

SPRING 2018



EDUCATORS PAKISTAN



**Department of Education
International Islamic University
Islamabad**

INTRODUCTION

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

The Aim

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

Submission Categories

Articles,
Essays,
Critical Reviews,
Poetry,
Stories,
Book Reviews
News of the Department &
Learning experiences

EDITORIAL BOARD

Chief Editor

Prof. Dr. N.B. Jumani
Professor of Education/Former Dean FSS
Director, Directorate of Distance Education
International Islamic University, Islamabad

Editor

Prof. Dr. Samina Malik
Professor of Education/
Dean, Faculty of Social Sciences/
Addl. Director, Directorate of Distance
Education
International Islamic University, Islamabad

Sub Editors

Dr. Muhammad Zafar Iqbal Chaudhary
Assistant Professor
Department of Education
International Islamic University, Islamabad

Ms. Humaira Akram
Teaching/Research Associate
Department of Education
International Islamic University, Islamabad

Ms. Sumaira Batool
Teaching/Research Associate
Department of Education
International Islamic University, Islamabad

Editorial Assistant

Ms. Sana Ansar (MS Education Scholar)

QUOTE

**The Purpose of Education is to replace an
empty mind with an open one.**

-----Malcolm S. Forbes

Message of Chief Editor

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



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

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

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

Prof. Dr. N. B. Juman
Professor of Education/Former Dean, Faculty of Social Sciences
Director, Directorate of Distance Education
International Islamic University Islamabad

Message of Editor

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



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

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

Prof. Dr. Samina Malik
Professor of Education/
Dean, Faculty of Social Sciences
Additional Director, Directorate of Distance Education
International Islamic University Islamabad

Contents

Problems of University Students	1
Problems Faced by the Students in the University Hostels.....	3
Child Labour	5
Effectiveness of Technology for Teaching&Learning	7
Future of English Language in Pakistan	10
Teaching in the Middle East	12
Concepts of Instructional Goals and Learning Objectives	14
Classroom Management Approaches for Students' Behavior.....	17
Purposes of Education	19
Teacher as Leaders	21
Importance of Wearing Helmet	23
Importance of Critical Thinking	25
External Pressures Bring Changes to Higher Education	27
Teaching Profession in the light of Quran and Sunnah	29
Education system of Balochistan: Problems and Challenges	33
Ghost Schools in Sindh	35
Modernization of Education in Pakistan	36

Problems of University Students

**Shumaila
(MA Education)**

Students face many problems when they complete their college life and enter in university life. Generally, misguidance about carrier choice badly affects the students' life. They are really confused about choosing career. Sometimes, parents are not highly educated. Therefore they can't properly guide their children. The main issue is that university administration and departments do not guide students properly regarding admission. High tuition fee is one of the major problems in universities. Parents are also pressurized regarding university dues. Some students could not continue their studies due to unaffordable semester fee. Some students can't pay huge amount of fee therefore, they seize their semester. Students should be engaged in some earning activities by the relevant departments to pay their semester fee.

Many students try to cram all of content and do not get enough sleep and without proper rest. Due to which, students are facing health problems. Because of foreign language barrier, students need more time and effort to comprehend the content of the offered courses. Some students had not studied English as a medium of instruction in their schools or colleges. Therefore, they

We have a responsibility to ensure that every individual has the opportunity to receive a high-quality education, from prekindergarten to elementary and secondary, to special education, to technical and higher education and beyond.

(Jim Jeffords)

face problems in proficiency of English language like, pronunciation, grammatical structure, lack of vocabulary, spelling, reading, writing and speaking. Language problems due to double standard education on initial levels (Urdu medium and English medium) are also critical issues.

Lack of confidence in students is a big issue at university level. Except this, sometimes teachers do not cooperate with students and do not guide them properly about lecture. It has been also observed that teachers and students don't have positive attitude regarding their studies. Favoritism and biasness influence badly on the attitude of the students. It has also been noted

that teachers only promote dominant students. Students have to complete lots of assignments, presentations, quizzes, daily lectures and research work. There is no proper arrangement of multimedia in the classrooms and resultantly presentation is disturbed. Sometimes, students lose their assignment or presentation at that time, due to which teachers deduct their marks. Social interaction is also a big issue which students face at university level.

Time management is a very critical issue at university level. Most of the students are engaged in jobs while others are married. Therefore, they can't follow the university timings (morning to evening). They face difficulty to properly adjust their time. Transport facility is very pathetic as vehicles are overcrowded with students. All these problems can raise a student's stress level.

“Encouragement of higher education for our youth is critical to the success of our collective future”

— Charles B. Rangel

Problems Faced by Students in the University Hostels

Maqsoom Bibi
(MA Education)

It is true that students have to move away from their cities to the far apart places to acquire the higher studies. Therefore, they have to reside in the hostels to complete their study programs from months to years. Although, hostel life is significant for students learning but still there are some constraints. These constraints in the hostels can be categorized under following aspects;

Food

The students residing in the university hostels have to face the poor conditioned mess with low quality food that causes the deficiency in the body requirements and students become sick. The other issue is the unaffordable mess dues for the students who belong to poor families.

Accommodation

Accommodation is the major problem encountered by students leaving their cities and moving to another city to get higher education. Majority of university students fail to get hostel accommodation or often get this facility very late.

Habitation

Habitation is another problem faced by the students residing in the university hostels. It is difficult to adopt totally different environment. It takes a lot of time for them to adjust in their surroundings and build the sound relationships with the people around them.

Health and Hygiene

It is common problem of the students in the hostels. Unhygienic conditions affect the student's health badly. As a result, they become sick and this sickness affects their academic achievements. Usually hostel managements don't pay attention to the hygienic conditions of the hostels.

Electricity Facility

Provision of electricity for full day is essential for student's academic life in departments and hostels. In the country like Pakistan as we have shortage of electrical energy, there is load shedding in many areas and many of the hostels have not any battery backup device like generators or invertors, therefore, the students have to face this

major problem in classrooms and in hostel life.

In-security and Loneliness

The students are far away from their homes and they usually feel in-secure and unprotected from being out of their homes

and far away from their parents. Sometimes, they also feel lonely in unknown gathering of students belonging to different places in the country.

“Education is not only a ladder of opportunity, but it is also an investment in our future”

—Ed Markey

Child Labour

**Muneeza Sadia
(MA Education)**

Child labour is a serious problem in Pakistan. It's the employment of unprivileged children who go through physical and mental suffering. It is estimated that more than one million children are working under the age of 10 years.

Child labour is the illegal act which forces children to be away from their normal childhood, their schooling, their normal growth and development. It is a big social issue because it's insignificant for children in all aspects such as mentally, physically, socially and morally. Child labour has enslaved the life of children, separated them from their childhood, education and families exposed them to serious hazards, illnesses, diseases and many more harms at very early age. Given below are the causes of child labour;

Causes of Child Labour:

- Poverty and high level of unemployment in the developing countries are the main reason of child labour.
- Inadequate social control give rise to the child labour.

- Young children get involved, in order to manage two times food their family.

- They are hired by the industries to get more work at reduced labour cost.

- Parents do not realize the need for a proper physical, emotional and cognitive development of child.

- As they are uneducated, they do not realize the importance of education for their children.

- Many time poverty force parents to send their children to hazardous jobs.

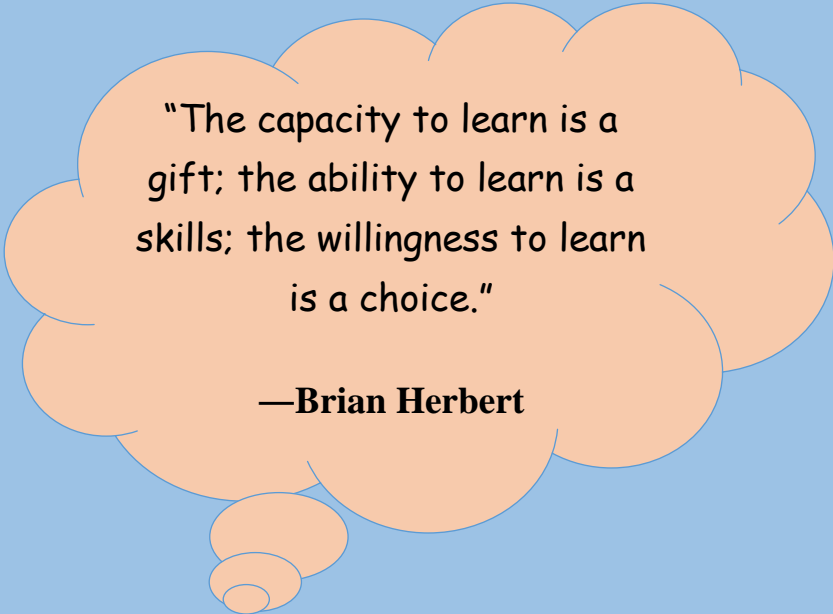
- Most of the countries are overpopulated, due to limited and more mouths to feed, children are employed in various forms of work.

Suggestions to Overcome Child Labour

Issues:

- Provision of free education to the children.
- Education is their birth rights, let them educate, not earn.

- Children are the future of country, therefore let them grow in a natural way.
- Boycott companies that promote child labour.
- Motivate people from all sectors to participate in order to prevent child labour.
- Prizing and punishment policies should be introduced and ensured.
- Give out punishment to employers hiring children.
- Reduce the factors that lead to child labour.
- Encourage the escaped children to back to home and school.
- Child labour laws should be strictly put into practice.



"The capacity to learn is a gift; the ability to learn is a skills; the willingness to learn is a choice."

—Brian Herbert

Effectiveness of Technology in Teaching & Learning

**Memoona Saeed
(MA Education)**

Students' access to technology is no longer out of use. They can easily use technology in teaching and learning activities. It is important for full participation in high quality education opportunities for better results. Now-a-days, important learning resources used by teachers and students are digital. Due to technological advancements students prefer to consult with different websites on internet rather than going to library and collect information from books.

Modern technology tools that enable design, media production, self-expression, research, analysis, communication, collaboration and computer programming are very common in many professions and these tools are essential in teaching learning activities. Technology is supporting the development of higher order learning skills. These are enhancing their critical thinking.

Technology is enabling students to express their ideas and provide new experiences that cause them to question those ideas, and it also helps them to understand that there might be a common

situation which they are not been able to explain, that can set the stage for students to use new knowledge through technology to reorganize or modify their existing ideas and also they are enhancing their critical thinking. Technology based learning system is supporting the personalization of the students' learning experiences by analyzing students' performance on different tasks and suggested learning activities which are being matched to each student's skills and competencies.

Technology is being very useful in deeper learning which opens up different ways. The vast resources on the internet are supporting students. They collect information and enhance their knowledge through internet. The internet is also offering access to a broader assortment of materials. Through the internet students are being able to understand complex ideas as well as clarifying concepts.

Online technology is also very useful for teachers as well as students. Although, teachers do not need technology to work with students in small groups as they only

visit one group at a time. Education and technology is interlinked. Education would not have improved without the usage of technology in teaching learning activities. The technology being an effective educational tools will enable us to generate new knowledge and collecting useful information.

Teachers are using technology at university level. Technology is also affecting the student's performance in different levels. There is significant effect of the use of technology on effective teaching. There is also a significant effect of use of technology on the academic performance of the students. Students are motivated to learn due to the use of technology as they are well motivated to express their ideas and enhance their knowledge.

Teachers are also being helped in teaching due to the use of technology. They are also motivated to organize teaching and learning activities. Technology is very useful for teachers and students to make their teaching learning process better and effective.

Technology provides dynamic interests and useful teaching learning environment. The aim of technology is to improve and increase quality, so students can easily

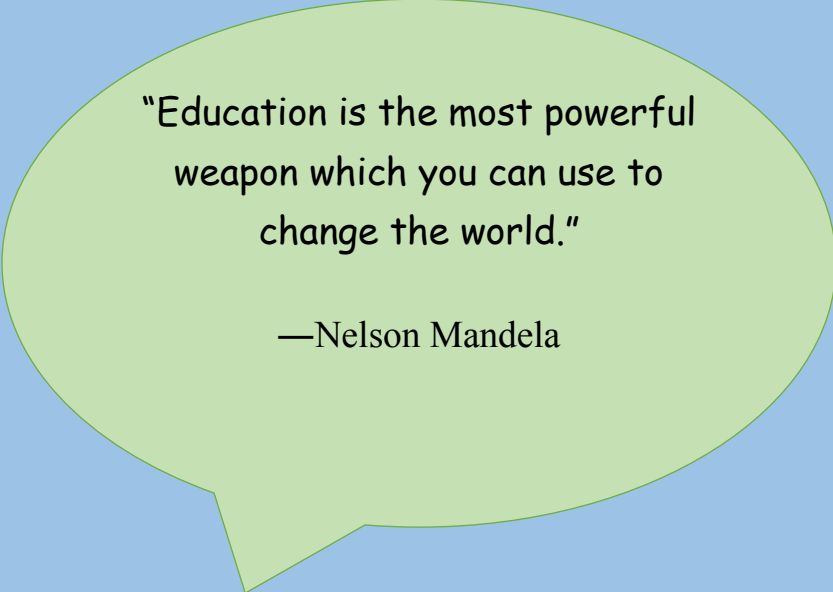
access the delivery of instructions that also of low cost. It also helps students to face the challenges of the current globalization. Technology is not one or a single step, but it is a continuous step that is totally supporting teaching learning actives in all educational institutions as it also supporting information resources. Use of technology in education generally means technology based teaching learning activities and process as well that was closely related to the integration of technologies in schools, colleges and universities.

It is right that almost all the subjects like mathematics, science, arts, languages and other major fields are learnt very effectively through the use of technological tools and equipments in the institution for the betterment of teachers and students. In addition, technology is providing help and support for both teachers and students. It involves effective learning with the help of computers in teaching learning activities.

Computers and technology do not act as replacing tools for quality but they are considered as important components for the betterment of teaching and learning. The need for technology is very important, because with the help of technology, teaching and learning activities are not only

happening in the school or other educational institutions but also outside the classroom or educational institutions when teachers and students are physically in distance. On the other hand, students are being helped and benefiting from technology, where they are not bounded to the curriculum but the technology based course is designed to help them to demonstrate their understanding

about all the subjects. It is also helping teachers design their lesson plans in an effective and interesting way and in the result of that students who learn more effectively with motivation. Technology is very important for teaching and learning activities and without that teaching and learning process is not considered as an effective as desired.



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

—Nelson Mandela

Future of English Language in Pakistan

Syed Sajid Bukhari
(MS Education Scholar)

Pakistan is a vast country inhabited by people speaking different languages. Languages has, therefore, been a very controversial issue right since Pakistan became free. Different political leaders and educationists have been expressing different opinions on the subject. Even today, the issue remains as unresolved as it was half a century ago. English was introduced in our schools and colleges by the British era. It gradually took firm roots in the soil of our hand. English played an important role in the freedom struggle. The contribution of English in this respect cannot be undermined.

It was believed that after the departure of the English from Pakistan, English would also be discarded. But, in reality, this language has continued to occupy an important place in the country. It was laid down by our Senate and Supreme Court that Urdu, our national language would replace English within 05 years. All felt that the common language of the country must be any Pakistani language. But circumstances took such a shape that English had to be

recognized as the second official language of the country.

Pakistan is trying to become a powerful nation in all spheres. The economic, social and political life of the nation is to be changed. It is an uphill task. Progress is possible only if the people of Pakistan freely interact with their counterparts in other developed countries of the world. The world is becoming smaller day by day. People in other countries are making rapid progress in numerous fields of knowledge. English is our life-line of contact with the outside world. It is an important bridge for the traffic of thought between the East and the West. English continues to be an important language used by computers and commercial establishments in major parts of the world. In Pakistan too it continues to be a mark of education.

No doubt, English is an international language. Most of the research work in science and technology in the world is being done through the medium of English. English is the window for western knowledge to Pakistan. Because of financial constraints in the education sector in

Pakistan, it is very difficult to translate all the latest knowledge into national and regional languages. Even if an effort is made in this respect, till the knowledge concerned is translated, the theory has since changed meanwhile. That is why even countries like China and Japan have started giving more attention to the study of English to get the latest knowledge.

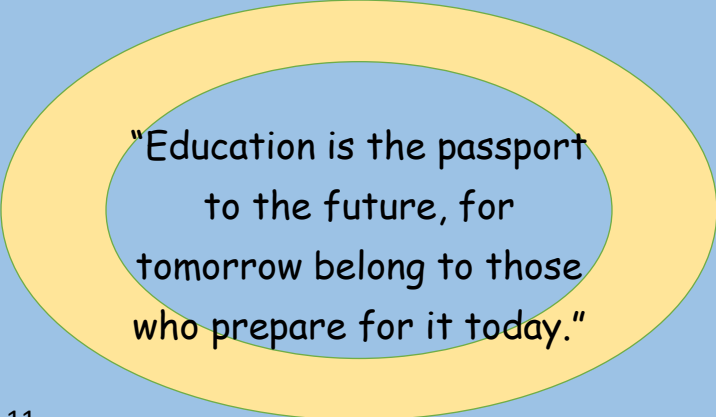
Regional languages have not yet fully developed. Some universities like Federal Urdu University has taken steps to develop the regional languages fully. But, it will take a long time before regional languages are in a position to replace English.

Recently, some provinces in Pakistan, especially Sindh have been expressing fears regarding the imposition of Urdu on them. The Government has assured them that English would continue to stay and to be used along with Urdu and other regional languages. English is, therefore, essential for national unity. There is little doubt that English has come to stay in this country as an important language. Almost every new private school being opened in the country is an English medium school. English has

come to be recognized not only as a mark of education but also as a mark of status and prestige.

The lovers of English will, however, have to accept a subdued place for English in the changing state of affairs. It is being increasingly realized that English should be developed and taught more as a library language than as a language of refined literature and rich thought. Moreover, English can no longer continue to remain the only language of opportunity.

To conclude, we can say that in this modern era, it must be remembered that English language has an international outlook. We have to evolve an international cosmopolitan culture, a wider and broader horizon of human civilization. For adapting ourselves to the changed world-picture and international urge, we must have a cosmic vision of life. We should not have any narrow prejudice in the context of learning foreign languages.



"Education is the passport
to the future, for
tomorrow belong to those
who prepare for it today."

Teaching in the Middle East

Tabassum Saleem

(PhD Scholar)

It is commonly said that teaching is prophetic job. Teachers are like preachers etc. but if you are a teacher and you are teaching in any middle east country like Kuwait and in Pakistani school then it will be a horrible experience. In Kuwait, two types of Pakistani schools exists. One with Pakistani administration comprise of 92% Arab students only 8% Pakistani students while the other schools with nearly 90% Pakistani students and 10% Arab students also having the Pakistani administration. Arab students include Egyptians, Syrians, Lebanese, and Kuwaiti. Although Bangladeshi, Philippine and some other nationals are there but they are in minorities.

Among Arabs, the real problem is to teach Kuwaiti students. Not all but most of the Kuwaiti students treat their teachers like maids and if the school is having Arab students in majority then the situation is more pathetic. Some Arabs are good with teachers but they are few in numbers.

When teacher enter a class full of Arab students at any grade then students tried their best to knock out teacher from the

class. Most of the Arab students have two things common one they don't want to study and second they don't let the teacher to teach.

Here the question arises that why they come to school. The simple answer of this question is, "Kuwaiti children want to enjoy so they come to school. Pakistani schools are their best choice. Because in Pakistani schools, the administration is always ready to entertain the Arab parents. Whether teacher is right, do nothing but he/she is always blamed for every wrong conduct of students. In other schools like British and American even Indian schools, parents are not entertained like that. In those schools, rules are strictly followed. If the student is wrong then he/she will be punished. While in Pakistani schools, whether student is right or wrong teacher will always be punished.

During my job in Pakistani school in Kuwait, there were many such events in which teacher has to apologize to parents and students for nothing. For example, one teacher shouted on 8th grade girl because, "She was talking during lecture". The girl

called the police and principal told the teacher to say sorry to the girl. Similarly, one Arab mother claimed in the Ministry against a teacher for beating her son. While the actual reason was that child didn't get good marks in examination. The mother made a false statement that teacher shouted at her son and son was psychologically affected. She presented some medical reports also (it was easy for her because that was her country). So, the teacher was fined 6000KD which is nearly 26 lac in Pakistani Currency.

So my dear country fellows, understand the importance of your country. Every glitter is not gold and rocks are beautiful when these are far from us. Same is the case living some other country. Although life in Pakistan is also not so comfortable but it is our country, our homeland. And if we face problems in other countries and survive there then why not in our own country. May live long Pakistan-Ameen.

“Educating the mind without
educating the heart is no education
at all.”

—Aristotle

Concepts of Instructional Goals and Learning Objectives

Fatima Maqsood

(PhD Scholar)

Educational objectives are widely discussed and considered as important factors for the continuous educational activities. It is recognized that educational objectives are much more than mere learning the knowledge and thinking. Instead of this, now it involves students' beliefs, feelings and cultural environment. However, we cannot deny the importance of teaching thinking and creativity.

The educational objective taxonomy is a framework that is used to classify the statement which we are intended students to learn as a result of instruction. This classification framework provides assistance for the exchange of various test items among faculty of different universities to create a bank of items. Among the taxonomist, Benjamin S. Bloom, Associate Director of the Board of Examination in the Chicago University, initiated the idea of preparing test items bank to reduce the labor involved in preparing the final comprehensive examinations. Initially he enlisted a group of measurement specialists across the United States. This group met twice a year starting of 1949 to consider progress, make revisions

and plan the next step. Their final draft was published in 1959 with the title '*Taxonomy of Educational Objectives*'. This is known as original Bloom's Taxonomy of educational objectives. Bloom considered this original taxonomy more than just a measuring tool. He believed that this tool could serve as common language about learning goals that could help in communication among people, about subject matters and various grade levels. For Bloom, it serves as basis for a particular course the specific meaning of broad educational objectives. These are means for determining the resemblance of educational objectives, activities, and assessments in a unit, course, or curriculum.

Various educational psychologists encouraged to determine educational objectives using taxonomies. Because these classified educational objectives can provide assistance in communication of educational objectives and to understand the relationships among them (Lehmann & Mehrens, 1991). The original plan of classification of educational objectives was based on main three domains; Cognitive Domain first published in 1956 by Bloom,

the Affective domain in 1964 by Krathwohl, and the Psycho motor domain in 1972 by Simpson and Harrow.

Blooms Taxonomy of Educational Objectives

“Bloom’s Taxonomy of Educational Objectives” consists of three domains:

Cognitive Domain: based on knowledge

Affective Domain: based on attitudes and values

Psychomotor Domain: based on skills and expertise

Table 1: Taxonomy of Educational Objectives

Cognitive Domain	Affective Domain	Psychomotor Domain
Knowledge	Receiving	Perception
Comprehension	Responding	Set
Application	Valuing	Guided Response
Analysis	Organizing	Mechanism
Synthesis	Characterizing	Complex Overt Response
Evaluation		Adaptation
		Origination

Each domain is consisting of a multi-tiered, hierarchical structure for classifying learning outcomes leading from simple to complex. In this classification each level of learning is pre-requisite for the next level and moves to the classification of lower to higher order learning.

The Original and Revised Taxonomy of Cognitive Domain

Bloom’s original taxonomy of cognitive domain was originated in 1956 which was based on cognitive levels of learning representing more noun words than the verbs such as knowledge, comprehension etc. whereas the revised Bloom’s taxonomy developed in 2001 by a student of Bloom, Lorin Anderson, and his group of cognitive psychologists, representing more action verbs related to the cognitive domain instead of using simple nouns and replace old noun terms with the latest action verbs as knowledge is replaced with remembering and similarly in the place of comprehension the action verb understanding is introduced.

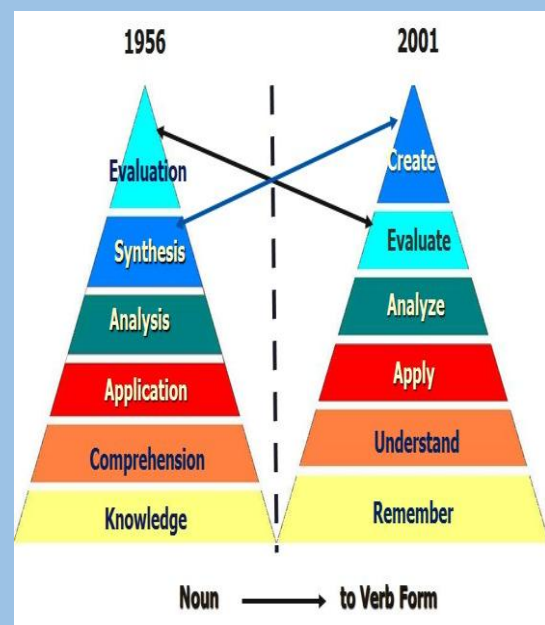


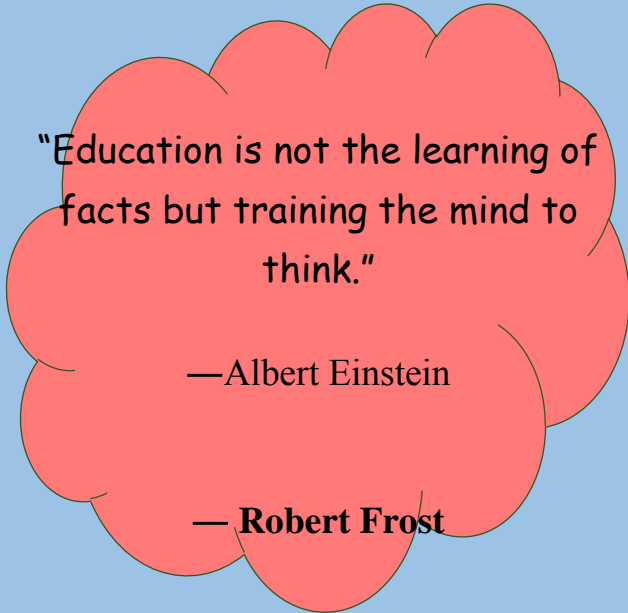
Figure 1: Revised Bloom's Taxonomy

The revised Bloom's Taxonomy is considered more relevant for the 21st century skills and includes significant changes in the terminology and structure of original Blooms taxonomy. This consists of more action words or verbs instead of nouns and three of cognitive levels are renamed and top two higher orders cognitive levels are interchanged. This reflects a more dynamic model for classifying the intellectual processes in acquiring and using knowledge by the students.

Instructional Objectives as Learning Outcomes

Curriculum developers and teachers have long recognized the importance of analyzing the subject matter to be learned in terms of intended learning outcomes. In 1960s the concept of instructional objectives was evolved by Bloom and his associates. Learning outcomes are broad statements of what is acquired and measured at the end of a course. The concept of learning outcomes and outcome-based education is high on today's education agenda. The idea has features in common with the move to instructional objectives which was very fashionable in the 1960s, but which never had the impact on education practice that it merited (Harden, 2002). Over past four

decades the importance to educational methods of teaching, learning and assessments is given rigorously. More recently the attention has moved at least in some measures, from emphasis on the educational process to a consideration of the product and the expected learning outcomes of the students' studies. In short it is summarized that at the heart of whole evaluation process is the determining the instructional objectives and learning outcomes that give direction to the all process of teaching learning activities. Objectives provide us directions what to measure and how to measure. They furthermore indicate whether the educational process is successful and to what extent it has achieved its' targets.



"Education is not the learning of facts but training the mind to think."

—Albert Einstein

—Robert Frost

Classroom Management Approaches for Students' Behavior

Sana Ansar
(MS Education Scholar)

Classroom Management refers to, “the actions taken to create and maintain a learning environment conducive to successful instruction by arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities”.

Behavior can be defined as the way in which an individual behaves or acts. Behavior, therefore, is the way an individual acts towards people, society or objects. It can be either bad or good. It can be normal or abnormal according to society norms. Society always tries to correct bad behavior and try to bring abnormal behavior back to normal.

Positive student behaviors are most effectively developed and supported through innovative classroom practices and clearly communicated behavioral expectations. Some students exhibit challenging behavior and require additional support and interventions to address this behavior and to develop positive behaviors.

- Disruptive talking
- Chronic avoidance of work
- Clowning

- Interfering with teaching activities
- Verbal insults
- Rudeness with teacher

There are number of classroom management strategies available to teachers. The emerging trends include the constructivist approaches which are moral and more focused on innovative activities and knowledge acquisition.

1. Self-Discipline Approach

This approach is built on the premise that students can be trusted to reflect upon and regulate their behaviors to benefit themselves and others. This approach advocates for its democratic view of classroom management argues that teachers need to exhibit the dispositions of respect, realness, trust, acceptance, and empathy toward students so they can build and establish working teacher-student relationships.

2. Instructional Approach

Teachers who use the instructional approach to classroom management prevent the dominant management barriers by actively engaging students in high-interest lessons geared to meet their interests, needs, and

abilities. Thus, students are motivated to attend class, to positively participate in activities, and to manage their own behavior.

3. Desist Approach

This approach gives the teacher full responsibility for regulating the classroom. The teacher establishes and enforces a set of

specific rules to control student behavior in the classroom. Because, the desist approach models of classroom management give teachers power to deal forcefully and quickly with misbehavior. So, they can be viewed as powerful systems. This approach probably is the most widely used classroom management strategy in today's schools.

There are two educations. One should teach us how to make a living and the other how to live."

—John Adams

Purposes of Education

Muhammad Idrees

(BS Education)

Education is the key to succeed in life. It is very important for everyone. The role of Education is to prepare students to face the future challenges in life to play a vital role in the social development of society as a responsible citizen. It allows some one to do things that he/she is not able to do without an education. During school life, students have many teachers, coaches and role models. School helps students to learn and develop their life skills through the teachers.

Individual Purposes

Thinking about college, there's so much to consider when it comes to get ready for college: where to go, what to study, how to apply, how to pay for it and more. However, the role of education helps individual to learn a basic level to prepare for a higher level of demonstrated competences in mathematics, science etc.

Knowing Ourselves

The mission of education, as we all know, is to prepare students to face the future challenges. An important element of that preparation involves the development of

career skills. Education also helps students how to socialize. They learn how to respect older people. Treating people with respect makes the world much more pleasurable place for everyone.

Sensible and Better Citizens

A good citizen is one who is actively involved in social development keeping in view national aims and objectives of the society. Good citizenship makes a man good citizen. Through education, an individual learn good citizenship and kindness. Good citizens are those who never harm other people and it is noble quality that is essential for the people of country. A good citizen lives in a society with calm and peace. He never quarrels with others. He does not become jealous towards other members of the society rather he becomes friendly to all. He believes in co-operation.

Development of Country

Human beings today needs to have a specific set of skills to survive in this competitive world as well as progress. This set of skills can be referred to as Education.

Education is important for a country to grow. Educated people are aware of the socio-economic scenario of the country and can help in the progress of country. Whether it is a simple thing like using water sparingly or taking a bus to work instead of using bike or car in order to save fuel, the educated mass somehow or the other knows how to contribute towards the country well-being.

Improved Living Standards

Education develops a person into a responsible human being whose skills can help the country to succeed both socially and economically. Education requires in every sector and to perform an activity of different categories. Due to tough competition in the market, it is quite difficult to survive and show your skills among the competitors. Education also helps to change

the mindset of the people and provides them a sense to think well than illiterate.

Conclusion

Education is definitely important in one's life. A gift of knowledge can bring us to the top of our dreams. It leads us to the right path and gives us a chance to have wonderful life. Education makes people capable of doing new interesting things that can go a long way to improve human living conditions and standards. We should always remember that getting a good education is imperative in today's society as it is a foundation of our successful future. Our education is really worth investment. Only if you believe and work hard you can achieve anything in life.

“Develop a passion for learning. If you do, you will never cease to grow.”

—Anthony J. D' Angelo

Teacher as a Leader

Moon Khan Nazir
(MS Education Scholar)

"The only safe ship in a storm is leadership" Faye Wattleton

Education is the most powerful weapon to get success in life. Teachers and the students are playing a vital role in education. The greater responsibility is given to the teachers to nourish their students for future. They lead students from their childhood and make them better socially, mentally and intellectually. Teachers should work as a leader because this is the need of 21st century's learners.

Teaching is an important, respectable and well-regarded profession in every society. A teacher is precious gift of God. Our beloved Holy Prophet (PBUH) was the loving teacher and his sayings are guideline for the whole humanity.

In Holy Book, Allah SWT says that:

"Our Lord, and send among them a messenger from themselves who will recite to them your verses and teach them the Book and wisdom and purify them. Indeed, you

are the Exalted in Might, the Wise." (Al-Baqarah 2:129)

It is narrated from Jabir Bin Abdullah (May Allah be pleased with him) that the Prophet (PBUH) said:

"Allah did not send Me(SAW) to make things hard for people in the hope that they would make mistakes, rather He sent me to teach (as a teacher) and make things easy." (Muslim: 1478).

Who are leaders? Leaders are those people who lead and command a group or a society. So, the teachers are also leaders, because they lead their students. The primary goal of a teacher as a leader is to improve the learning of students and his second goal is improve the student's personalities. Teachers are the naturally leaders because all the instruction come from the teachers.

REACH Model:

Some roles are briefly explained in REACH Model for Teacher Leader:

- ✓ **Risk taker:** Who seeks challenges and create new processes.

✓ **Effectiveness:** Teacher who models best practice, professional growth and heart.

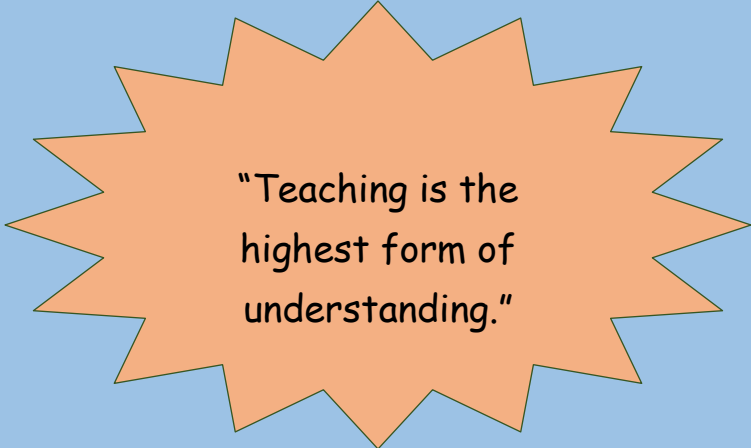
✓ **Autonomy:** Teacher who displays initiative, independent thought and responsibility.

✓ **Collegiality:** Teacher who promotes community and interactive communication skills.

✓ **Honor:** Teacher who demonstrates integrity, honesty and professional ethics.

According to Brent Barry (President and CEO the center of Teaching Quality)

The teacher leader model standards set the stage for the 21st century teaching profession that students deserves.



"Teaching is the highest form of understanding."

Importance of Wearing Helmet

Muhammad Idrees
(BS Education)

Riding motorcycle can be fun and exciting hobby for an individual. As oil prices at near all-time looks high, therefore, it can also be a very financial way of getting around by motorcycle. Unfortunately, motorcycle can also be dangerous in many ways. In 2017, my cousin was injured, when his motorcycle was hit by a car. He was not wearing a helmet at the time of the crash and surprisingly, he was survived. He was lucky enough to have survived, but many others are not. To protect motorcyclists, laws should be mandatory for all riders to wear a helmet because statistics indicate that helmets prevent serious injuries.

Traffic accident is the most serious problem we are facing today. In my opinion, wearing helmet provides safety to some extent. First of all, wearing helmet helps to reduce traffic accidents. Secondly, people can pay enough attention while they are driving their motors if they wear helmet. Moreover, it helps us in protecting our eyes from the dust or terrible lights from others' vehicles because we don't need to use our hand or fingers to clean it while we are controlling vehicles.

Wearing helmet helps to oblige your duty as real citizen. Wearing helmet is the traffic law. Someone who breaks would be fined by the police. People who wear helmet become the responsible person because they obey the traffic law. It helps you to protect your life. While you are controlling your vehicle on the roads, you would face a lot of problems especially accident but by wearing helmet can protect your head from danger.

While riding a motorcycle on road everyone must wear helmet, because it not only provide them safety, it is also a good sign of responsible citizen. The high cost of motorcycle accident includes direct costs (emergency services, hospital expenses, legal and funeral expenses, and insurance and government administrative costs) and indirect costs (the value of the lost earning and services due to death of the person. When person gets injured in accident, helmet can save from many serious injuries like eyesight, memory loss and the whole structure of head. And it also helps an individual to save his monthly income.

Conclusion

Wearing helmet is very useful for us especially to protect our lives. We can't buy our lives but we can prevent it by wearing

helmet as proverb signifies "*Prevention is better than cure*". I believe that our country will be in safety, peace and development by wearing helmet while driving the motorcycles.

"Education comes from within; you get it by struggle and effort and Thought".

— Napoleon Hill

Importance of Critical Thinking

Saadia Dilshad
(PhD Education Scholar)

“Providing the written and controlled information to the students in the class would be like to feed them with fruits already chewed” (Chinese Proverb)

In Pakistan, many teachers and parents have the opinion to give children the perfectly cut and chewed fruit from school to graduation level. In fact, the schools are structured in such a way that focus is more on the transmission of the knowledge, of more or less absolute truths, rather than to teach children to think for themselves and draw their own conclusions. Same with the parents, they repeat it at home, because we all feel easy to repeat with our children the same guidelines used with us, without rethinking about the demands of the knowledge or the consequences of blind repetition. Teaching children to believe blindly in alleged truths without questioning means to steal the most important skill that is the self-determination ability. From a cognitive point of view, there is no greater challenge than facing problems and making errors which involves reorganization of our mindset for perfect solutions.

So, instead of teaching children curriculum (the copied content), we should offer them the challenges that oblige them to

think. We should develop ability in students to observe, think and make decisions. If we teach children to accept something without thinking, the information will not be substantial. It will not produce a major alteration in their brains, but will solely be stored somewhere inside the memory storage section of the brain, where it will remain for some time and will slowly disappear.

Just thinking is an unconscious process, but thinking about the topic with a specific guideline and gearing the thinking potential is ability or a technique used by the teacher in making the learning an active process. Sometimes, a brain storming secession can be given for unconscious thinking as an effective teaching approach. During this process, students must be provided with the idea of “thinking out-side the box”. It means that they must be appreciated for bringing the innovative ideas about the concept. Teacher should not consider unconscious thinking as the only pathway, but also include the potentiality of thinking with

consciousness or the guided thinking. A teaching approach that leads the thinking of the student to consciousness would lead to an exclusivity of knowledge about how it

could lead the student towards critical thinking, the ultimate goal for active learning process.

"Education is the key to success in life,
and teachers make a lasting impact in the
lives of their students".

— Solomon Ortiz

External Pressures Bring Changes to Higher Education

Samina Rafique
(PhD Education Scholar)

“The Roots of Education are Bitter, But the Fruit is Sweet”
(Aristotle)

Higher education includes all post-secondary education, training and the orientation of research in educational institutions, such as universities that are authorized as Higher Education Institutions by state authorities.

Web based learning at higherlevel is proceeding to meet the continually changing necessities of students. A considerable lot of the profitable employments accessible in the activity showcase require some kind of school instruction. Progressively, students are working all the day and exploiting new media communications innovation to finish their training whenever the timing is ideal. These progressions are driving numerous schools and colleges to adjust.

Numerous schools are hesitant to change, however in some case, are being compelled too. The force for change is being driven basically by financial changes. This

is requiring schools and teachers to change the techniques beforehand used to instruct undergraduates.

Factors Effecting for the Change in Higher Education

1: Economic Factor

Schools and colleges are not insusceptible from monetary changes. Since governments are right now encountering significant spending issues, cash that formally was accessible for training is no longer there. Thus, numerous schools are searching for new well-springs of subsidizing. Frequent schools are thinking about the likelihood of adjusting the plan of action to address spending issues. Previously, this would have appeared to be unorthodox to teachers despising showcasing instruction.

Another factor prompting spending issues for schools and colleges is the opposition from for-benefit and online colleges. Revenue driven schools regularly use powerful showcasing and business methodologies to enroll new understudies

from customary schools. To keep understudy enlistment rates high, customary schools are making adjustments to their learning models to pull in and hold more understudies.

2: Philosophical Resistance

Many educators are not satisfied with the developing ubiquity of online training. They are typically worried about the nature of instruction given by online courses. Many college professors support conventional encouraging methodologies, contradicted to new models coming about because of new innovations. This strategy includes preparing specialists transferring their insight to understudies inside a classroom. Be that as it may, online training has adjusted this technique for instructing.

Many instructors feel online instruction is a risk to their occupations. Different teachers are not anxious to lose control of classroom substance and educational programs. The loss of scholarly opportunity concerns several instructors since it regularly requires gatherings of teachers to team up to create online instructive substance.

It will be very important for traditional educational institutions to integrate online programs with traditional programs of study to remain competitive with for-profit universities. In fact, programs can be developed that provide students the convenience of studying online while getting the rich education experienced offered by traditional classroom learning.

Teaching Profession in the light of Quran and Sunnah

Sanam Hina

(MS Education Scholar)

Teaching Profession is a challenging and demanding career. Teacher is the pivot of entire educational process or activity with good leadership and appropriate teaching aids. A good teacher never stops learning himself and keeps himself updated to perform duties carefully. Teacher's job is not only limited to deliver knowledge but also help students to become the useful member of society with ethics and moral values.

Teaching profession is among the best profession because it is the profession of our Holy Prophet (S.A.W). Teachers are called the inheritors of Prophets' knowledge” العلماء ورثة الأنبياء. According to the Hadith:

“I like most the Momin who learns and the one who teaches”.(Bukhari)

In an Islamic system of education, the worth of teacher is realized and special status is given to them. In an Islamic system of education, excellence in teachers is judged by both in term of personal accomplishment and professional competence. The teacher must continue to

grow on the job and advance in knowledge in order to be able to educate the advancing pupils. Learning and teaching being obligatory functions, a teacher must continue to learn and be prepared to teach for all his/her life.

Current Scenario of Teaching Profession

Teaching was the most honorable and prestigious profession. Teachers were called *Shaykh* during past time. In the order of service to society, first place was generally given to teaching. In current scenario with reference to national and international reports; the overall status of teaching profession is not very good. According to Rehmani (2006) teaching profession is not considered as respectful as doctor, engineering etc. It is important for teachers to consider themselves as professionals.

Teaching Profession in the Light of Quran and Sunnah

The significance of knowledge and preacher has been highlighted both directly and indirectly in over five hundred places in the Holy Qur'an. One of the crucial

responsibilities of Prophet (SAW) was to spread knowledge and wisdom to all. Allah Almighty says:

“Likewise, We have sent you (Our Messenger (blessings and peace be upon him) from amongst yourselves who recites to you. Our Revelations and purifies and sanctifies (your hearts and ill-commanding selves) and teaches you the Book and inculcates in you logic and wisdom and enlightens you (on the mysteries of spiritual gnosis and divine truth) which you did not know. [Al-Baqara, 2:151.]”

Muhammad (PBUH) as a Teacher in the Holy Quran:

Allah, the glorious and merciful declared in Quran that it was request of Hazrat Ibrahim (A.S) to send a Messenger from his progeny for welfare of mankind which was accepted by Allah and confirmed that Hazrat Muhammad (S.A.W) was sent as a teacher for all mankind and jins. Hazrat Muhammad (S.A.W) is perfect teacher for whole Muslim Ummah and also Known as “Living Quran”.

Allah says:

“Our Lord, and send among them a messenger from themselves who will recite to them Your verses and teach them the

Book and wisdom and purify them. Indeed, You are the Exalted in Might, the Wise.”
(Al-Baqarah 2:129).

These verses show the fundamental responsibility of the teacher:

- To recite the Verses of the Holy Quran.
- Teach the Holy Quran.
- Teach the Wisdom (Knowledge)
- To purify his clique.

Examples from Sunnah:

It is narrated from Jabir Bin Abdullah (May Allah be pleased with him) that the Prophet (PBUH) said:

“Allah did not send me to make things hard for people in the hope that they would make mistakes, rather He sent me to teach (as a teacher) and make things easy.” (Muslim: 1478).

Islam greatly emphasized on following methods of teaching;

- ◆ Kindness towards students
- ◆ Concerned about the Betterment of Students
- ◆ Humbleness
- ◆ Have wisdom

- ◆ The perfect speaker
- ◆ Answer the question patiently, and leave what you do not know

Teaching Methodologies of Hazrat Muhammad (S.A.W)

Rasulullah (S.A.W) used the best suitable and appropriate methodologies for teaching which leave long lasting effect in the heart of the followers, these methodologies were according to their intellect and level of understanding.

1. Questioning and dialogue

One of the prominent method of teaching used by Hazrat Muhammad (S.A.W) was dialogue and questioning in order to build desire for answer, gain attention of the listeners and motivate them.

2. Taught by Smiles and Examples

Rasulullah (S.A.W) used this methodology give very concrete examples that a person could see with eyes. This methodology is very helpful for students to understand what teacher is trying to teach and about what he is warning.

3. Combine Speech and Hand Action in Teaching

While teaching Rasulullah (S.A.W) used hand action along speech in order to give importance of what he is teaching.

4. Replies to More than What was Asked

Sometime Rasulullah (S.A.W) gave detailed answer about any question that person asked. He used this strategy when he felt that person needed to know more about particular issue. This shows his keen concern towards his disciple who wanted to learn more knowledge.

5. Teaches by Diverting the Attention of Questioner from the Actual Question

Sometime Rasulullah (S.A.W) diverts the attention of questioner from what he asked because of some hikmah.

6. Teaches with Humor

Humor is an important element to make learning and teaching interesting. It lightens the fatigue and boredom.

7. Repeat his Words 3Times in Order to Emphasize his Subject Matter

In order to draw attention and emphasize on subject matter, Rasulullah (S.A.W) repeated his words. By using this

methodology, person understand and comprehend it completely.

Code of Ethics for Teachers in Islamic Perspective

According to (Bukhari, 2006), best result can come if a teacher follows the code of ethics. Some of the codes of ethics for teachers are;

- A teacher must always teach what he/she himself/herself does and believes.
- If something is contradictory to the teaching of Islam but it is referred in the text book it is teacher's religious duty to make that concept clear and in this regard refer to the Islamic teaching.
- A teacher must be punctual.

- He/she must try to have a command over his/her subject and prepare his/her lecture well
- His attitude must be that of guide.
- Teacher must learn the art of respectful discussion about essential matters
- Dress code for teacher is essential. A teacher is not a showpiece he/she must be properly covered according to Islamic dress code.

“The goal of Education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things.”

— Jean Piaget

Education system of Balochistan: Problems and Challenges

Ejaz Ahmed
(PhD Education Scholar)

Balochistan is one of the four provinces of Pakistan; it has great geo-strategic importance due to rich resources of oil, gas and lot of other natural resources. By area it is largest province of Pakistan with the geographical area 347,190 sq. km comprising 44 % of the Pakistan. It has boundaries with Afghanistan to north and Iran to west. The state does not undertake any social sector development like health, education to that extent which is being enjoyed by other provinces of Pakistan and education is one of the obvious indicators of under development. It shows Balochistan lag far behind than the other provinces of Pakistan.

The policy makers and international organizers always put emphasis on the quantifiable aspect of education to enhance the literacy rate of province under such circumstances quality is being ignored. Due to socio-economic factor, the literacy rate is very low i.e. 42%. The female literacy is much lower than the male. Furthermore currently, the number of schools and colleges for girls in Balochistan are 3408 and 49 colleges with enrollment of 429784 students and employment of 16693 female

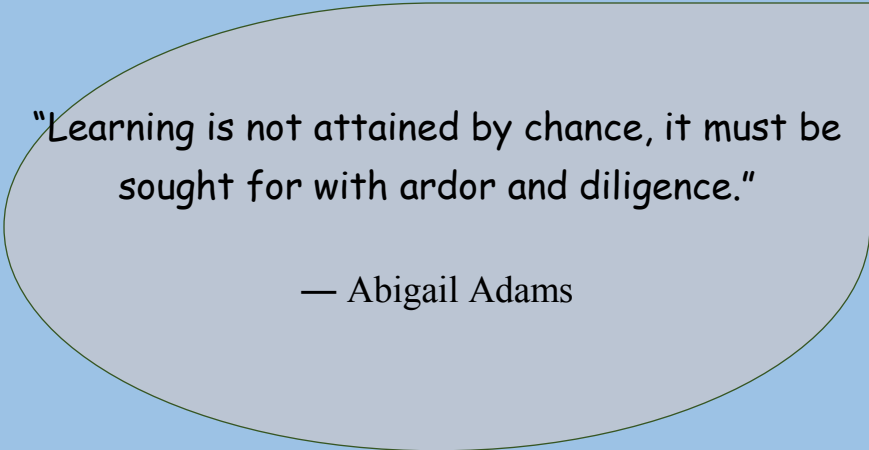
teachers and still 2.3 million boys and girls are out of school. According to World Bank and Human Right Watch, the present situation of education in Balochistan is very poor even the province badly failed to produce the required number of human capital to run its public and private sector. Only Quetta city has some number of institutes which provide good education. The financial stable people send their children to Quetta or out of province to acquire education. About 52% of people who are living below the poverty line are unable to send their children out of province. The schools in rural areas are in worst conditions, the Education Policy of Pakistan does not take into account the poor infrastructure and scattered population of Baluchistan.

The formal education perused in Baluchistan is too much traditional. Teachers who are recruited are not too much qualified. They do not possess pedagogy knowledge and most of the recruitment is made on political bases. The curriculum does not reflect the history of Baloch culture and their national identity. The textbooks are not being provided in all schools especially

in the schools which are located in the far flung areas. On the other hand, the district management is also very non serious about such issues. About 5000 ghost teachers are getting their salary without performing their duties. The numbers of primary schools in Balochistan are 12,500 in which more than 7000 schools do not have classroom and teachers.

As 48% of Pakistan educational institute only 5% institutes are in Balochistan, as per national economic survey 2005. To improve

the situation, the state should take serious concern; immediate steps should be taken to restructure the province's worsening education system. The education emergency is the need of hour to raise the literacy rate of province by deploying well qualified teachers.



"Learning is not attained by chance, it must be sought for with ardor and diligence."

— Abigail Adams

Ghost Schools in Sindh

Zulfiqar Ali
(MS Education Scholar)

Since many years the quality of education in specially rural areas of Sindh has been questioned everywhere and many of us were eye witnessed to the worst conditions, ghost schools, teachers, high ratio of drop-outs, poor infrastructure, corporal punishment, low standard curriculum, untrained teachers, copy culture and even many more. Therefore, the civil society, media groups, education friendly stakeholders have started campaign and announced an “*Education Emergency*” in the Sindh Province.

After the Education Emergency in Sindh last Year 2017, it was quite difficult to believe that education in Sindh can be improved because private schooling was the only option for anyone designing for quality education. May be Sindh government was aware about the hopes of people of Sindh. Therefore, Sindh government gave the responsibility to Sindh Education Foundation (SEF) for improving the quality of education in Sindh and also facilitated other donor agencies to execute educational projects in province especially in rural areas.

But I was badly depressed when I heard the news on national media on 7th September 2018 that instead of improvement and provision of quality education there, 52 ghost schools were identified across different districts of Sindh including Larkana, Hyderabad, Dadu, Tharparkar, Sanghar and MirpurKhas.

According to reports, the Sindh Education Foundation (SEF) had allocated Rs 50 million to these ghost schools which were under the supervision of various non-governmental organizations (NGO's) and the private sector. SEF is a public-private partnership institution providing funds to schools in areas where there are no government educational institutes. More so, the funds allocated had either not been utilized properly or the schools did not exist. Managing director SEF Naheed Durrani said that she has written a letter to the anti-corruption department to take action against these schools and to recover the funds.

Modernization of Education in Pakistan

Samiullah Katpar
(MS Education Scholar)

The word “Modernism” is originated from the Latin word ‘*Modernus*’ that means “of recent times”. Modernism is a social concept that refers to industrialization, urbanization and other social changes in the society. According to Encyclopedia of Social Sciences, Modernism is “Attitude of mind which tends to subordinate the traditional to the novel and to adjust the established and customary to the exigencies of the recent and innovating”.

Modernization of Education

The world we are living now is known as the industrial world. Development of science and technology has completely changed human society. Now, as human beings our needs are quite different in comparison to the past. Change in needs requires change in education because education is the fundamental instrument to satisfy our needs and to improve our skills and knowledge according to the demand of modern world. For this purpose, world has shifted from the traditional education system to the modern education system. Traditional education system only imparted the

knowledge of culture, values, traditions and religion. But for existing in a modern world, we need knowledge of science, technology and skills. The role of traditional education system is quite important corresponding to preserve our culture and religion but totally relying on this system cannot be helpful in the development of other essential areas of knowledge such as science and technology that has been indispensable in the world. In view of modern world, the primary purpose of education is to impart the knowledge of science and technology and develop the individuals with skills to become productive for their society. The education that is taught today in schools is the modern education that teaches individuals science and technology skills. Schools are the fundamental sources of inculcating the modern education in the present world.

Modernization of Education in Pakistan: A Debate

Pakistan had been established on the basis of Islamic ideology. Since the establishment of the country a debate is being held between the seculars and conservatives about the

traditional and modern education system in the country. In Pakistan, Madrassahs provide the traditional education that is completely based on the knowledge of religion. Many of children of rural and backward areas get religious education in these Madrassahs. These Madrassahs provide free education and develop the individuals with religious knowledge who become the religious scholars and preachers after completion of their education. Religious extremists consider religious education is enough for children so they do not want to allow scientific and technical knowledge to enter in the premises of Madrasahs.

On the other hand, seculars prefer modern education. In their view, religious and traditional education is not as much important as the modern education because modern education is totally based on the science and technology and evidence based. Modern education enhances individuals' skills and scientific knowledge and makes them able to compete with world. Seculars want to completely eliminate the role of traditional education because it is not as much productive as the modern education. However, these two perspectives about education are not acceptable about education.

Traditional and Modern education are equally important for Pakistani society. We need scientific and technical skills in order to survive and compete in the modern world. In colonial system, Sir Sayed Ahmed Khan had identified that Muslims should get the education of English and science with the education of religion otherwise they would not be able to compete with others and get their rights. He was the first person in Indo-Pak history who had initially laid the foundations of modern education for Muslims. Science and technology are highly important to solve the problems of this country and to make it a better place to live.

So we need modern education to produce scientists, doctors, and engineers. On the other side, traditional education is not less important than the modern education. Traditional education inculcates the knowledge of our culture, traditions, values and religion. Our culture and religion are very much important for us as a nation. Without our culture and religion we cannot know what is good or bad. Our culture inculcates the sense of living a life according to our traditions and our religion instills the sense of ethics and right and wrong.

Conclusion

Modern and traditional education is equally important. Modern education produces successful individuals such as doctors, engineers, scientists, and educationalists who serve people and solve the problems of society. While traditional education

produces good people and religious scholars who direct the society in an ethical way and provides the guidelines for a peaceful life. In short, modern education ensures success in this world and traditional education ensures success in the next world (life hereafter) and also contributes to this world.

“Education is the movement from
darkness to light.”

— Allan Bloom

“The aim of education is the knowledge
not of the facts but of values.”

— William Ralph Inge

Department NEWS

Cultural Week Activities

Cultural week activities 2018 as assigned by student activity IIUI were organized by Department of Education, Female campus International Islamic University Islamabad. Competition on presentation skills were conducted on 20-Feb-2018 at the auditorium, Fatima Tuz Zahra Block. The aim was to improve students' self-confidence, skills & communication skills for attaining a positive impact in both personal and professional lives. 30 minutes were given to students for making presentation. The judges were invited from Media and Mass communication Department and English Department. Furthermore, cultural stall on Gilgit and Baltistan was organized.



Seminar on APA Referencing Style

Seminar on APA Referencing styles was organized on Feb 22, 2018 at Lecture Theatre in Maryam Block. Dr. Munazza Mahmood (Assistant professor Education) was the guest speaker of seminar. Seminar was aimed at providing comprehensive understanding about current referencing styles and to develop proficiency in students to cite electronic references in an academic research. Seminar was largely participated by students of different departments. Student took keen interest in understanding references.



Seminar on Career Counseling

A seminar on career counseling was conducted on 23-Feb-2018 at D108, Fatima Tuz Zahra Block. Dr Asad Rizvi (Assistant professor Education) and Dr. Zarina Akhtar (Assistant professor Education) were the guest speakers. They delivered detail presentation on CV writing. Student took keen interest in all the activities organized by department of Education.



Cleanliness Day

Students of BS 1st semester on April 20 in department of education. They cleaned the classrooms by themselves and gave message about the importance of cleanliness. Chairperson, Department of Education Dr. Shamsa Aziz appreciated the efforts of students.



Two Day National Seminar on Curriculum: Theory and Practice in Pakistan

Two day national seminar/conference titled “Curriculum: Theory and Practice in Pakistan” was held on 8-9 March 2018 at Iqbal Auditorium, Faisal Masjid Campus.

Prof. Dr. Samina Malik, Dean Faculty of Social Sciences welcomed all guests, keynote speakers, faculty members, teachers and students to the mega event. She enlightened the importance of seminar for the policy makers, researchers, teachers and students. Prof. Dr. N. B. Jumani, Professor of Education/ Director, Directorate of Distance Education briefed the audience about the vision of seminar and explained basics of curriculum. He elaborated main issues in designing and implementation of curriculum in Pakistan.

President IIUI, Prof. Dr. Ahmed Yousif Ahmed Al Draiwesh said that curriculum at university and school level should be based according to the emerging demands of technology and cultural factors shouldn't be ignored in the curriculum. He emphasized that ethical values must be inculcated in the curriculum. Students must be aware of civic responsibilities to make this country proud and progressed, Prof. Draiwesh added.

Prof. Hashim Abbasi, Former Senior Joint Educational Advisor, MoE Islamabad talked about the curriculum reforms in Pakistan. He discussed different policies and their implementation status. Prof. Abbasi discussed that research must be focused on the re-thinking curriculum by teachers and 2061 US science curriculum should be explored for new reforms. He concluded that if we want the effective implementation of the curriculum then we have to focus teachers' training and classroom implications.

Prof. Dr. Rafaqat Ali Akbar, Director IER, University of the Punjab, Lahore discussed the challenges and factors hindering the effective implementation of the curriculum. He said that Lack of Professionalism, Economic Problems, Political Interference, Inadequate Evaluation, Disapproval of society,



Lack of Teaching Material, Lack of In-services Training are affecting the implementation of curriculum in Pakistan. He emphasized that teachers should take an active part in the planning and development of the curriculum and must be ready to accept the change in the curriculum.

Dr. Muhammad Saleem, Former Joint Educational Advisor, MoE Islamabad discussed 21st century skills and how to integrate these skills in our curriculum and daily life. He said that first of all we should train our teachers according to the 21st century skills so that they can inculcate these skills in the students.

Ch. Munir Ahmed, Former Joint Educational Advisor, MoE Islamabad elaborated planning for prioritizing the educational needs of Pakistan. He highlighted reasons behind the failure of previous educational policies and inability to achieve targets and objectives. He stated, low GDP ratio, teachers recruitment, teachers training, lack of resources and facilities in the school as factors impeding implementation of educational policies. Ch. Ahmed suggested that enrolment at elementary level must be increased to achieve the MDGs and SDGs. As well as he said teachers competencies should also be enhanced by training.

Prof. Dr. Nisar Hamdani, Director, Kashmir Institute of Economics, AJK University, talked about the integration of values into our curriculum at national level. He also discussed divine model 2015 and explained how an individual has many dimensions and domains and what are the basic values related to each dimension and domain. He concluded that with the implementation of golden rules of ethics we can achieve targets and our curriculum can be value-based curriculum.

Prof. Dr. Haroona Jatoi, Former Joint Educational Advisor, MoE Islamabad, highlighted educational problems and challenges of Pakistani society. She discussed that education is a mechanism to know and use our rights, teach critical thinking, tolerance and appreciation for diversity and raise awareness about climate change and environmental stability. She mentioned main challenges and issues of Pakistani society and some suggestions and recommendations such as; relate education to other social sector issues, Gender equity and equality, increase enrollment and control dropout and improve infrastructures and governance mechanisms.

Prof. Dr. Muhammad Khan, Department of Politics & International Relations, IIUI discussed priorities of curriculum. He emphasized that every curriculum should consider the Prophet's (PBUH) vision and Quaid's vision and then aspiration of society, national interests, ideological basis of a nation and elements of national power. Dr. Khan said that at domestic level, curriculum must take into account the societal and individual needs. He stressed that in order to remain relevant, curriculum must have the capacity to benefit from the new developments, taking place at international level, particularly the technological advancement and their practical applications.

Worthy President IIUI appreciated Prof. Dr. Samina Malik, Prof. Dr. Jumani and the organizing committee for arranging such a thought provoking seminar for teachers, curriculum makers and policy makers at national. He said that all universities must focus on the curriculum reforms according to needs of society. Furthermore he said that Pakistani society is the Islamic society so it is necessary that curriculum should be Islamic and ethical value-based curriculum.

He concluded that women participation in different fields must be encouraged and teachers' training should be ensured for teachers' professional development according to needs and technological development. At the end he distributed certificates to all organizers of the seminars and presented souvenirs to Prof. Dr. Samina Malik and Prof. Dr. N. B. Jumani



Two Day International Seminar on “Education for National Development”

Education is a vital investment for human and economic development and the progress of a nation depends on education. Keeping in view the significant role of education in national development, Department of Education, Faculty of Social Sciences IIUI organized two day international seminar on 11-12 April 2018 at Iqbal Auditorium, Faisal Masjid Campus.

In the inaugural ceremony, Dr. Abdulaziz Othman Altwaijri, Director General of the Islamic Educational, Scientific and Cultural Organization (ISESCO) was the guest of honor. President of IIUI, Prof. Dr. Ahmad Yousif Al-Draiweesh was the chief guest. He welcomed all national and international guests to the mega event. He said that such thought provoking seminars are very important for the Department and the institution and he exclusively thanked to the Higher Education Commission Pakistan for supporting Department of Education in this regard. Prof. Dr. Al-Draiweesh also encouraged the Distance Education programs offered by the university.

Dean Faculty of Social Sciences, Prof. Dr. Samina Malik, evoked to modify educational programs in order to commensurate with the requirements of our country and also in enabling our youth to productively fit into those professional and social positions.

Prof. Dr. N. B. Jumani, Former Dean FSS/ Director, Directorate of Distance Education enlightened the audience about the role of higher education institutions in developing societal integrity and cohesion. He also discussed various inputs and intervention to enhance quality of education for national progress.



Dr. Khalid Khurshid from Bahauddin Zakariaya University, Multan deliberated on the “Emerging Trends and Strategies”. He linked the development of a nation with the emerging trends of technological paradigm. He emphasized on the use of innovative and interactive teaching learning strategies.

Dr. Irshad Hussain from Islamia University Bahawalpur discussed the “HEC vision 2025” and the UN’s Sustainable Development Goals. He suggested participants to work collaboratively in order to actualize the HEC vision 2025.

Dr. Kezang Sherab from Royal University of Bhutan introduced “Education for Gross National Happiness” with respect to constitution of Bhutan. He said that education is meant to provide overall happiness to the individuals of the country. Dr. Sherab emphasized that Gross National Happiness is more important than Gross National Product.

Prof. Dr. Muhammad Sarwar from University of Sargodha talked about the “Vision of a Nation and Education System.” He evoked that Pakistan’s Vision: 2025 is designed to serve as a critical guide-post for the development of an effective strategy and road-map to reach the destination.

Prof. Dr. Anjum Bano from Iqra University, Karachi discussed the “Responsibilities of Educated Youth”. Youth of any nation is



always considered the asset of a country and they play a vital role in the development of that country. National Development Strategy should meet the challenges and the development process must be visualized in its broadest context if it is to meet the expectations of the national and global demands.

Prof. Dr. Afsar Rathor from Academic Council on the United Nations System (ACUNS), Austria elaborated “Fundamentals of Education in National Development”. He discussed the economic conditions of Pakistan and associated it with education. Prof. Rathor also discussed about the soft skills that how these play an important role in the national development of education.

Prof. Dr. Michael Platzer, from Academic Council on the United Nations System (ACUNS), Austria talked about the “Global Citizenship Education for National Development” and entailed 3 core conceptual dimensions: Cognitive, Behavioral and Social Global Citizenship Education. He laid stress on the participants to play their role in improvement of community’s or disadvantaged group’s life and focus on the national and international issues.

Dr. Muhammad Nasir Khan from University of Vienna, Austria highlighted the “Barriers in National Development”. He was of the view that the greatest need of the hour is to re-design curriculum, textbooks, teaching methodology and children’s literature, formal and non-formal educational systems. A fundamental purpose of the University is to shape, and constantly reshape, society, he added.

Prof. Dr. Abdul Hameed from University of Management & Technology, Lahore talked about the “Education for Life Skills”. He discussed the five contexts that define life skills including; Generic Skills, Contextual Values, Composite skills, Subject based skills and Miscellaneous Skills. He emphasized that teacher education, needs a substantial restructuring in order to align it with emerging challenges

Prof. Dr. Arshad Ali from University of Peshawar discussed “Challenges of Nation and Education System”. He said that “Pakistan is confronted with mighty challenges hence serious implications for its long-term prosperity and security are needed for making Pakistan a stable, progressive, moderate and democratic country. Similarly, to make the youth of the country an asset, attention should also be paid to vocational and technical training.

Dr. Amjad Reba from University of Peshawar talked about the “Education and Employability”. He said that “hiring and promotion decisions should be based on individual skills”. Dr. Reba suggested that that employer engagement can modify the distribution of human capital (technical & employability skills), social capital (useful networks) and cultural capital (attitudes & identities).

Dr. Muhammad Bashir Gondal from University of Gujrat elaborated “Purpose of Education”. Discussing the education as necessity of time, he highlighted the aims, goals and objectives of education and also related them to the national development.

This international seminar addressed the challenges underpinning idleness of youth and analyzed the ways in which educational institutions, policy makers; various organizations can support

young people in reaching their full potential and enabling them as productive citizen. This interactive seminar was attended by Deans, Directors, Faculty members, Research Scholars and students of the varsity.



Two Day International Seminar on “Needs of Society and Qualification of Graduates”

Two day international seminar titled “Needs of Society and Qualification of Graduates” was held on 14-15 May 2018 at Iqbal Auditorium, Faisal Masjid Campus.

Prof. Dr. Samina Malik, Dean Faculty of Social Sciences highlighted the needs of society for enhancing quality and demands of education. She emphasized on the inputs and interventions needed to boost up overall capacities of youth as constructive individuals of the society. Prof. Dr. N. B. Jumani, Former Dean FSS/ Director, Directorate of Distance Education highlighted the role of higher education institutions in satisfying the current needs of youth, fulfilling societal needs and relevance of students’ qualification with the current demands of the society.

President IIUI, Prof. Dr. Ahmed Yousif Ahmed Al Draiwesh acknowledged the efforts of Department of Education for organizing such meaningful seminars for the students. He further appreciated Dr. Samina Malik for arranging such constructive events.

Dr. Katalin Csoma from Hungary discussed “Youth Programming: Innovative Ideas and Lessons Learned”. She emphasized on the United Nations’ Sustainable Development Goal 4 “Quality Education”. She said that by 2030, substantial increase in the number of youth and adults is expected who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

Dr. Kamal Haider from Federal Urdu University of Arts, Science & Technology (FUUAST), Karachi talked about the “Higher Education Needs and Challenges”. While discussing Higher Education Institutions’ role in globalization he

said that HEIs need to enhance cross cultural and multi-cultural activities for expanding working relation with other institutions at national and international level.

Dr. Waseem Malik from York University, Canada deliberated on the “Commodification of Education and Youth Agency”. He viewed that capital economy helps to produce necessary



social, political, ideological and economic conditions for capitalism and therefore reflects and reproduce inequalities in the relationship of production.

Prof. Dr. Muhammad Khan from IIUI discussed “Recognition of Skills and Qualifications in Connection to Skills Needed for Job Market”. He said that there is an intrinsic relationship between academic qualification, acquiring skills and absorption in the job market. Prof. Khan viewed that development of a mechanism for the recognition of the skills and qualifications of youth would absorb them prudently in the Job market.

Dr. Irfan Ahmed Rind from IBA University, Sukkur elaborated “Fostering global citizenship & 21st Century Skills among Students”. He discussed that teachers should be trained to adopt learner-centered pedagogic approaches in teaching all the subjects interactively.

Dr. Muhammad Nasir from University of Vienna, Austria talked about “Redesigning Curriculum for the Need of Time”. He discussed that life skills are building blocks of independence, abilities for adaptive and positive behavior that enable individuals to deal effectively with challenges of life.

Dr. Hazir Ullah from IIUI deliberated on “Inculcating Moral & Social Values in Students”. He was of the view that Morality is not the doctrine of how we may make ourselves happy, but how we may make ourselves worthy of happiness. He also highlighted fundamental moral and social values for students such as respect for others, punctuality, cooperation, honesty and obedience etc.

This interactive seminar was attended by Deans, Directors, Faculty members, Research Scholars and students of the varsity.



Seminar on Enhancement of Creative and Academic Writing Skills among Students

A seminar on “Enhancement of Creative and Academic Writing Skills among Students” was arranged By Department of Education, International Islamic University, Islamabad. The seminar was chaired by Chairman Department of Education, Dr.Muhammad Munir Kyani, and was supervised by Dr. Muhammad Zafar. The organizer of the seminar was Mr.Muhammad Pervaiz Jagwal (MS Scholar) with team of CRs of PhD, MS, M.A, BS.

The seminar was held on 26th of October, 2017 in Imam Abu Hanifa Block of the University, at 3pm to 4:30pm. Seventy students of PhD, MS, M.A, BS along with faculty members participated in this seminar.

Dr. Muhammad Zafar presented his paper on “Creative and Academic writing” in which he explore the needs to improve this skill. He said that *Only Practice Makes Man Perfect*, so only exercise and continues effort for improvement can help to attain this skill.

Dr.Sheikh Tariq expressed his views and said that this type of seminars could motivate the students and could provide guidance for students to improve their thoughts and skills.

Mr. Zia-Ur-Rehman (MS Scholar) and Mr. NaveedQaiser (PhD. Scholar) presented their presentations on selected topic, and give useful tips for improvement of creative writing skill. At last the Chairman Department of Education Dr.Muhammad Munir Kyani addressed the seminar and said that the department is focusing to organize this type of seminars and programs for enhancement of skills and knowledge of students.

The organizer of the seminar Mr.Muhammad Pervaiz thanked to Dr. Muhammad Munir Kyani, Dr. Muhammad Zafar, Dr.Azhar Mehmood, Dr.Tariq Sheikh and Dr.Asad Rizvi for their guidance and cooperation to organize the seminar, he also thanked all team of CRs and other students who took active part in arrangement.





Seminar on Educational Measurement & Evaluation

Seminar on “Educational Measurement and Evaluation” was organized for the PhD & MS scholars of the Department of Education, International Islamic University, Islamabad (IIUI), under the guidance and supervision of Dr. Azhar Mahmood on April 25, 2018. The purpose of this seminar was to develop sound understanding of the educational measurement and evaluation methods and techniques currently in practice around the globe. The seminar aimed to understand the necessary measurement and evaluation techniques, experiences and knowledge in terms of effective assessment and professionalism among the scholars at the department. The seminar started with the recitation of Holy Quran.

Dean Faculty, Social Science, Prof. Dr. Samina Malik, Prof. Dr. N.B. Jumani, and other faculty members also participated in the seminar. Faculty members provided their valuable feedback during the sessions. Participants took keen interest in the presentations and posed scholarly questions.

The speakers includes Sahibzada Waqar Ahmed, Navid Qaisar, Fazal Hakim, Tariq Mehmood, Ijaz Ahmed, Mansoor Azmat, Irshad Hussain, Shafqat Abbas and Mujtaba Ahmad. Presentations were



made around the themes; Function of Portfolio in assessment, Assessment Procedures, Achievement Tests, Performance-Based Assessment, Aptitude Tests, Interpreting Test Score, Assembling Administrative Appraisal, and validity and reliability. At the end of Dr. Azhar Mahmood concluded and thanked all the participants.

ONE DAY TRAINING PROGRAMME FOR PRIVATE SCHOOL PRINCIPALS

Department of Education, International Islamic University, Islamabad is providing free of cost training services to private schools under its community outreach programme. In this regard one day teachers' training programme was organized by the Department of Education, IIU for Principals of private school teachers. This training session was 3rd was arranged for the principals and head teachers associated with Private School Network (PSN). First training session of this series was held at Tarnool Sector, while second session of the said series was held at Ghorī Sector of PSN. The third raining session was held at "The Rise International School" at Baharkau Sector of PSN. Dr. Sheikh Tariq Mehmood, Assistant Professor, Department of Education, IIUI was focal person for this training series. Dr. Azhar Mehmood, Associate Professor, Department of Education put in to words 'emerging roles of school leadership in 21st century'. Dr. Muhammad Zafar Iqbal, Assistant Professor, Department of Education delivered his session about 'how to become a reflective teacher'. While, Dr. Shiekh Tariq Mehmood session was about 'National Professional Standards for Teachers in Pakistan'. Dr. Babar, President of PSN paid sincere thanks to the Department of Education, International Islamic University for organizing the series of training sessions for the principles and head teachers. Dr. Babar motivated the participants to apply the learned contents in the classrooms



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

Directorate of Distance Education

Room # A 107, Faculty Block I,
International Islamic University, Islamabad
For Male Students Contact No. 051-9019470,
0519019409, 0300-5108615, 0300-5811275
For Female Students Contact No. 0519019370
Email: directorate.de@iiu.edu.pk, directorate.de@gmail.com
Skype: directorate.de
Facebook Page: directoratedeiui

Directorate of Distance Education

Faisal Masjid Campus,
International Islamic University, Islamabad
Contact No. 0300-5108615, 0300-5811275
Email: directorate.de@iiu.edu.pk, directorate.de@gmail.com
Skype: directorate.de
Facebook Page: directoratedeiui

