go now it's all the same. You don't get an option to buy a plot, build a house, a hut, a mansion, NOTHING. Everyone lives in apartments now, yea population factor you can call it. Sounds weird enough, YEA? But it is what it is.

Don't get much surprised. At least we still got one thing in common. "GLOBAL

WARMING”, please give your jaws a drop on it. We have now advanced our self a lot, I mean A LOT. We were so busy in making our WORLD that we forgot it was once an EARTH before its mud got concrete. I miss how things were back then. We actually used to wait for a specific season to have its fruit. You tell it to the kids nowadays and they will give you a look of insanity as if you’re a Martian in this dear world. Damn, am I depressing you too much? Yea well the good news is we have somehow sorted the water issue out, which is GENIOUS. We have hydro plants all connected. We are not depending on rivers and streams running. We now make water artificially. We have industries of water called HIP (hydrogen inducing plants) and we have hydrolytic power generators too. Impressed much? If I was there reading it for the first time, I’d be knocked out too.

My (“OUR”) apartment is actually elegant, quite grand and traditional at the same time.

The ceiling of our apartment is hand painted, two- tier chandeliers everywhere. Fireplaces are imported from Cyprus with matching Austrian hand-scraped wood floors. The lounge got Chesterfield sofas while the rest furniture is all dark wood with which I matched Cantera stone walls for the dining room which is quite catchy. We have a private sanctuary having a master bed with ash wood flooring and Venetian plastered walls perfect for afternoon naps. The whole house got dark wood French doors. We also got conservatory and it’s big enough for a summer party so give a slow whistle maybe. So, in short, our apartment is all shades of dark with wood, steel, and glass. Sasha our ever loving dog is dead which is sad, yes but now I have two Pomeranian and a husky. Albert, Eleanor, and Siegel. They are so adorable, you should be little excited to have them.

It’s time to make you a little jealous. I remember how we used to have pizza and

junk. Now is a world dear me where “JUNK” is an old news. We got cheese zones where we can have all sorts of cheese having flavors. Our favorite is olive cheese patties by the way. Ask me if they taste good, I’ll tell you they are HEAVEN. Plus, we have our own prawn machine which is capable of making anything off it. I just can’t get over prawn sizzlers; they are like prawns crumpled in mayo. I miss OPTP by the way; it doesn’t exist in this world anymore.

Are you not curious to know if I remember the person I was back in 2016? Well, I still got some shredded memories left of that time. Now that I look back it only gives me happy vibes, I can’t deny the fact

that I’ve lived a life I always wanted. If you’re looking up for some advice to help me undo some things I’ve committed already, I won’t give you that. Life is indeed unfair, but now that I’ve crossed the major years of this life I can guarantee that no matter how rough it gets you will never be doomed to suffer. You’ll move on in “no time” and all there will be left of it, will be a memory and I want you to know that no matter what a situation looks like to you; you’ll always have a choice. Sometimes you’ll make a choice and sometimes choices will make you but no matter how impossible it seems, in the end, it will all fall in your favor. Live it up, I hope you’ll enjoy the whole journey as much as I did.

“Self-education is, I firmly believe, the only kind of education there is.”

— **Isaac Asimov**

***Educational Visit to Al-Maktoom  
National Institute for Visual Impairment  
G-7/2 Islamabad***

**Shumaila Bibi, Ruby Khurshid, Faiza Iqbal & Amina Nazir  
B.Ed Secondary Education**

*Our survey to Al-Maktoom National Institute for Visual Impairment was of two days. At the start of the survey we were confused about our work but later on, all things were settled down and we did our work in a safe way. We achieved all our objectives. The survey intended to observe visually impaired special institution.*

Al-Maktoom National Institute for Visual Impairment is the institution of Federal Directorate. It was established in 1982. The institution started its academic session in 1982. But the proper building of this institution established after 1892. This institution was established because of the

daughter of General Zia-Ul-Haq. The total area covered by this institution is 35 canal. The design of the building is a copy of France and its structure is octagonal. This institution is only for visually impaired students. Since its establishment, the co-operation, diligence, and spirit of the school staff have made this school stand shoulder to shoulder with the pioneer institutions of the capital. There were only 5-7 teachers present when the school first started and only 10 students were enrolled in school. When this school was started, there was no sufficient furniture and other facilities it was just like a hollow building.

The school building is divided into two parts, one is primary section and second is higher section. School is two stories



building. The school atmosphere is very pleasant and school environment good.

### **The mission of the Institution**

- To provide a high quality of assessment, training and rehabilitation procedure to meet international standards.
- To modify/transcribe the syllabus in Braille, to prepare Individual Education Program for executing quality, education, training in order to make special children productive citizen.
- To encourage special children to participate in different co-curricular activities to develop confidence and self-esteem.
- To arrange counseling and guidance sessions.
- To run Early Intervention programs.

### **Aims and Objectives of the Institution**

- Provision of educational facilities for 100 visually handicapped children

(Blinds/Partially sighted) at Primary Level.

- After up- Graduation of NSEC for VHC, Islamabad from primary to Secondary level capacity of this center was raised from 100 to 150 with the addition of 50 students at secondary level.
- Diagnostic and Assessment facilities including checking of visual acuity, prescription of low vision aids, general Eye Care and Referral Services.
- Promotion of co-curricular activities viz, games/sports and recreation etc for physical/intellectual development of disabled children.

### **Functions of the Institution**

- Formal education from Nursery to Secondary level.
- Free and safe pick and drop services.
- Training in Braille, Mobility, Daily living skills, Music.
- Pre-vocational training Art and Craft.

- Parents counseling and guidance services.
- Provision of Braille equipment.
- In-service training of teachers within the center i.e. Braille training, Computer training for teachers including sighted/visually handicapped.

### **Purpose of Survey or Visit**

The main purpose of the survey or visit was to notice the learning activities of visually impaired students and how they study with the help of different assistive devices.

### **Teachers' Strength**

- 15-18 teachers are in an institution
- Staff is Multi-professional

### **Students' Strength**

- 270-280 students enrolled in an institution
- 10 students in a single classroom
- Male students are more than female.

### **Types of Disabilities**

*There are two types of visually impaired students in this institution.*

## **1. TOTAL BLIND STUDENTS**

### ***They Learn Through:***

### **BRAILLE SYSTEM**

Braille is a system of reading and writing in your language without the use of sight and enables people with blindness and visual impairments to read and write. Each braille character or "cell" is made up of 6 dot positions, arranged in a rectangle comprising 2 columns of 3 dots each. A dot may be raised at any of the 6 positions or any combination. Counting the space, in which no dots are raised, there are 64 such combinations. Braille is not a language. Rather, it is a code by which many languages such as English, Urdu, and Arabic.

- Helping writers help total blind students in final exams.

- Braille system is very expensive; one braille sheet is 15-2 rupees.
- Braille textbook divides into 2-3 volumes because the papers of braille are thick that cannot bind as a single book.
- Full Quran Pak is in braille system.

Total Blind Teachers teach the total Blind Students in this Institution.

## **2. LOW VISION STUDENTS**

They Learn Through:

### **1. CCTV**

CCTV- closed-circuit television is known as a Video Magnifier, The CCTV magnifiers are generally a combination of a customized camera, mount arm for steady hands-free positioning of the camera, a viewing screen/monitor, lenses with the ability to zoom (sometimes as great as 82x magnification).

### **2. Single-vision spectacle magnifiers**

Children often favor the use of single-vision spectacle magnifiers, because

they do not mind the close working distances needed and have short and flexible limbs. Single-vision spectacle magnifiers can provide a large field of view and relax eye strain.

### **3. Hand-held magnifiers**

Hand-held magnifiers are favored by children with low vision because they are easy to handle. They offer flexibility in magnification: children can change both the distance between the magnifier and the object or text and the distance between the eye and the magnifier.

### **4. Stand magnifiers**

Stand magnifiers offer the most stable image compared to single-vision spectacle magnifiers and hand-held magnifiers; this makes them an excellent choice for beginners, especially those who require high magnification.

### **5. Dome magnifiers**

Dome magnifiers are a type of specially designed stand magnifier that can double the

magnification for those who use relative distance magnification, single-vision spectacle magnifiers, and hand-held magnifiers. They are easy to use, but 1.8x is the only available magnification power.

### **Facilities**

#### ✓ Transportation Facility:

- The institution has 5 buses.
- No bus charges.
- 80% -90% students travel on buses.

#### ✓ Hostel for Male Students

- One hostel is there in an institution that is only for male.
- Above than 150 students are taking the advantage of hostel facility.
- 60-65 is the overall strength of staff in the hostel.
- No hostel charges
- No food charges
- The menu of food is international.

### **Resources**

- Braille System

- CCTV
- Single-Vision Spectacle Magnifiers
- Hand-Held Magnifiers
- Stand Magnifiers
- Dome Magnifiers
- Special computers

### **Curriculum**

- Follow the curriculum of FDE
- No exemptions in courses and syllabus
- Also, affiliated with FBISE.

### **Examination System**

- The annual system of conducting exams
- Helping writers help total blind students in final exams.
- Total blind and less blind students cannot attempt the geometry portion in maths paper because of their visual disability so they lost 40 marks in that portion.

### **Funding**

As the institution is under the FDE so institution is not allowed to take fund from any organizations. Taking funds is against the rules and regulations of the federal directorate of education.

### **Instructional Strategies**

#### **1. For Total Blind Students**

*Teachers teach total blind students by lecture method and braille system.*

#### **2. For Low Vision Students**

*Teachers teach low vision students by lecture method and by different assistive devices.*

### **Learning Activities and Multisensory Activities**

No learning and multisensory activities are conducted because the special students need more time and the time for normal and special students are same that is one year to complete their course. So, special students hardly did their course in a year.

### **Curricular and Co-Curricular Activities**

- Girls guide
- Boys scouting
- Play Cricket: B1, B2, B3 members take part in the cricket team. B1 are those that are totally blind. B2 are those that can see 25%-30% and B3 are those that can see 40%. By the combination of B1, B2, and B3 the cricket team formed.

### **Assistive Devices for Accommodations:**

- Braille System
- CCTV
- Single-Vision Spectacle Magnifiers
- Hand-Held Magnifiers
- Stand Magnifiers
- Dome Magnifiers
- Special computers

### **Assistive Devices for Adaptations**

- Low vision students are seated in front of the classroom.
- Teachers teach the total blind students by the help of braille system.

- Low vision students are seated separately and total blind students seated separately.
- Teachers provide different assistive devices to low vision students for learning.
- Teachers provide more time to students to complete work.
- Low vision students are usually slow readers because of the visual impairment so teachers give them special favors.

### **Assessment Techniques**

The blind and low vision students both are assessed by oral test or written because of their disability as they cannot perform any other task since it's become time-consuming and also challenging to them.

### **Community Collaboration & Parents/Family Involvement**

Parents teachers meeting is conducted on monthly basis. Institution, parents, and the community work together for promoting the

health, well-being, and learning of students.

Institution actively involves parents and engage community resources as they can respond more effectively to the health-related needs of students.

Family involvements foster partnerships among institution, family, and community groups and individuals. This partnership results in sharing and maximizing resources.

### **Learning Barriers**

- Time
- Slow learning process
- Fewer facilities
- Fewer classrooms
- Less no. of special teachers
- Expensive braille system and expensive other devices.

### **Remedial Instructional Strategies**

- Teachers allow students to tape-record lectures.

- Teachers repeat aloud what is written on the board.
- Teachers provide large print copies of written materials for students with partial visual impairments.
- Teachers give a verbal description of visual aids or writing on a whiteboard.

Intelligence plus character-that is the goal of true education.”

– **Martin Luther King Jr.**

## ***Educational Visit to National Special Education Centre for Hearing Impaired Children, Islamabad***

**Tehreem Hameed Khan, Rakhshanda Jabeen,  
Tehreem Tariq & Atiq Shakeel**

### **B.Ed Secondary Education**

#### **The mission of the Centre**

To provide education, pre-vocational skills and social rehabilitation of the children with hearing impairment through a package of services so that this segment of society is integrated into the mainstream.

#### **Objectives of the center**

- To provide special education facilities for 500 children, with severe and profound hearing loss.
- To provide ontological, audio-logical, socio-psychological, educational and speech assessment facilities for the hearing impaired children.

- To provide hostel facility for 50 students (only for boys).
- To provide center as a laboratory for the trainee teachers and provide facilities for detection and identification of hearing impairment among children at Islamabad.

#### **Services/ Function of the center**

- Education from nursery to intermediate level.
- Audiological services for indoor and outdoor patients.
- First aid medical services.
- Speech therapy for indoor and outdoor patients.
- Parents counseling and guidance.



- Referral services.
- Free of cost transport for pick and drop.
- Hostel facility for 50 students.
- Library and computer laboratory.

### **Admission policy**

- Applications are accepted throughout the year.
- Admissions are made at the onset of the academic year (April – May).
- Students must go through medical screening, audiological, speech, and educational assessment.
- Must pass school readiness test.
- Minimum age limit for admission is 5 years.

### **Methods of Education**

- Total communication (sign, voice, and expression).
- The demonstrative method through charts, graphs and visual aids.

- Development of language by auditory, oral and sensory methods.
- Use of speech trainer by a speech therapist.
- Counseling services, home visits, and casework.

This center was established in the 80's. In early stages, it was just for primary level then it was upgraded to secondary and then to intermediate level. Primarily it was affiliated with the BISE Rawalpindi Board then it got affiliated with the FBISE. This center is for the hearing impaired children. It is free of cost institution. In this center, great emphasis is given to the communication (signs, expressions, lip sing). 558 students are getting an education from this center.

They have separate wings for boys and girls. Hostel facility is provided within the center for boys only. They have free of cost transport service.



This center has specially designed infrastructure. Elective subjects taught in this center are health and physical education, home-economics, computers and electricity and electric wiring

They take children minimum of 5 years of age at the time of admission. Every child undergoes from the audiological, speech and educational assessments. After that, they are put under the categories from mild to profound.

Dr. Waseem, audiologist of this center said that important factor is early detection from birth to first 3 years; afterward, it becomes difficult to deal with. He also said that with

early detection, early intervention is very important. They assess the child's hearing impairment using different test and devices like:



1. Conditioned Play Audiometry (CPA) and
2. Auditory Brainstem Response (ABR) test.

Conditioned play audiometry uses a machine called an audiometer to assess a child's hearing frequency levels. CPA replaces the user feedback button with an activity instead of using blocks, rings, balls etc.



The auditory brainstem response (ABR) test gives information about the inner ear and brain pathways for hearing. The ABR is performed by pasting electrodes on the head—similar to electrodes placed around the heart and recording brain wave activity in response to sound. The person being tested rests quietly or sleeps while the test is performed; only one intensity or loudness level is checked.



Speech therapist of this center said that early intervention is very important. Ideal speech therapy plan is of 5 years' time frame but it depends on the implementation. Counseling is also done for the students as well as on their parents.

The environment of this center is very friendly. The behavior of the teachers with students is lenient. They have 8 periods daily consisting of 45 minutes. The strength



of students in most of the classes is about 25. Teachers in this center said that the number of teachers is less and students strength is 25, so the ratio of students in each class should be about 6 – 7.

The audiologist said that these children have a strong hand work and observation. They are very creative in drawing and practical work. This is the evidence that their students made an electrical circuit by themselves in their electricity and electric wiring subject. They made the circuit in such a way that different zero bulbs are placed on the circuit board, blinking of green lights indicates the interruption in electricity and a red light indicates for the fuse.

### **Laboratories and Special rooms**

- Library
- Computer lab
- Vocational lab
- Electricity and electric wiring workshop room

- Auditory rooms
- Speech therapy rooms

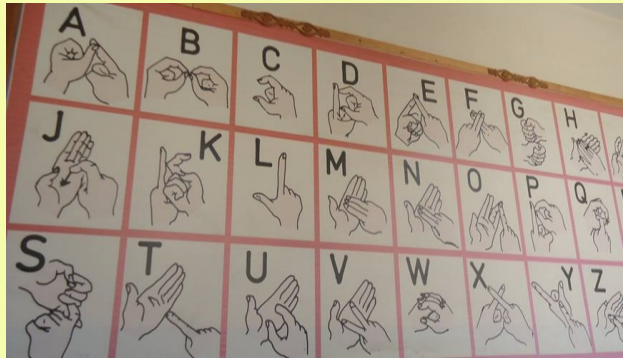
### **Curriculum**

The curriculum is made on the basis of need assessment. It is the same as normal students, it is just modified into a simple and easy level by the school and then approved by FDE.

### **Instructional Strategies**

Demonstration method is used for teaching these students using different materials. For example for nursery student first teacher teaches them how to hold a pencil by going to every individual in class and teaching them and then teaches them how to join dots of every alphabet and then the signs of every alphabet. The home task is given to learners as a drill so they can practice it. Teachers revise the previous topic daily in class because these students easily forget it so they have to revise it daily to retain it in memory. They are taught in points not in

paragraphs and step by step because it is easy to retain. Breaks/pauses in speech are also taken.



### **Instructional Aids**

- Graphs
- Flashcards
- Original objects
- Natural things

### **Learning Activities/ Multi-sensory Activities**

Teachers said that students learn the best through activities or games rather than chalk and board so they try to teach them using games and handing them objects related to the topic for them to touch and sense the material surface for better understanding.

### **Assistive Devices for**

### **Accommodation/Adaption**

No assistive devices are there in this center.

### **Assessment Techniques**

The written paper is taken at the end of the year. Tests are also taken in the form of writing. As far as board examinations are concerned, these students sometimes sit with the normal students in board exams and that is also written a paper. Simple language is used for paper.

### **Community Collaboration & Parents/Family Involvement**

Teachers said that teachers and society don't have awareness of inclusion. Inclusion is the important factor and society is not accepting the disabled child. Government is not taking firm steps towards it. Most students in this center belong to the socio-economical background so they don't have much awareness on how to deal with this type of impaired children. So, at the time of

admission of nursery students, this center invites parents of these students for the parents-teachers session. We also attended this session, which involved different instructions for parents.

### Parents-Teachers Session

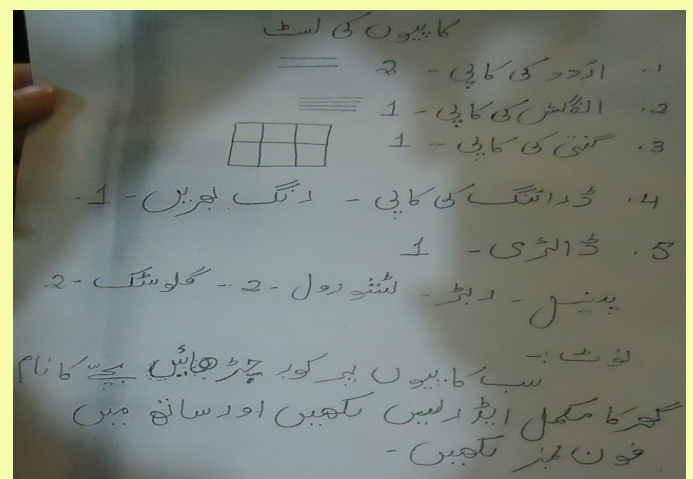
This session is held every year annually for parents of new admissions. Parents are given guidance and instructions, which are as the follows:

- Parents are told to give one spare dress of the child to the class teacher in case of emergency.
- Give their child healthy and light food in lunch rather than junk food.
- Don't send their children to school if they are ill.
- If they are not toilet trained, first train them and then get their child enrolled in school.

- Train them to wash their hands before and after a meal and after using the bathroom.
- Train them use of their hearing aid.



Parents are given a list of copies/material by the teacher for students.



**Learning Barriers**

The school has less funding so they are not capable of supplying their students with the proper technology that could increase the learning development process like assistive technology – interactive whiteboards, digital pen technology, closed captioning on all movies and video, computer-assisted note taking, alert systems such as vibrating systems, and alarms.

**Remedial Instructional Strategies**

Revision of the previous lecture is done daily and the home task is given as a drill.

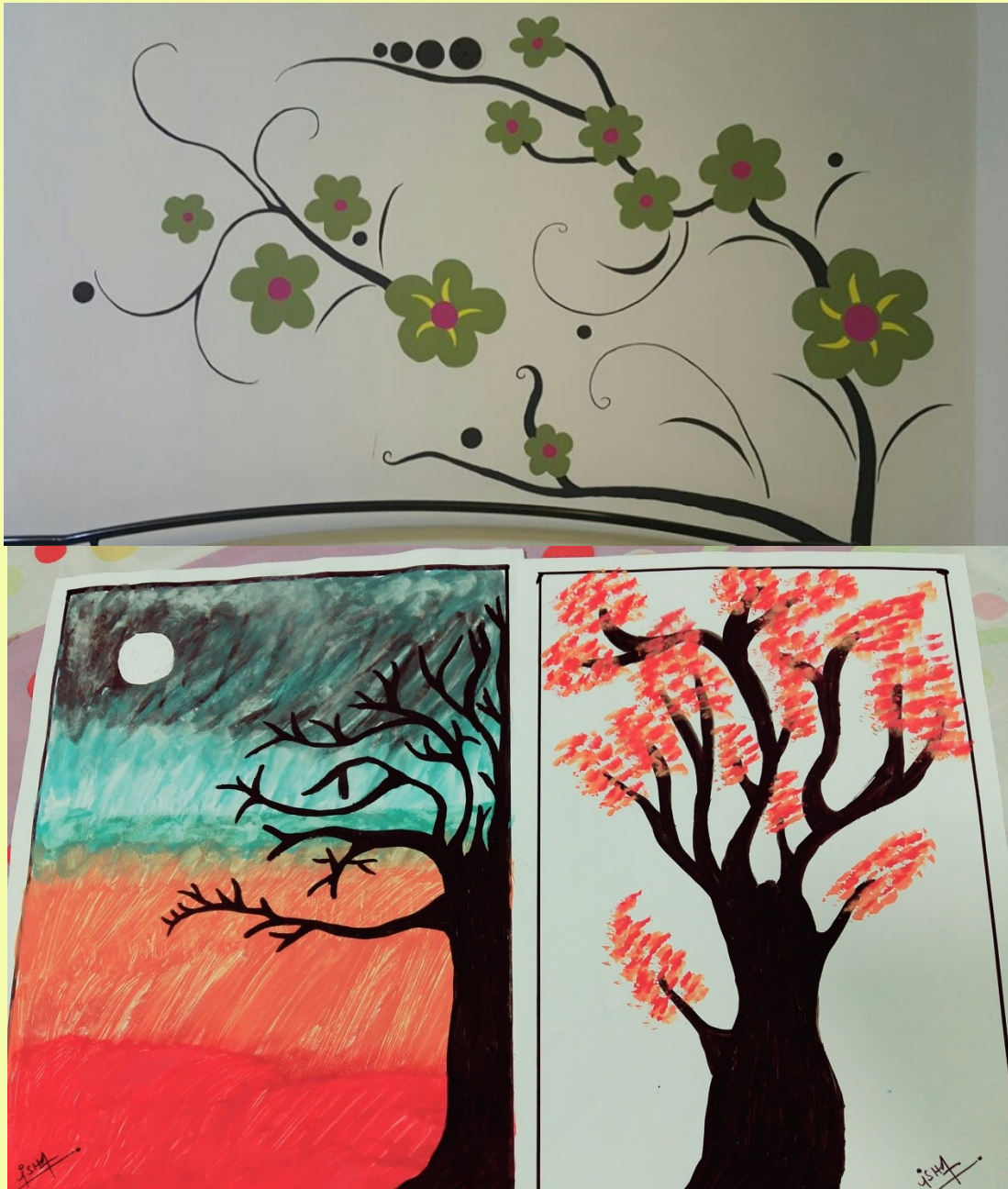
**Co-Curricular Activities**

Sports week is held annually after 1<sup>st</sup> term exams. They have competitions with the schools as well as with others schools. These students participate in competitions with normal students as well and have won the competitions also.



AYESHA YOUSAF

BS EDUCATION



## ***Environmental Awareness Session at Govt. Higher Secondary School, Khayaban-e-Sir Syed Sector- I, Rawalpindi***

A healthy environment is an absolute requirement for the well-being of all organisms, including man. All our needs, big and small are being encountered by the environment. However, man has reached the peak of evolution is trying to bring about changes in the environment to suit his convenience. An awareness session for Environmental protection was



conducted by the prospective teachers (B.Ed Secondary) of Department of Education at Govt. Higher Secondary School Khayaban-e-SirSyed Sector I Rawalpindi on 3rd March 2017.

The session included concern and awareness about the environment among students of target school students. It helped learners to acquire a set of values for environmental protection. The prospective teachers had given the concept of reuse, reduce and recycle with demonstrations. And conducting the activity based on the concept to Save the World



Together. The activity was hands print painting in the world. In this activity, every attendee (teachers of the school, students of the school, supervisor of awareness session, organizers) of the awareness session took part to save the world. The activity session was useful for the students and they found session very interesting.



## ***Lawn Maintenance and Plantation Activity***

Department of Education organized a plantation and lawn maintenance activity in connection with World Earth Day on 26<sup>th</sup> April 2017. The faculty members and students of Department of education actively took part in it. They planned the lawn maintenance, had got the landscaping done and arranged for the cleanliness and plantation in the lawn adjacent to their department. Moreover, the students and faculty members planted flower and fruit plants in the lawn (D-Block) and are in a continuous process of maintaining it also with proper care, watering, moving and repairing the damage. The Chairperson Department of Education, Dr. Shamsa Aziz and Director Female Camus, Prof. Dr. Samina Malik also planted a fruit plant. Director Female Campus also appreciated the initiative taken by Department of Education and enthusiasm of faculty and students for their contribution making the earth a cleaner place to live.





## HONOUR OF IIUI

### **PROF. DR. SAMINA MALIK APPOINTED AS DEAN FACULTY OF SOCIAL SCIENCES**

Prof. Dr. Samina Malik has been appointed as Dean Faculty of social sciences. As per the issued notification, she has been appointed as the Dean of the faculty of social sciences.

Currently, she is working as Professor, Department of Education. She possesses diversified experience in administration, research, and teaching. At IIUI, she has been working on various academic and administrative positions. She has also held the portfolio of the responsibilities as Additional Director, Directorate of Distance Education, IIUI. Her areas of interest include Higher Education, Gender Issues in Education, Education Leadership and Educational Psychology.

Prof. Malik graduated with Bachelors of Education from Punjab University, Lahore, Pakistan and then completed Masters Degree in Education from University of Arid Agriculture Rawalpindi, Pakistan. After completing Masters Degree, she pursued Ph.D. (Education) at the same university (University of Arid Agriculture, Rawalpindi). After completing Ph.D. (Education) she completed Postdoctorate from Coventry University, UK.

Prof. Dr. Samina Malik has published several research articles related to the field of Education in national and internationally recognized journals. She is Editor of International Journal of Innovation in Teaching and Learning (IJITL) of the Department of Education and students' magazine; Educators Pakistan. She has received the Best University Teacher Award from Higher Education Commission (HEC) Pakistan for the year 2014. She is working on various HEC funded National Projects in the field of Education and on International Project of European Commission Erasmus+ Programme on "Blended Learning Courses for Teacher Educators between Asia and Europe".



## HONOUR OF IIUI

### **PROF. DR. N. B. JUMANI WON EUROPEAN UNION PROJECT**

Prof. Dr. N. B. Jumanı won European Union Project titled “Blended Learning courses for teacher educators between Asia and Europe (BLTeae)” which is funded under Erasmus + capacity building program. This project has received funding from the European Commission Erasmus+ Programme under grant agreement no 574130-EPP-1-2016-1-FR-EPPKA2-CBHE-JP. According to EU in 2016, it is the only capacity building project of Erasmus + where Asian partners are involved.

The purpose of the BLTeae project is to support teacher educators’ professional development through Blended Learning based on innovative constructivist theories. The project aims to support teacher educators ‘professional development through Blended Learning. The project further aims to build a European and Asian countries collaborative community capable to reflect on teaching trainers practices with the support of e-Portfolio and video as reflective tools. The direct aim is to improve teacher educators’ skills, with direct and indirect implication on quality of teacher educators’ skills.

The coordinating partner is the Aix-Marseille University of France. The partner countries from Europe are: France, Belgium, Denmark and Estonia and the Asian partner countries are: Pakistan, Bhutan, Bangladesh, and Malaysia. Furthermore, the partner institutions include Aalborg University Denmark, Tallinn University Estonia, Audiovisual Technologies, Informatics and Telecommunications Belgium, Royal University of Bhutan, Universiti Teknologi MARA Malaysia, Institut Pendidikan Guru, Kampus Batu Lintang Malaysia, University of Dhaka Bangladesh, Bangladesh Open University, National University of Modern Languages Islamabad-Pakistan & International Islamic University Islamabad- Pakistan.

## **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 the functioning of Directorate of Distance Education to enhance the quality of running programs.

## **Contacts DDE**

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