CONFERENCE REPORT

2nd INTERNATIONAL CONFERENCE ON INNOVATION IN TEACHING AND LEARNING

(ICITL-2018)

OCTOBER 17th & 18th, 2018

DEPARTMENT OF EDUCATION

FACULTY OF SOCIAL SCIENCES

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

Conference Organizing Committee

1. Prof. Dr. Samina Malik, Dean, Faculty of Social Sciences
2. Prof. Dr. N. B. Jumani, Professor of Education/Director Directorate of Distance Education
3. Dr. Muhammad Munir Kayani, Associate Professor/Chairman Department of Education (Male Campus)
4. Dr. Shamsa Aziz, Associate Professor/Chairperson, Department of Education (Female Campus)
5. Dr. Azhar Mahmood, Associate Professor, Department of Education
6. Dr. Asad Abbas Rizvi, Assistant Professor, Department of Education
7. Dr. Munazza Mahmood, Assistant Professor, Department of Education
8. Dr. Shazia Naureen, Assistant Professor, Department of Education
9. Dr. Zarina Akhtar Assistant Professor, Department of Education
10. Dr. Sh. Tariq Mahmood, Assistant Professor, Department of Education
11. Dr. Muhammad Zafar Iqbal, Assistant Professor, Department of Education
12. Ms. Fouzia Ajmal, Assistant Professor, Department of Education
13. Ms. Alina Raza, Teaching & Research Associate, Department of Education
14. Ms. Sumaira Batool, Teaching & Research Associate, Department of Education
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Message of the President, IIUI & Patron in Chief
2nd ICITL-2018

The Department of Education, IIUI is offering a variety of academic programs since 2000. Department of Education has established its credibility and recently launched a variety of programs through dual mode of learning. Organizing another International Conference is a big challenge and I really appreciate the efforts made by the senior faculty members Prof. Dr. Samina Malik, Prof. Dr. N. B. Jumani, the chairpersons Dr. Shamsa Aziz and Dr. Muhammad Munir Kayani and all faculty members of the Department for organizing this conference. This conference will meet the expectations of the academic community. I am confident that the Department of Education would hold this conference annually. I warmly welcome all keynote guest speakers, paper presenters, faculty and participants of the 2nd International Conference on Innovation in Teaching and Learning ICITL-2018. I have high appreciations and encouragement for the Department of Education.

Prof. Dr. Ahmed Yousif Ahmed Al Draiweesh
President, International Islamic University Islamabad

Message of Dean Faculty of Social Sciences & Patron
2nd ICITL-2018

International Islamic University, Islamabad has been playing a pivotal role in the development of higher education sector of the country. The organization of 2nd ICITL-2018 is yet another endeavor in this regard. The academicians from different countries and from all over Pakistan are joining this event. Therefore, it is hoped that this conference will provide an opportunity to all of us to learn about innovative practices in the field of education, teaching and learning. It is the 6th international event being organized by the Department of Education.

Prof. Dr. Samina Malik
Professor of Education/ Dean, Faculty of Social Sciences, IIUI

Message of Patron
2nd ICITL-2018

The 2nd International Conference on Innovation in Teaching and Learning (ICITL) will be an exciting learning event being organized by Department of Education, IIUI. Besides sharing the expertise with each other during the event and elaborate own expertise, I am sure that the participants will have a forum for socialization within their field.

Prof. Dr. N. B. Jumani
Professor of Education & Director, Directorate of Distance Education, IIUI

Message of Conference Chair/Focal Person
2nd ICITL-2018

The aim of this International Conference is to provide a forum to academicians, researchers, educational leaders, social scientists, practitioners, research scholar and students to bring forth innovations in teaching and learning. This conference's sessions will aim at addressing the many opportunities as well as challenges, current and future directions afforded by technological innovations in the field of education. There were 237 abstracts and after review 207 were accepted. Total 173 abstracts were presented in the conference related to different themes of innovation in teaching and learning.

Dr. Muhammad Munir Kayani
Chairman, Department of Education (M)/Addl.Dir DDE, IIUI

Message of the Co-chair
2nd ICITL-2018

The organizing committee of 2nd International Conference on Innovation in Teaching and Learning (2nd ICITL, 2018) has invited the renowned keynote speakers to enlighten the audience with their research and specialization. I trust that the conference will not only provide a useful forum to the participants to share their expertise in the field of Education but will also be a networking opportunity for them. I wish all the success for the event.
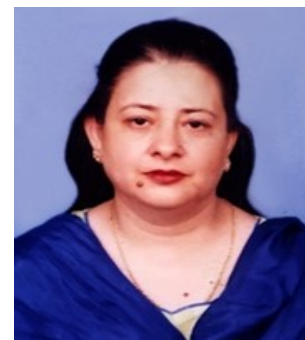
Dr. Shamsa Aziz
Chairperson, Department of Education (F), IIUI

List of Abbreviations

AIOU	Allama Iqbal Open University
IIUI	International Islamic University, Islamabad
NUML	National University of Modern Languages
GCUF	Government College University, Faisalabad
HEC	Higher Education Commission
LMS	Learning Management System
BZU	Bahauddin Zakariya University
PD	Professional Development
ICDEEL	International Conference on Distance Education and E-Learning
ODL	Open and Distance Learning
IIRD	International Institute for Research & Dialogue
ICTs	Information and Communication Technologies
DDE	Directorate of Distance Education
DAIs	Degree Awarding Institutes
NGOs	Non Government Organizations
FSS	Faculty of Social Sciences
OER	Open Educational Resources
MOOCs	Massive Open Online Courses
ADB	Asian Development Bank
OLDE	open learning and distance education
UNESCO	United Nations Educational, Scientific and Cultural Organization
DE	Distance Education
F2F	Face to Face
BKUC	Bacha Khan University Charsadda
IER	Institute of Educational Research
EPPSL	Educational Planning Policy Studies And Leadership

Scope of the Conference

This conference aims at addressing the challenges related to current educational practices and future directions afforded by technological innovations in the field of education. Innovations allowing broader access to education at a global level as well as innovations in teaching and learning in modern era demand that traditional theories and views on how learning is designed and delivered, but also educational policies at the institution or state level, be reassessed, adjusted, modified, repurposed, and perhaps even replaced. This conference's sessions will invite articles involving, but not limited to, the following areas from students, teachers and researchers from national and international level:

Conference Themes

- Innovation in Curriculum and Instruction
- Innovations in Higher Education
- Innovations in Educational Research
- Innovations in Mathematics and Science Education
- Learning and Teaching for Sustainable Development
- Sustainable Changes in Education
- Professional Insertion
- Teaching and Learning in Digital World
- Students' Support System in 21st Century
- Leadership in 21st Century
- Educational Intervention
- Social Media and Education
- Innovations in Distance Education and E-Learning
- Innovation in Blended Learning
- Invocations in Evaluation/Assessment Techniques/Strategies /Tools
- Innovative Educational Pedagogies/Strategies/Tools
- Technology Innovations and its Impact on Education
- Internationalization of Education, Challenges, and Impact

Guest Speakers

INTERNATIONAL SPEAKERS			
Prof. Dr. Martin Valcke Belgium	Prof. Dr. Sarah Younie UK	Prof. Dr. Bill Atweh Australia	Dr. David Roof USA

NATIONAL SPEAKERS				
Prof. Dr. Perveen Munshi Bhitshah, Sindh	Prof. Dr. Riaz-ul-Haq Tariq Islamabad	Prof. Dr. Mehmood ul Hasan Butt Islamabad	Prof. Dr. Munawar Mirza Islamabad	Prof. Dr. Rafaqat Ali Akbar Lahore
Prof. Dr. Muhammad Khan Islamabad	Prof. Dr. Muhammad Ramzan Gilgit	Prof. Dr. Arshad Ali Peshawar	Dr. Waheed Noor Quetta	Prof. Dr. Saeed Mahr Lahore

Executive Summary

The Department of Education, Faculty of Social Sciences, International Islamic University Islamabad in collaboration with Higher Education Commission, Pakistan has executed second International Conference on Innovation in Teaching and Learning (ICITL-2018). This conference's sessions aimed providing opportunities to address the challenges as well as current and future directions afforded by technological innovations in the field of education.

The selected papers were in the areas of Learning and Teaching for Sustainable Development, Innovations in Curriculum and Instruction, Professional Insertion, Teaching and Learning in a Digital World, Student's support system in 21st century, Leadership in the 21st century, Educational Interventions, Social Media and Education, Innovations in Distance Education and E-Learning, Blended Learning, Higher Education, Educational Research, Mathematics and Science Education, Evaluation/Assessment Techniques, Educational Pedagogies/Strategies and Internationalization of Education, Technology Innovations and Its Impact on Education.

The keynote speakers included eminent professors from different countries having diverse experience in the field of education including Dr. Martin Valcke, Ghent University Department of Educational Studies Gent Belgium, Prof. Dr. Bill Atweh Visiting Professor, Philippines Normal University and Adjunct Professor, Curtin University, Australia, Prof. Dr. Sarah Younie, De Mountfort University UK, and David J. Roof, Ball State University USA.

The national invited speakers included Prof. Dr. Parveen Munshi, Vice Chancellor, University of Sufism & Modern Sciences, Bhittshah, Sindh. Prof. Dr. Riaz Ul Haq Tariq Chairperson, NACTE. Prof. Dr. Mehmood ul Hasan Butt, Advisor, HEC, Islamabad, Prof. Dr. Munawwar S. Mirza Ex-Chairperson, NACTE, Prof. Dr. Rafaqat Ali Akbar Director, Institute of Education and Research, University of the Punjab, Professor Dr. Muhammad Khan Professor of Politics and International Relations-IIUI, Prof. Dr. Muhammad Ramzan Dean, Faculty of Social Sciences and Humanities, Karakoram International University, Prof. Dr. Arshad Ali, IER, University of Peshawar, Dr. Waheed Noor Director DDE, University of Balochistan, Prof. Dr. Saeed Mahr, IER, University of the Punjab.

Total 237 abstracts were received for the conference and 207 abstracts were accepted while 173 papers were presented in parallel sessions in the 2 days. International paper presenters in this conference were from Faculty of Industrial Management, University Malaysia Pahang and Imam Abdul Rahman Bin Faisal University Dammam, Saudi Arabia. National presenters came for this conference were from Abdul Wali Khan University Mardan, Aga Khan University Institute for Educational Development, Air University Islamabad, Allama Iqbal Open University, Islamabad and Bahawalpur, Bahauddin Zakariya University, Multan, Comsats University Islamabad, Imperial College of Business Studies Lahore, Department of Higher Education, Khyber Pakhtunkhwa – Pakistan, Education Department, Government of Punjab, Fatima Jinnah Women University Rawalpindi, FG Public School No 2 (Boys), Tariqabad Rawalpindi Cantt Pakistan, Forman Christian College University, Lahore, Foundation University, Islamabad, Government College University Faisalabad, Government College Women University Sialkot, Govt

Training College For The Teachers of Blind, Lahore, Hazara University, Mansehra, Institute of Agri Extension And Rural Development, University of Agriculture Faisalabad, Iqra College of Education, Islamabad, Karakorum International University, Kohat University of Science and Technology, Lahore College for Women University, Lahore, Malakand University, Ministry of Federal Education & Professional Training, Islamabad, Mirpur Univesity of Science & Technology Mirpur AJK, National University of Modern Languages, Islamabad, Northern University Nowshera, KPK, PMAS- Arid Agriculture University Rawalpindi, Pakistan, Preston University Islamabad, Quaid-E-Azam Academy for Educational Development Punjab, Lahore, Read Foundation, Society for Access to Quality Education, Bahawalpur, Sarhad University of Science and Information Technology, Sukkur Institute of Business Administration, The Balochistan University of Information Technology, Engineering, And Management Sciences, Quetta, Balochistan, The University of Lahore, The University of Lahore, Pakpattan Campus, University of Chitral, University of Education Township Lahore, University of Education, Campus Faisalabad, University of Engineering and Technology Taxila, University of Karachi, Karachi, University of Kotli, Azad Jammu And Kashmir, University of Lahore, Lahore, University of Management & Technology Lahore, University of Sargodha, University of Sufism & Modern Sciences, Bhittshah, Sindh, University of the Punjab, Lahore and University of Wah, Wah. From IIUI the paper presenters were from Department of Education, Department of Media & Communication Studies, Department of Psychology, Department of Sociology, International Islamic University Islamabad and Department of Translation & Interpretation International Islamic University, Islamabad.

Around 800 academicians and researchers from various educational/research institutions of Pakistan and abroad attended the conference. This conference has met the expectations of the academic community and has provided networking opportunity for them. The main recommendations of the conference include that academicians have a greater responsibility to pursue excellence in several directions including leadership, development of curriculum, developing various skills, academic management, teaching skills, pursuing scholarships, research and knowledge exchange and many more. The need to adopt international practices and paradigm shift from teacher centered teaching to the active involvement of teachers and students towards students' continuous learning process were stressed. Through utilizing innovative ideas in teaching and learning and translating the capacity of the vision into reality was recommended. The sessions emphasized to create conducive, active and competitive learning environment to make the transformative and innovative strategies more applicable.

INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

2ND INTERNATIONAL CONFERENCE ON INNOVATION IN TEACHING AND LEARNING (ICITL-2018)
October 17-18, 2018

Conference Schedule
Day 1 October 17th, 2018

Time	Event	Venue
8:30am–9.45am	Registration & Guest Seating	Quaid-e-Azam Auditorium
10:00am–11:25am	Opening Session Welcome Remarks, (Prof. Dr. Samina Malik, Dean FSS) Speeches Scope of Conference, (Dr. Muhammad Munir Kayani, Conference Chair) Initiatives of Department, (Dr. Shamsa Aziz, Conference Co-Chair) Worthy President, IIUI Chief Guest Vote of Thanks, (Prof Dr. Nabi Bux Jumani, Patron of the conference)	Quaid-e-Azam Auditorium
11:30am–11:45am	Tea & Networking Break	Outside Hall
11:50am–1:20 pm 11:50am–12:10 pm 12:10–12:30 pm 12:30–12:50 pm 12:50–1:10 pm	Keynote Speeches I (20 Min Each) 1. Globalization as Innovation in Educational Research (Prof. Dr. Bill Atweh, Australia) 2. Workable Framework For Distance Education Program In Pakistan (Dr. Waheed Noor) 3. Professional Assertions on Rethinking Teacher Education in Pakistan (Prof. Dr. Mehmood ul Hasan Butt) 4. Changing Times and Challenges of Meaningful Education (Prof. Dr. Riaz-ul-Haq Tariq)	Quaid-e-Azam Auditorium
01:25 - 02:25pm	Lunch &Prayer Break	Outside Hall
2:30 - 04:00 pm	Parallel Session- I (15 min each presenter)	Quaid-e-Azam Hall 1, Rooms 2, 3, 4, Iqbal Hall: Rooms 5, 6, 7, 8, 9, 10
 04:00-04:20 pm 04:20-04:40pm	Key note Speeches II (20 Min Each) 1. Impact of Technological Innovations on Developing Pedagogical Practices at University Level (Prof. Dr. Parveen Munshi) 2. Innovation in Assessment of Learning: Need of 21st Century (Prof. Dr. Rafaqat Ali Akbar)	Quaid-e-Azam Auditorium

Time	Event	Venue
04.40-05.00 pm	3. Are our Graduates Ready for the Profession? Clinical Simulations to Foster the Development of Critical Competences in Higher Education? (Prof. Dr. Martin Valcke) Virtual Presentation	
05.00-05.20 pm	4. Improving the Quality of Education, via a Knowledge Mobilization Strategy, for Achieving UNESCO Sustainable Development Goal (SDG4C) (Prof. Dr. Sara Youni) Virtual Presentation	

Day 2 *October 18, 2018*

Time	Event	Venue
08.30–09:00am	Registration	Quaid-e-Azam Auditorium
09.00– 10:20am 09.00– 9:20am 09.20–9:40am 09.40–10:00am 10.00– 10:20am	Key note Speeches III (20 Min Each) 1. Leadership in 21st Century (Prof. Dr. Muhammad Khan) 2. Innovation in Higher Education (Prof. Dr. Muhammad Ramzan) 3. Formative Assessment As Innovative Tool Of Learning (Prof. Dr. Arshad Ali) 4. Enhancing Educational Partnerships: How The U.S. And Pakistan Can Work Together To Reform Education And Teacher Development (Dr. David Roof)	Quaid-e-Azam Auditorium
10:30-12:00 pm	Parallel Session-II (15 min each presenter)	Quaid-e-Azam Hall 1, Rooms 2, 3, 4, Iqbal Hall: Rooms 5, 6 , 7, 8, 9, 10
12:00 - 1:30pm	Parallel Session-III(15 min each presenter)	Quaid-e-Azam Hall 1, Rooms 2, 3, 4, Iqbal Hall: Rooms 5, 6 , 7, 8, 9, 10
01:30 - 02:15pm	Lunch &Prayer Break	Outside Hall
02:20 - 03:20pm 02:20 - 02:40pm 02:40 -03:00pm	Key note Speeches III (20 Min Each) 1. 70 Years of Education in Pakistan: A Historical Perspective (Prof. Dr. Saeed Mahr) 2. Modern Learning Tools and the Role of Teacher (Prof. Dr. Munawwar Mirza)	Quaid-e-Azam Auditorium
03:00-04:30pm	Closing Ceremony Report of Conference, Prof. Dr. Nabi Bux Jumani Address Worthy President, IIUI Chief Guest Vote of Thanks,(Prof. Dr. Samina Malik, Dean FSS)	Quaid-e-Azam Auditorium
4:30 – 5:00 pm	Tea Break	Outside Hall

Opening Ceremony

The opening ceremony of the two days international conference on innovation in teaching and learning held at Faisal Masjid campus of the International Islamic University, Islamabad on Wednesday October 17, 2018. Following speakers had graced the opening ceremony by their speeches:

- Vice President, International Islamic University Islamabad, Prof. Dr. Muhammad Munir.
- The guest of honor Dr. Mahmood-ul-Hassan Butt, Consultant, Higher Education Commission Islamabad.
- Mr. Fida Hussain Director General, Learning Innovation Division Higher Education Commission Islamabad.
- Dean, Faculty of Social Sciences, Prof. Dr. Samina Malik.
- Patron of conference and Director, Directorate of Distance Education Prof. Dr. Nabi Bux Jumani.
- Conference chair/Focal Person & Chairperson Department of Education (male campus) Dr. Muhammad Munir Kayani.
- Conference co-chair & chairperson, Department of Education (female campus) Dr. Shamsa Aziz.

Dr. Mehmood ul Hassan Butt addressed as a chief guest at the opening ceremony of the conference that progressive attribute of education must be stressed and focused to meet the requirements of modern era. He maintained that innovation is all about learning new things with different approaches and it leads towards exquisite and significant impact and results. "Islamic scholars and educationists have a vital role in advancing innovation in the field of education" he told. He also discussed Islamic history and renaissance and different innovative approaches in education.

Dr. Muhammad Munir, Vice-President, IIUI urged the students to explore the knowledge on specific aspects through experts of the conference. He also highlighted importance of research and adoption of innovation.

Dr. Samina Malik, Dean, Faculty of Social Sciences elaborated objectives of the conference and said that it was aimed at addressing opportunities, challenges and directions afforded by the technological innovation in the field of education. He said that "We will have to let our youth think out of the box" because it is a salient attribute of innovation and progress". She further said that "use of technology does not make things innovative, while it was necessary that innovative approaches be adopted".

Dr. Nabi Bux Jumani, the Patron of the Conference and Director, Distance Learning Programs paid vote of thanks to all the participants of the conference, paper presenters, keynote speakers and students to grace the occasion and hoped to make it a success.

Dr. Muhammad Munir Kayani, Conference Chair and Chairperson, Department of Education (Male Campus), elaborated the scope of the conference with respect to the narrative behind its initiative. He said that this conference is a forum for

academicians, researchers, educational leaders, social scientists, practitioners, research scholar and students to bring forth innovations in teaching and learning.

Dr. Shamsa Aziz, Conference Co-Chair and the Chairperson Department of Education (Female Campus) dilated upon the initiatives taken by the Department of Education for quality education. She explained how department of education International Islamic University, Islamabad has been playing a pivotal role in the development of higher education sector of the country and involved in various academic and co curricular activities to groom and polish students intellectual capabilities. She stressed upon participating such type of activities for the professional development of educators.

The opening ceremony was also attended by Vice President, Female Campus Prof. Dr. Farkhanda Zia, senior faculty member of the department and a large numbers of the students.

At the end of the ceremony, Vice-President International Islamic University Islamabad, Prof. Dr. Muhammad Munir, Dean Faculty of Social Sciences, Prof. Dr. Samina Malik, Patron of conference, Prof. Dr. Nabi Bux Jumani, Conference Chair, Dr. Muhammad Munir Kayani Conference Co-Chair Dr. Shamsa Aziz presented the university insignia to the Chief Guest Dr. Mahmood ul Hassan Butt. Dean, Faculty of Social Sciences, Prof. Dr. Samina Malik, Patron of conference Prof. Dr. Nabi Bux Jumani, Conference chair, Dr. Muhammad Munir Kayani Conference co-chair Dr. Shamsa Aziz also presented souvenir to vice-president International Islamic University Islamabad, Prof. Dr. Muhammad Munir.

Conference Keynote Speeches

1.   GLOBALIZATION AS INNOVATION IN EDUCATIONAL RESEARCH

Prof. Dr. Bill Atweh
Visiting Professor Philippines Normal University and Adjunct Professor
Curtin University, Australia

Prof. Dr. Bill Atweh, spoke about globalization as innovation in educational research and said that many developing economies around the world are adopting policies towards internationalization of higher education, and in particular in their research activities. Discussing the development of this concept, he said that concerns about internationalization of higher education in Western countries have commenced in the 1990s and have intensified in the new millennium. He argued that developing countries can benefit from lessons learnt from other countries on how to advance their research quality but also should be critical of the negative effects of internationalization in making research less relevant to their local conditions, needs and capacities.

He highlighted globalization, as a phenomenon giving rise to intensive internationalization, is not a singular concept, is not out of control and is not necessarily bad or good. In particular it does not necessarily lead into homogenization of culture and research and the loss of the local and unique character of the context. He recommended that we need to be critical about the assumptions behind it and the possible forms and directions it may take. Explaining the concept of globalization and internationalization, he said that the word globalization is an amalgam of two words including local and global. He argued that how research focus on local conditions and needs, but using global diversity in knowledge can be globally participatory (to avoid the use of the term competitive) and yet locally relevant. He explained the term by giving example of difference between complex and complicated systems. He said that, complicated systems can be planned and predicted. Complex systems can be influenced and directed but not predicted and controlled such as Educational policy is a complex system that we pretend it to be complicated because we want/need to manage it.

He stated that internationalization has desirable and undesirable outcomes that are unpredictable; therefore, internationalization is Under-Theorized yet Over-Emphasised. For some people, internationalisation has become a "mantra" in higher education and has been promoted with "sink or swim" urgency (Tadaki, 2013). Knight (2011) warns that internationalization has become "a catchall phrase and losing its meaning and direction" In the previous 3rd Global Survey more than half of the respondents came from North America and Europe; so, the report findings showed that there are regional variations in focus and in the Asia Pacific region and North America the top ranked benefit was increasing students' international awareness while in Europe and the Middle East, institutions hoped to improve the quality of their teaching and learning . He said that in English speaking countries, it is intrinsically related to international students as financial benefit to the country.

He explained his discussion by the region of the world and reported that sub-regional (i.e. the Northern and Southern Asian) collaborations were the preference by

all universities. However, the Northern Universities gave equal priorities to international collaborations, in particular with the United States being the most desired partner (JICA Research Institute of Japan). In Southeast Asia, regional collaborations, Singapore, Hong Kong and Malaysia plans to become education hubs. International opportunities being available only to students with financial resources.Big business developed around student travel and exchange. He said that Trondal (2010) makes a distinction between internationalisation policies at university governance level (H1) and the initiative of individual faculty in international projects (H2). While concluding his speech he said that to be locally responsive and globally competitive, Research has to be first, authentic and indigenous and relevant to local context and suggested that don't accept research results internationally without critique. Start with local big problems that you face in your country. Reflect local conditions, traditions and values of people locally and focus on dissemination locally. He concluded his speech with his message to the students "Change paradigm of global completion to paradigm of global participation".

2. WORKABLE FRAMEWORK FOR DISTANCE EDUCATION PROGRAM IN PAKISTAN

Dr. Waheed Noor
Director, Directorate of Distance Education, University of Balochistan

Dr. Waheed Noor Director, Directorate of Distance Education, University of Baluchistan gave his keynote speech about workable framework for distance education programs in Pakistan. Dr. Noor discussed issues and challenges for the people of Baluchistan in this regard. He said that access to quality education and lifelong learning found its latest instantiation within the Sustainable Development Goals (SDGs), Goal 4. Information digital technologies have fostered a rapid expansion in recent years, a significant driver of change has been the dramatic rise in the use and availability of new educational technology that have been opted by educational institutions across the globe. He emphasized the need of Blended mode of education in Pakistan and for this purpose explained the process which consist of four pillars of dual mode of education, the frame work for distance education and process monitoring the remote centers of education. Currently, distance education has emerged as a mode of study for HEI's student which provides flexibility for non-traditional students; whose employment, health, family or other circumstances are not conducive to a traditional academic schedule through partly teacher-student interaction and partly online learning using learning management system (LMS). He said that in existing mode we have 5% accessibility in Baluchistan due to demography and the type of settlements. So the Distance education can be used as it needs no formal Policy but can be made beneficial by LMS interaction and proper distribution of Credit hours between different modes.

This blended mode of education exploits the benefits of both online learning & asynchronous engagement, and traditional face-to-face interaction whereas compensates the demerits of each other. The ambition for distance education to quality education and lifelong learning (a key attribute of 21st century university model) is evident but the means to make it happen, especially in Pakistan, is not clear and challenging as well such that there are existing four well established modes of education such as, traditional formal education, private education, open education and virtual learning. For making the open education more flexible, he used the term,

"Distance Education" and suggested some ways to improve the effectiveness of the distance education. He said that we need, Blended curriculum, Blended interaction, Blended Assessment and Remote center Monitoring and Proctored examination.

While explaining about the benefits of this process, he said that this process will be helpful for promoting student engagement, improving student-teacher interaction, strengthening learning achievements, self-paced learning, sustained learning experiences, E- vigilance and monitoring and enhanced student performance. He said that the Blended Curriculum contains two concepts: Core concept (teacher focused) which is a face-to-face interactive study with key features as, improved understanding of the concepts, independence, motivation ,self- study and soft component (learner- focused). This is the component of independent study and LMS based study and the key features are, integrated knowledge, improved understanding of the concept, and enhanced self- confidence.

While explaining the blended interaction Dr. Waheed explained that, Blended interaction contains 30% face to face interaction which is needed for personal satisfaction, 30% LMS centric interaction which is a real active learning and it can create the flexibility for time and resources usage and management and 40% Audio/Video interaction. Blended Assessment can be done in both ways, i.e. class-room assessment and LMS based assessment. Blended interaction has the following benefits: self -directed learning, improved self-esteem, improved problem solving cognitive skills, in-depth study of material abilities to recognize and recall the content and responsibilities (to create the sense of responsibilities). Remote Center Monitoring can be done by personal or physical visits of the monitor Web media monitoring such as Skype, WhatsApp, or other video call sources CCTV cameras can be used E-vigilance monitoring etc.

Moreover, non-existence of proper distance education policy and inadequate infrastructure in remote/rural areas makes this program more vulnerable. To address this apparent gap, this paper innovatively proposes an absolute and sustainable distance education framework that addresses the four pillars of blended education, i.e. self-study, teacher student interaction, ubiquitous access and integrated knowledge that have been ignored in past studies and make distance education workable. The constituents of the proposed model includes: blended curriculum, student-teacher face-to-face and LMS centric interaction, blended assessment, examination, and remote monitoring. The proposed model provides clarity in content delivery in blended environment, effective and efficient use of LMS by teacher and students, e-vigilance and quality assurance.

While concluding his presentation he said that in Baluchistan and other remote areas of Pakistan can get the benefits from this Distance education system and some of the benefits are as follows Value addition in learning, Life- long learning can be made possible, Incentive seekers can be satisfied, Quality assurance can be done, Accessibility can be assured, scaling-up the process of literacy program can be achieved.

3. PROFESSIONAL ASSERTIONS ON RETHINKING TEACHER EDUCATION IN PAKISTAN

Prof. Dr. Mehmood-ul-Hasan Butt
Advisor, HEC, Islamabad

Prof. Dr. Mehmood-ul-Hasan Butt discussed about professional assertions on re-thinking teacher education in Pakistan. He said that it was time to reflect and rethink what were the salient attributes of a teacher that we all need and then to discuss the processes through which to prepare them, because as Al-Ghazali has pointed, "Knowledge without action is wasteful and action without knowledge is foolishness." A great teacher was sent to mankind more than 1400 years ago with a book of guidance to reconstruct individual human nature and to create social institutions that promised a just and progressive social order. He spent his life to instruct, inform and inspire his people and mankind at large, to cultivate virtue in all its manifestations. He explained the four processes, Fikr, Aqal, Ilm and Amal which are the means to create shining, successful, prosperous civilizations, which once was ours. The challenge now is how do we create Darul-Hikma, Madrassa-tul-Nizamia and other similar schools of thought and action that produced the philosophers like Ibn Arabi ,Al- Farabi, AL-Ghazali, Mathematicians like Al Gibran and Khayyam, Original thinkers of medical scholarship like Avicenna, Averroes and others who discovered and disseminated the scientific method of creating useful knowledge, Ibn e Khaldun, the father of Philosophy of history, sociology and cyclical process of rise and fall of civilizations. Concluding his keynote speech he said that the rethinking and reflection is continuing and cadres of scholar- teachers are being prepared for this purpose. "Those who look for seashells will find seashells; those who open them will find pearls." Al Ghazali. Let us decide what do we want, Seashells or Pearls?.

4. CHANGING TIMES AND CHALLENGES OF MEANINGFUL EDUCATION

Prof. Dr. Riaz Ul Haq Tariq
Chairperson NACTE

Prof. Dr. Riaz ul Haq Tariq discussed about Changing Times and Challenges for Meaningful Education in Pakistan. He discussed the facts and figures to show the present condition of the institutes regarding quality of public sector school education.

According to Dr. Tariq, education in Pakistan is facing serious threat of poor quality and irrelevance with present time. Teachers/educational institution especially public have not stood up to the challenge of time. Pakistan is experiencing it's most serious threat in history and that is "trust deficit" of employers. Our graduates are not innovative and inventive to the level required in knowledge economy era. He further said that it was easy to understand the causes of this situation. He pointed out the challenges faced by the teachers. Teacher Education has lost the trust of Govt. in this country. They have started recruiting untrained graduates. A survey revealed that product of teacher training institutions generally lack in Communication skill, knowledge domain, IT Skills, in addition to professional commitments and ethics. Salaries and benefits are better in public sector as compared to average private sector but the out- come is poorer. Leadership is generally week in public sector as

compared to private sector. Public sector heads have attended more trainings than private sector heads. Innovations in Education are kept away in our system and our exams have lost relevance with the global world.

Major Higher Education challenge in Pakistan is Quality of Our graduates .Out dated curricula of universities, poor curriculum delivery and compromised examinations. Researches produced are of incremental nature only. Students entering university are deficient in skill like language & IT.

Curricula are deficit in three very essential skills namely communication, digital fluency and mentoring in addition to some others as well. Teachers have been found weak in developing applications of acquired knowledge in general. It is accepted reality that examinations drive quality of teaching learning process, and weak and unreliable system produce any of students which are not suited to the present day requirement of global world.

The result is Pakistan is almost left out entity in the global knowledge economy. The situation requires serious re-addressable and that too when fourth industrial revolution is already captured the world. Our institutions are not serious in adopting the technology developed in present time. A mismatch of what is produced and what is needed in the present world is the outcome. This is produced and what is needed in the present world is the outcome. This generated uncertainty and dissatisfaction among youth. Resultantly, unemployment is rampant and multitude of social problems has generated existential threat for our society. Challenge has become too big and leaders have still to awake

Talking about the 21st Century Challenges he said that the velocity of disruption and the acceleration of innovation are hard to comprehend or anticipate like future uncertainty, turbulent future, terrorism threats, environmental degradation, and financial crises. He said that Fourth Industrial Revolution which was the thrust of Artificial Intelligence (AI) and Robotics. More are automation, Genetic Engineering/ Biotechnology Nanotechnology and Autonomous. And due to its impact theAlmost half of current job activities can be automated. So we have to reconsider and critical skills needed such as critical thinking, communication, collaboration and teamwork. complex problem solving, creativity emotional intelligence, global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health literacy, environmental literacy, computational thinking, judgement, decision making, service orientation, negotiating and cognitive flexibility are also very important skills to be mastered. So while conveying the advice to the national leadership he said that fund education appropriately and craft appropriate policies. Implement merit & accountability as result institutions will start delivering otherwise face economic decline.

5.   IMPACT OF TECHNOLOGICAL INNOVATIONS ON DEVELOPING PEDAGOGICAL PRACTICES AT UNIVERSITY LEVEL
Prof. Dr. Parveen Munshi

Vice Chancellor
University of Sufism & Modern Sciences, Bhittshah, Sindh

Prof. Dr. Parveen Munshi talked about impact of technological innovations on developing pedagogical practices at university level. She said that quality in teaching and learning was the demand of present era. Teachers are supposed to have updated knowledge and skills regarding use of technological innovations for uplifting teaching and learning process. It is an educational technology, which is a systematic organized process of applying modern technological innovations to improve the quality of education. It includes utilization of different types of instructional materials, networking tools, softwares, digital library, internet, smart phone, soft boards, tablet, e-learning materials like e-books, slides and projectors. It is also an application of several instructional materials, methods, techniques, strategies and skills according to the needs of students.

She also discussed the importance of the use of instructional technology and said that it motivates and engages students to learn and broaden their knowledge. Owing to utilization of these instructional aids in classrooms and computer labs, tremendous revolutionary changes has been taken place and are going to enhance teaching and learning process to meet the demands of students. She stressed upon the use of Technological innovations for developing pedagogical practices of university teachers and said that it can be carried out through examining teachers and students' perceptions regarding use of technological innovations at higher educational institutions. Pedagogical practices are associated to technological innovations those are happening in the field. Technology innovations support teachers in managing and developing pedagogical practices. It helps teachers to select various pedagogical techniques to improve teaching process. Talking about Pakistani scenario she said that in Pakistan, there is a big space in the field of modern technology and innovations related to pedagogical skills at all levels. Students and teachers have to face many problems regarding a using technological innovation, which has direct impact on improving their performance. It was observed that technological innovations have positive impact on teaching and learning process.

6.   INNOVATION IN ASSESSMENT OF LEARNING: NEED OF 21ST CENTURY

Prof. Dr. Rafaqat Ali Akbar
Director Institute of Education and Research, University of the Punjab

Prof. Dr. Rafaqat Ali Akbar, Director Institute of Education and Research, University of the Punjab talked about the "Innovations in assessment of learning and the need of 21st century". He said that, the 21st century is the century of transformation of educational practices in Pakistan to achieve the goal of quality education in the country. It requires the paradigm shift from teacher centered teaching to the active involvement of teachers and students towards students' continuous learning process.

Highlighting the importance of assessment in education, Dr.Akbar said that assessment of learning was vital in teaching learning process to transform education as a quality process. Assessment is continuous, ongoing process for collecting information about the achievement of desired learning outcomes of students. It allows teachers to measure effectiveness of instructional strategies which leads towards its improvement. Assessment provides reliable records/information to students, their parents and schools' heads about weaknesses and effectiveness of teaching strategies used by teachers in teaching learning process of classroom. Classroom assessment techniques are adopted to strengthen entire teaching learning process to enhance students' learning qualities. Thus it is needed that teachers may adopt the innovative assessment practices rather than conventional practices. Teachers need to follow direct and indirect methods to assess students' SLOs by asking students to demonstrate and reflect upon their learning. Direct assessment methods: classroom test, essays, quiz, classroom presentation whereas indirect assessment methods: surveys and interviews may be used. Teachers are required to use assessment techniques to gauge students' learning abilities, conceptual understanding, logical thinking, question answer and problem solving skills.

He emphasized that diversity in assessment techniques including Baseline Assessment, Embedded Assessment, Oral Reports, Students Reflection and Quizzes to summarize or rephrase essential points of topics were effective for assessment. Think Pair Share given by teachers' free minutes to students & re-evaluate important questions quickly to discuss & share with assign peer and then disclose with entire class. Teachers conduct interviews to assess individual and group performance before, during and after science experiments. Observation is also formative technique used by teachers to get frequent feedback about students' learning and their responses towards teaching approaches. The assessment techniques that are used at both formative and summative stages are performance tasks to take actions about students' problems, issues or scientific concept. Checklists are also used by the teachers to supervise and record the anecdotal information of students. Investigative Projects help teachers to explore problems concerns of students. Extended or Unit Projects are used as assessment techniques by teachers in an open ended setting to check application of knowledge and skills of students. E-Portfolios assist teachers to collect purposeful data about students.

7.   ARE OUR GRADUATES READY FOR THE PROFESSION? CLINICAL SIMULATIONS TO FOSTER THE DEVELOPMENT OF CRITICAL COMPETENCES IN HIGHER EDUCATION?

Prof. Dr. Martin Valcke
Department of Educational Studies, Ghent University
Gent, Belgium

Prof. Dr. Martin Valcke from Ghent University, Belgium delivered his virtual presentation and in his keynote, the focus of speech was on readiness for the profession, and employability of graduates from higher education. Higher education has proven to be successful in transferring the foundation knowledge needed for future careers. But key questions are being asked whether graduates are "competent". Can they work in teams? Can they function independently in veterinary surgery? Can they identify problems next to solving problems? Can they cope with aggression?

Building on examples from the medical, veterinary and social sciences, we present innovative approaches building on clinical simulations. He demonstrated how both face-to-face and online clinical simulations have the potential to develop even in very large groups of students - competences that are considered difficult to develop and that are often lacking in graduates.

He showed a video clip entitled "Foaling in Horses" and introduced the need to pay more attention to a systematic development of "complex competences" then explained the critical voices about "outcomes" and "graduates" of higher education discussed the key problem: complex competences, nature of competences and learning trajectories. He said that key problem or complex competences build on integration of knowledge, skills and attitude and this integration requires a build-up of conditional skills and demands from students to pay more attention to higher level. Then he used the example of teacher education for nature of competences. He discussed that as a starting point following steps need to be taken: identification of critical mastery specific competences, dealing with parents, classroom management, dealing with aggression, bullying, and giving good feedback. His focus was to learn new techniques for teaching the new teacher how to deal with the problems which are obvious for them to face in the near future professional life.

8. IMPROVING THE QUALITY OF EDUCATION VIA A KNOWLEDGE MOBILISATION STRATEGY FOR ACHIEVING UNESCO SUSTAINABLE DEVELOPMENT GOAL (SDG4C)

Prof. Dr. Sarah Younie
De Mount fort University UK
(Skype Session)

Prof. S. Younie started her speech with explaining the UNESCO SDG 4C to improve the quality of teaching and used the reference to show the challenges that "this will require the creation of knowledge-rich, evidence-based education systems, in which school leaders and teachers act as a professional community with the authority to act, the necessary information to do so wisely, and the access to effective support systems to assist them in implementing change." Ischinger, B. (2009:3)

Dr. Younie said that teachers and policy makers have no access to a dynamic, quality assured knowledge base as do legal & medical professionals, current online educational research reports do not meet the need and this impacts negatively on practice, student outcomes and communities, therefore, UNESCO say updating teachers is problematic in all countries: 1.9b children, 29m teachers but Governments want to move to evidence-informed teaching

After that she explained the concept of Translational Research and said that Translational research (TR) was a systematic approach to turn research knowledge into practical applications for professional practice which provides a bridge between researchers and practitioners. It created new form of publishing in the form of knowledge maps or MESH Guides, which translate the findings of research into practical outcomes.

MESH is a global initiative involving educators in building quality assured research summaries for professional practice – UNESCO & OECD endorsed but it Need For Knowledge Management (Km) System in ED. MESH, Mapping Educational Specialist know How is a new form of web-based publishing, using

concept maps supported by communities of practice and editorial boards assuring quality and translating research findings to practical applications (concept to classroom) to overcome fragmentation between research & practice while mobilizing knowledge . It makes teaching as a research & evidence-informed profession.

9. LEADERSHIP IN 21st CENTURY

Professor Dr. Muhammad Khan
Professor of Politics and International Relations-IIUI

Professor Dr. Muhammad Khan discussed leadership in 21st century and explained that while in a challenging position, a leader has to lead from the front, whereas, in reaping the fruits of a success; ask his followers to be in the forefront to receive the prize. Nonetheless, leadership is all about translating the capacity of the vision into reality'. It is the leadership of a leader which defines 'what the future should look like, aligns people with that vision, and inspires them to make it happen, despite the challenges and constraints in the process. Discussing about the various aspects of leadership he said that in fact, the leadership is both a research area and a practical skill, encompassing the ability of an individual or organization to lead or guide others. Compare to political leadership, in academia administrative responsibilities are taken over by one of member of the faculty at a time, which perform managerial jobs. By virtues of administrative position, this academician needs to be resourceful scholar. Another feature of the academic leadership is its time-restricted mandate, since none of the positions in the administrative hierarchy is permanent, which poses a challenge typical for all limited positions, namely the difficulty of formulating and implementing long-term goals and far reaching transformations.

At time, no one would like to take some unpopular decisions during one's administrative mandate knowing that someday, sooner or later, they will be reversed. Yet another component of the academic leadership conundrum is the normative component of the academic culture. Indeed, good academician is one who undertakes research through innovative approach, resulting into new knowledge. Taking on an administrative duty means reducing the time left for research. Highlighting the 2st century challenged Dr. Khan said that, "21st century presents many new challenges for both leaders and followers". He recommended that in a globalized, interconnected and highly fast moving world, there was a requirement to learn cognitive flexibility, stress tolerance, and divergent thinking, besides, establishment of trust and establishing long-term relationships. Thus, the future leadership must have novel ideas, willing to take risks, inspire and motivate others and build new strategic partnerships to address the challenges. He highlighted the challenges facing the 21st century leadership with a primary focus towards academic leadership.

10. FORMATIVE ASSESSMENT AS INNOVATIVE TOOL OF LEARNING

Prof. Dr. Arshad Ali
IER, University of Peshawar

Prof. Dr. Arshad Ali talked about formative assessment as innovative tool of learning and explained that learning as a process of bringing permanent change in the behavior of individual due to experience. While explaining the process of education

he said that teaching/education process is a circle of objectives, assessment, content and methodology. The process starts from objectives and end at the assessment of objectives, therefore, assessment is an integral part of the education system. It determines the nature and extent of students' learning and development. The most commonly accepted interpretation of assessment in education and training claims that "assessment is the process of gathering, recording and using information about a learner's response (performance /achievement) to a task". He Defined the term "assessment" as a Latin verb 'assidere' meaning 'to sit with.' in assessment one is supposed to "sit with" the learner. This implies it is something we do _with_ and _for_ students and not _to_ students (Green, 1998).

According to Dr. Ali, the Balanced Assessment System document indicates the variety of assessments that are currently in use to guide the process of designing and delivering instruction. Highlighting Types of Educational Assessment, he said that Educational Assessment depends upon its purposes such as it provide answers to different questions, address different users and have varying implications for an assessment system. On the basis of functional role in classroom instruction, there are four types of assessment, namely, Placement Evaluation, Formative Evaluation, Diagnostics Evaluation and Summative Evaluation. Formative Assessment, also called Assessment for learning, Taken at varying intervals throughout a course to provide information and feedback. Formative Evaluation is used to monitor learning progress during instruction. Its purpose is to provide continuous feedback to both pupil and teacher concerning learning successes and failures. Feedback to pupils provides reinforcement of successful learning and identifies the specific learning errors that are in need of correction. Feedback to the teacher provides information for modifying instruction and for prescribing group and individual remedial work. To identify the learning errors and to take remedial measures, consequently improving learning is the prime purpose of formative assessment. The result of formative assessment is not typically used for gradation and certification purpose. While explaining Formative Assessment he said that it is used for Clarifying and sharing learning intentions and criteria for success. Engineering effective classroom discussions, questions, learning tasks, provide feedback that moves learners forward, activating students as the owners of their own learning and activating students as instructional resources for one another. Main thing is that, It's about helping students move along a progression to higher levels of learning. While talking about its Implications for classroom practice he said that, being confident that every student can improve. He recommended that creating a learning environment which supports a partnership between teacher and students.Using assessment to inform teaching and learning.

Sharing assessment results with students and constructing clear and accessible learning goals with them. Clarifying or co-constructing learning outcomes and ensuring that students understand them and providing feedback that helps students recognize their next steps and how to take them. At the end of his speech he gave some Recommendations such as Continuous Professional Development (CPD) for teachers on formative assessment and feedback, Formation of academic council/ committee to help teachers in providing feedback, To know and practice the formative assessment and teachers' feedback needs to be more specific, brief, clear, and comprehensive and should not be based on passing general statements.

11. ENHANCING EDUCATIONAL PARTNERSHIPS: HOW THE U.S. AND PAKISTAN CAN WORK TOGETHER TO REFORM EDUCATION AND TEACHER DEVELOPMENT

David J. Roof
PhD Ball State University, USA

David J. Roof talked about enhancing educational partnership between US and Pakistan for educational reforms and teacher development. First of all, he explained about International Partnerships & Collaboration and said if education policy and practice are to better meet needs in the next century, international - partnerships are a necessary component and we need to develop partnerships that focus on major development challenges and provide the greater impact.

In his presentation, he examined the education partnerships between the U.S. and Pakistan by using research from projects funded by the Enhanced Partnership with Pakistan Act of 2009, which sought to transform the relationship between the United States and Pakistan from a transactional approach. The Act had prioritized democratic governance, economic development, and investment in people. The Act intended to facilitate access to education for all children in Pakistan, and especially for young women and girls, in order to raise literacy rates and decrease drop-out rates. Another related focus was teacher education. He examined the partnerships formed through this act, and other approaches. For example, the U.S. teacher organization, the American Federation of Teachers is working with teacher training centers in Pakistan to enhance teacher development and teacher effectiveness. This organization is working to bring a free online resource that shares more than 200,000 lesson plans from teachers across the U.S., to Pakistani counterparts. This partnership has sought to invite Pakistani school network leaders to attend an annual teacher's conference that hosts dozens of professional development workshops. The organization is also exploring ways to send teachers to Pakistan to conduct joint professional development workshops with teachers and establish peer mentoring relationships with U.S.-based teachers.

He presented a critical analysis of these programs, and recommended ways of improving on them by giving additional example. He said that there were potential approaches that might better utilize internet technology to improve inter-cultural understanding among Muslim majority countries and the United States. Lahore University of Management Sciences students participated in this type of program in 2011 and 2012 gave very positive feedback. The program is now expanding to include Edwardes College in Peshawar. He also highlighted the Importance & Challenges of International partnerships that could be beneficial to all. According to Dr. Roof, the ability to scrutinize, debate and share experience is essential for academic and scientific accomplishment. Constructively challenging accepted opinions and ideas is central to our development, and international collaborations help to facilitate this. Explaining the concept of partnerships and collaboration, he said that partnerships and collaboration can be viewed in terms of two dimensions, the mode of delivery and partner responsibilities. Consequently, international partnerships can take a number of different forms; however it is the relationships that develop between the sides involved in the partnership that is of interest in my research.

Effective relationships depend on a number of other key factors, including adequate resources, the construction and implementation of well-written contracts, the development of explicit quality assurance and teaching and learning strategies, and the use of appropriate decision-making models. He explained that American Federation of Teachers is working with teacher training centers in Pakistan – Developments in Literacy (DIL) and Ali Institute of Education – The project worked on teacher training centers in Pakistan to enhance teacher development and teacher effectiveness. This organization is working to bring a free online resource that shares more than 200,000 lesson plans from teachers across the U.S., to Pakistani counterparts. This partnership has sought to invite Pakistani school network leaders to attend an annual teacher's conference that hosts dozens of professional development workshops. The organization is also exploring ways to send teachers to Pakistan to conduct joint professional development workshops with teachers and establish peer mentoring relationships with U.S.-based teachers. Focusing on Effective International Partnerships he said that Effective partnerships must be cultivated in such a way as to seek maximum participation. Furthermore, the relationship must be based on the capacities and skills that each partner brings to the project. Finally, the relationship must allow for capacity building to occur, so that effective skills and knowledge can be enhanced and adapted to the changing environment.

He highlighted the importance of trust in mutual partnership and said that Trust is 'the belief, expectation, confidence or perception that another party's motives and intentions are honorable, and that they will behave with integrity. As a result, we are willing to rely on that other party in an exchange relationship in order to achieve positive outcomes. In relation to international education partnerships, trust could be defined as an orientation - based on the faith or confidence that the overseas education provider will act with integrity - which will allow the university to increase its vulnerability to the overseas education provider. On the other side of the dyad, the above would be reversed; an orientation - based on the faith or confidence that a university will act with integrity - which will allow the overseas Then he showed the various modes of participation. He concluded that however, the growth of new partnerships that seek to increase the number of students will need help from a series of partners, as well as a strong commitment from the top leadership in Pakistan and the United States. Such partnerships will need coordination to leverage support and networks.

12.   MODERN LEARNING TOOLS AND THE ROLE OF TEACHER
Prof. Dr. Munawwar S. Mirza

Ex-Chairperson, NACTE

Prof. Dr. Munawwar S. Mirza spoke about modern learning tools and the role of teacher. She said that digital technologies are rapidly changing the teaching-learning landscape around the globe. The technologies include but are not limited to internet and related communication software including smart phones and robots for classroom and individualized instruction. It is apprehended that technologies may replace the teacher. Similarly, echoes filled the air a number of times since the 7th decade of the last century at the advent of each technology such as radio, TV, audio/video cassettes but none of the technologies have come to take the place of the teacher.

Stressing upon the merits and demerits of technology, she said that technologies not only increased access to information but they also increased disinformation and stress among the learners and could create further inequities. Thus, teacher remains the nucleus to provide guidance with human compassion so central to human learning and development. She recommended that teachers should be trained to realize their changing role, using digital technologies with a view to supporting learning and improving quality of education. They should also be trained in reducing the isolation effect of technologies on the learner through promoting collective, collaborative and problem solving methods for the benefit of individuals ensuring sustainable development of societies. She also discussed the emerging role of teacher, approaches for effective use of technologies, and requisite pre-service and in-service teacher preparation for this purpose.

13.   INNOVATION IN TEACHING & LEARNING: SEVENTY YEARS OF EDUCATION: HISTORIC PERSPECTIVE
Prof. Dr. Mahr Muhammad Saeed Akhtar

Dean Academics
ISLAH International, Wahdat Road, Lahore

Prof. Dr. Mahr Muhammad Saeed Akhtar presented a historic perspective of innovation in teaching & learning and seventy years of education in Pakistan. Displaying the facts and figures of Pakistan, he said that Pakistan was the 6th most populated country according to the 6th Census 2017. While discussing about the aims our forefathers foresee for Pakistan Dr. Mahr said that our forefathers aimed the enforcement of sovereignty of Allah Almighty, establishment of Islamic democracy, revival of Muslim image and identity, Protection of Muslim culture and civilization, Two Nation Theory, economic prosperity and emancipation from the prejudicial Hindu majority. He analyzed how education system of Pakistan is influenced by pre-independence education and referred the charter Act 1813, Macaulay's Minutes 1835, Wood's Dispatch 1854, Hunter Commission 1882, Sadler Commission 1917, Harttog Committee 1929, Abbot and Wood Report 1937 and Sargent Report 1944.

He also discussed article A25 which was inserted into the constitution that read "Right to education: The state shall provide free and compulsory education to all children of the age of five to 16 years in such manner as may be determined by law." He also highlighted the good efforts done for education reflecting in Education Policies 1947-2009 and referred All Pakistan Educational Conference 1947, Commission on National Education, 1959 (Sharif Commission), New Education Policy 1970, The Education Policy 1972-78, National Educational Policy 1979, National Educational Policy 1992, National Education Policy (1998-2010), ESR 2001: Quality Assurance, Examination reforms (private   boards) National Assessment Centers, National Education Policy 2009, New Education Policy 2017, Five Year Plan from 1955 – 15, Vision 2025 but despite all these efforts Pakistan is still struggling to achieve quality education.

He discussed that Pakistan has been successful in making attractive policies for the improvement of education sector, but due to negative intentions of politicians, improper implementation and not good governance there is no practical demonstration of these policies and as a result Pakistan is at 160th rank among the total countries of the world. We are a dropped out nation 3rd at bottom in ranking in drop out. He also

highlighted the steps taken by HEC-Higher Education commission to improve education sector and referred that Billions and billions has been spent on College Education Reforms (BS programs), Universities, Teachers education but still the access to higher education in Pakistan till 2010 was only 5% as compare to advanced countries that is 50% . He said that according to the Primary and Secondary Education Committee Policy 1947 the Primary and Secondary Education Committee "considered it essential that a national system of education should be based on the strong foundations of free and compulsory primary education". It proposed separate pre-primary and primary education stages for children of ages 3 to 6 and 6 to 11. He highlighted some important issues about state of Education that goals and aims of Education are not achieved by teachers because they are in worst conditions in jobs. He recommended following major Reforms for education that is: teaching Qura'n from grade 1 – 12, Ethics, moral education and Haqooq-ul-Ibad included, curriculum upgraded to ensure latest developments/ ideas in science and technology, information technology / computer education from class- vi, all duplication in subjects eliminated, contents do not reflect thinking of any particular sect / school of thought. New subject groups should be introduced in colleges and Format of the question papers for the Board examination need to be revised. NAVTECT established to ensure the establishment of Vocational Schools at each Tehsil and at industrial clusters. All dropouts from schools be encouraged to enroll. Teacher's status improved recruitment of female teachers given priority. National textbook policy need to be formulated

The ministry of education completed first ever national education census, which is a milestone in the history of Pakistan as its outcomes provide a comprehensive picture of education in Pakistan and complete enumeration of all the categories of educational institutions. He stressed upon innovation in learning and highlighted the key factors for the development of any country that is teacher (teacher training programs), nature of content and mode of evaluation. He recommended that there must be innovation in teaching & learning such as integration of Islamic ideology in education, taking education as a priority, establishment of think tanks, involvement of real stakeholders, long term planning (with legal protection), good governance, updated curriculum & textbooks, teacher training and monitoring implementation.

Parallel Session I

Session Chair: Prof. Dr. Mumtaz Akhter   **Moderator:** Samina Rafique

Venue: Room 1   **Time:** 2:30pm to 4:00pm

S#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	074	Dr. Saleem Ullah Jundran	**Rhymed English Translation of Oriental Language Na'at Poems: The Comparative Purview and Scope for Compulsory English Curriculum Na'at Content Selection**	Out of total five batches - 50 Na'at poems initial selection, 27 were found as the original English language written Na'ats and 23 were the English translated Na'ats. The proportion of English translated Na'ats into the pool of initial Na'at selection for English curriculum grade six to ten was found 46%. Fifty-four percent initial Na'at selection proportion consisted of original English language written Na'ats.	It implied that good translation of masterpiece oriental poetical literature might be duly considered for content selection of English curriculum.
2	045	Faiza Zaheer	**Bridging the Linguistic Gap Between Thinking and Speaking in English in Pakistani Students**	There is a need to train students to think and speak in English. Instructors have to polish the imaginative and creative skills and the abilities of the students to bridge this gap which is a hindrance for them in speaking English correctly and effectively.	

| 3 | 027 | Ms. Hajra Bibi Lecturer, Education Fatima Jinnah Women University, Rawalpindi Ms. Aisma Bibi Associate Lecturer Education Fatimah Jinnah Women University, Rawalpindi Ms. Farkhanda Jabeen Lecturer, Education Fatima Jinnah Women University, Rawalpindi | **Fostering Collaboration Between Schools and Universities: Opportunities and Challenges** | Collaboration is very important for the prospective teachers' training and to familiarize them with the system. It leads to sharing of good practices and innovation with the in-service teachers.

Formal agreement between both institutions can lead towards serious efforts from both institutions for successful training of pre-service teachers.

A few regular teachers remain free in those days (and wait for the completion of their practice) when prospective teachers join school for their practice. Their completion of syllabus and sometimes other relevant process suffer due to which they feel uncomfortable due to the arrival of prospective teachers in schools.

Negative remarks of the school staff become the source of irritation and give us feeling about our efforts as worthless contribution in the institution.

Concerning bodies of school or university may be reluctant because of additional workload associated with the collaborative activity, such as meetings, visits and arrangement of workshops. | There should be formal agreement between concerning authorities of university and school regarding teaching practicum to make collaboration meaningful.

Orientation meeting should be arranged between school staff and concerning department of the university (concerning prospective teachers should also be part) to develop professional relations between both institutions.

University should share the worth of teaching practicum with school principal and staff so that they can play their role accordingly in the accomplishment of teaching practicum in order to achieve desired |

| 4 | 088 | Abida Parveen Lecture Education : University Of Lahore Sargodha Campus

Prof. Dr. Pervez Aslam Shami (Izaz-E-Fazeelat), Chairman, Sarhad University.

Saiqa Andleeb, Student, University Of Sargodha. | **Need to Rethink about Learning Outcomes in National Qualification Framework of Pakistan at M. Phil Level** | It is analyzed that a body of knowledge that includes the understanding of recent developments in one or more disciplines concludes that need to focus on competencies and skills in teaching and learning.

It was also explored that the Advanced knowledge of research principle and methods applicable to the field of work or learning must include in teacher education programs.

It is concluded that there is need of proficiency in knowledge of bachelor/ master level in field.

It is also concluded that learning outcomes are achieved regarding research. | Current study was qualitative in nature: quantitative study can be conducted too

Further comparative researches should be conducted to evaluate learning outcomes in teacher education programs.

The present study was conducted on exploration of knowledge at M.Phil level so same study can be conducted on other training programs like M.A etc. |
| 5 | 179 | Dr. Sadruddin Bahadur Qutoshi Assistant professor Faculty of education, Karakorum | **Innovative Ways to Explore Informing, Reforming & Transforming States of Teacher Education & Research Practices** | This innovative approach to *research as critically self-reflective engagement* led to capture three key thematic areas such as:
• Informing pedagogies;
• Reforming pedagogies; &
• Transforming pedagogies

I begin to feel I am thinking differently- | To experience transformation one has to employ un/conventional inquires which enable researchers as self-explorers

In so doing, the inquirer experiences personal-professional transformation |

				process of transformation is embedded in the philosophy of deep conscious level change at personal-professional level- a change that comes through challenging self-assumptions and developing new perspectives of being and becoming as a transformative teacher educator. I begin to believe that Transformative Research and Creativity encourage to **find my own positionality.** I found such engagement requires **innovative, creative and multidimensional way of knowing self/others** as professional teacher educators	leading to social transformation- A call for sustainable futures
6	O40	Dr. Abdul Ghaffar Assistant professor, Department of Education, Abdul Wali Khan University, Mardan Dr. Amir Zaman Assistant professor, Department of Education,	**Reflections on Reducing Child Educational Labour**	Physical, Social and psychological sufferings Lack to time for students to ponder over ideas and concepts Develop bad study habits like cramming, rote learning, skimming and selective study Lack their interest and motivation Slow learners develop bad attitude toward learning and hence adapt malpractices in examinations	No repetition of topics in various subjects, for instance, lesson on Quaid-e-Azam may be in one of English, Urdu, Pakistan Study or Pashtu. Reducing and simplifying the amount of content Provision of adequate amount of recreational and physical activities .

| | | Abdul Wali Khan University, Mardan | | The overall personality growth is ignored for the sake of syllabus

Teachers and Students suffer from overloaded curriculum | |
| | | Asfandeyar Fida PhD (Education) Scholar Abdul Wali Khan University Mardan | | | |

Parallel Session I

Session Chair: Dr. Fazal-ur-Rahman   **Moderator:** Fatima Batool

Venue: Room 2   **Time:** 2:30pm to 4:00pm

S.#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	116	Ms. Aysha Tariq, Subject Specialist Govt. Girls Community Model Higher Secondary School Pindigheb Dr. Ishrat Siddiqa Lodhi, Asst. Prof. Department of Education, Fatima Jinnah Women University, Rawalpindi Ms. Nabeela Shakoor, PhD Scholar,National University of Modern Languages, Islamabad	**Analysis of the Training Needs of Secondary School Teachers in Perspective of their Head Teachers of Tehsil Pindigheb**	The results indicated that in the opinion of head teachers, teachers should be trained in pedagogical skills especially in lesson planning, delegating of task, dealing with behavioral issues, use of technology, problem solving skills, professional grooming, management of classroom, dealing with conflict at individual and group levels, communication skills and so on. The Head teachers were of the view that intensive training programs should be organized at the time of induction of these teachers with proper training facilities.	It is recommended that a comprehensive professional development in-service program for teachers at secondary level institutions may be developed in the proposed areas in order to make them effective in their instructional leadership skills. In the order to make training program effective, proper assessment of teachers may be taken during the session of training program.

| 2 | 117 | Mr. Muhammad Ishfaq Ud Din Allama Iqbal Open University, Islamabad

Mr. Anar Gul, M.Phil. Scholar, Education IER, Kohat University of Science and Technology

Dr. Muhammad Naseer Ud Din, Associate Professor IER, Kohat University of Science and Technology | **A Study to Analysis of Workplace Environment and its Impacts on Teachers Performance in Public University** | Majority of the teachers argue that the employees working in a public university of Allama Iqbal Open University Islamabad are facing problem like environment of the organization, work overload, late sitting, stress and long working hours.

Majority of the teachers and students followed out that job factor could clearly recognize the performance level of the person, friendly and enthusiastic behavior of heads, appreciation on good work, motivation for achievement of a task and good conducive environment, are considered to be the job factors that more affect employee's performance to achieve the target. | On the basis of conclusions of the study, it is recommended to the public university of Allama Iqbal Open University Islamabad and government regulatory functionaries of education departments that they should ensure the congenial and conducive working environment should be provided to the university faculty

Therefore, it is recommended that they should prove equal opportunities to faculty ensure workload, and working hours should be justified to staff and tension t free environment should also be provided to the teachers for utilizing their optimal abilities and performance

Students at the elementary level should be offered subject according their interest and aptitude test should be administered at the time of admission. Guidance and counseling service should be started in each school and students needing such assistance must be helped. |
| 3 | 130 | Samina Shahab Ph.D Scholar, International Islamic University. Islamabad | **Effect of Test Anxiety on Working Memory of Secondary School Students of** | According to the results there was significant negative correlation (r=.-273, p = .000) between the test anxiety and working memory of the students. Findings of this | Existing system of general secondary education may be substituted with more productive, interesting and meaningful, practical and skill-oriented education for students to reduce study |

| | | | Punjab | study show that high level of test anxiety impaired the cognitive performance of the participants. Anxious students; due to their anxious feeling shorter the working memory span, which play a powerful role in performing tasks

According to the results there is significant difference in the working memory of the anxious and non-anxious students (t= -5.560, p= .000) It is find out from the results that test anxiety have strong negative effect on working memory of anxious students. Non-anxious male and female tend to perform better in working memory tasks as compare to their anxious fellow mates

Present study shows negative correlation between test anxiety and working memory capacity but the correlation is not highly significant; it may be due to less variation in working memory capacity of the participants. | pressure which cause anxiety.

Test anxiety has a powerful influence on students' working memory at every level so it is also necessary that teachers may have awareness about the test anxiety and its effects on the working memory.

Teachers may try to eliminate anxiety at possible level with the help of different relaxing techniques for this purpose teachers may be have training taken from counselors and psychologists in different workshops. |
| | | Prof. Dr. Samina Malik
Dean FSC IIUI

Dr. Shamsa Aziz
Head Department of Education IIUI | | | |

| 4 | 119 | Afzal Khan M.Phil Scholar (Education)

Dr. Muhammad Naeer-ud-Din Associate Professor

Dr. Muhammad Munir Khan Assistant Professor

Mr. Binyammen Ph.D. Scholar (Education)
Mr. Farid Anwar M.Phil Scholar (Education)
IER Kohat University of Science and Technology | **Analyze the Attitude of Secondary School Science Teachers towards Physics Teaching** | It was found that attitude of both male and female science teachers towards Physics teaching is positive.
Thus, null hypothesis i.e. "The attitude of Secondary School Science teachers toward Physics teaching is not positive" is rejected.

Mean values show that attitude of male science teachers is more positive towards Physics teaching as compare to female science teachers which reveals significant difference in the attitude of the male and female science teachers towards teaching Physics subject.

Thus, null hypothesis i.e. "there does not exist significant difference in the attitude of male and female science teachers towards science teaching" is rejected. | It was recommended that teachers should deliver more and efficient teaching because students are seeking more than a satisfactory grade to pass the course, and they do not expect to have a lower grade in physics.

In the present study, sample taken was rather small. To make broader generalizations similar studies may be conducted with large samples.

Similar studies may be conducted in other parts of the country to find out attitude of secondary school science teachers and their teaching competency. |

| 5 | 134 | Maria Asim, Student of M.A. Education, AIOU, Islamabad.

Tahira Bibi, Lecturer EPPSL Department AIOU, Islamabad. | **The Perceptions of Secondary School Teachers Regarding Effect of Physical Bullying on Students Performance** | It resulted that there is no significant difference between the teacher's views regarding the effect of physical bullying on students' performance based on their gender differences.

The factors affect the academic performance of the student to a great extent.

It is concluded that the teachers agreed upon the idea that physical bullying affects the students' performance and skill and there was no significant difference between the views of the male and female teachers.

No statistical difference was found in the perceptions of the secondary school working teachers from all the tehsils of Rawalpindi District. | |

| 6 | 121 | **Shah Muhammad Binyameen** Ph.D Scholar

Dr. Muhammad Naeer-ud-Din Associate Professor

Dr. Iqbal Amin Khan Assistant Professor

Afzal Khan M.Phil Scholar (Education)

Mr. Farid Anwar M.Phil Scholar (Education) IER Kohat University of Science and Technology | **Impact of Anxiety, Aggression, and Depression on The Learning Achievements of Students At Secondary Level** | Anxiety and depression had significant negative impact on learning performance of female students of both urban and rural areas.
Thus the hypothesis i.e. there might be significant impact of Anxiety and Depression on learning achievements of female students is Accepted

Relationship of anxiety and depression on learning achievements of male students of urban and rural areas could not be established.
Thus the hypothesis i.e. there might be significant impact of Anxiety and depression on the learning achievements of male students is Rejected.

Aggression was found to exert significant negative impact on the learning achievements of male students of both urban and rural areas.
Thus the hypothesis i.e. there might be significant impact of aggression on the learning achievements of male students is accepted. | Results of the study indicated that depression, aggression and anxiety had significant negative influence on learning achievements of the students. Therefore it is recommended that measures may be may be taken by the educational institutions to provide guidance and counseling services to diagnose and treat these emotional problems.

Children having uneducated or less educated parents are at high risk of having low level of academic achievements, such children may be provided special care. A teacher may not punish such students for their inability to perform assigned task successfully. They may be provided proper guidance and chance for improvement. |

Parallel Session I

Session Chair: Prof. Hasham Abbasi   **Moderator:** Ms. Javeria Shabbir

Venue: Room 3   **Time:** 2:30pm to 4:00pm

Sr.#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	120	Mr. Anar Gul, M.Phil. Scholar (Education) IER, Kohat University of Science and Technology Dr. Muhammad Naseer-ud-Din, Associate Professor IER, Kohat University of Science and Technology Mr. Muhammad Ishfaq Ud Din Department of Teacher Education Allama Iqbal Open University, Islamabad	**Impact of Classroom Management Skills on Students' Academic Performance at Higher Secondary School Level**	Most of the teachers have no sufficient preparing in classroom management. In light of the absence of learner on classroom management and less consideration toward rehearsal of classroom management, on there is no satisfactory and feasible preparing in the schools. It was found that ✓ School's teachers do not prepare lesson planning for the instruction and wide discipline plan. ✓ Students do not pay proper attention towards the teaching, ✓ teaching methodology and ✓ Professional skills of the teachers are not up to the mark.	It was recommended that teachers should prepare lesson planning for each class, use modern teaching skills and techniques to ensure the maximum learning of the students. The Govt. should give continuous chance for teachers, and students in training to be professional to scopes with emerging complex conditions in the classroom that would be enhanced students learning and academic achievement.

| 2 | 132 | Sadia Younis, MS Education, International Islamic University Islamabad.

Dr. Zarina Akhter, Assistant Professor International Islamic University Islamabad | **Evaluation of Social Skills Developed through Curriculum at Primary Level** | It is found that the mean score of communication skill is (22.47) as perceived by teacher and (21.37) as observed by researcher is not same for the development of communication skill implemented through curriculum. Further, t-value (1.726) on 0.05 level is not significant so, the hypothesis that there is no significance difference in observed and perceived for communication development skill is accepted.

The mean score (11.98) as perceived by teacher is almost same (11.98) as observed by researcher for the development of implementation through curriculum. But the t value (.395) on 0.05 level is not significant. So, the hypothesis that there is no significant difference in perceived and observed for cooperation skill development is accepted.

It is found that by mean score of responsibility skill (14.27) as perceived by teacher and (12.98) as observed by researcher. Further t value (3.224) on 0.05 level of significant difference is found for | To enhance responsibility and self-control skill there may be trainings programs for teachers who can bring change in an environment of school as well in scheme of study for enhancing student's social skills through curriculum.

There may be small extracurricular activities e.g. (play games, Qirat, Naat competition and speech, skits about national day competitions) where the teachers assigned different practical topics to group of students for enhancing social skills at higher level.

Each group of children may be assigned for practical activities for enhancing the social skills in all type of environment without any hesitation.

The educational institutions may arrange some workshops and meetings for different institution teachers to provide awareness about importance of social skills in curriculum. |

| | | | | responsibility skill so, hypothesis is not accepted.

It was concluded that following skill such as assertion skill, responsibility skill and engagement skill are not being developed properly. | |
|---|---|---|---|---|---|
| 3 | 021 | Zawar Hussain M.Phil Scholar Department of Education, National University of Modern Languages, Islamabad. | **A Comparative Analysis of the Student's Motivation in light of Glynn and Kobal-la (2006) Five Factors Model at Higher level** | The data revealed that majority (136/260) of the respondents were having good level of motivation.

There was a significant difference found between male and female students related to all the factors of motivation and female students were found better in comparison to the male students.

There was a statistically significant difference found between the universities related to all the sub factors of motivation.

Overall the students from Air University were found better in comparison to the other two sample universities. | Thus it is recommended that the teachers and the management need to plan group work for the students to get them involved in the work. Teachers need to set achievable goals as well for the students to encourage them for the task completion. |

| 4 | 181 | Ms. Bibi Haroon PhD Scholar, International Islamic University Islamabad

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

DR. Kehkashan Arouj Assistant Professor, International Islamic University Islamabad | **Learning for Teaching in Higher Education and Their Effect for Sustainable Professional Development** | Participation in professional development activities as learning opportunities were the **progressive.**

Workshops was in **excellence** position with best effect.

Training courses and informal dialogues were the best.

Participation in educational seminar and conferences, individual research, use latest research based teaching contents, teaching method accordance with the teaching community and teaching skills accordance with the changing environmental demands, with better participation and effect. | More participation in collaborative research may be encouraged.

Network participation of teachers may be increased.

An innovation in methods of teaching and evaluation means latest development in pedagogy. |
| 5 | 069 | Dr. Hazir Ullah Dy. Dean FSS IIUI Chairman Department of Sociology | **Postgraduate Research Supervision: Exploring the Lived Experience of Pakistani Postgraduate Students** | The overall conclusion that I reach from the study's findings is that existing practices of postgraduate supervision lack mentoring ethics and practices to cater to the varying needs and expectations of postgraduate students and quality research learning in higher education. | |

| 6 | 023 | Tehmina Yousaf (Student)

Aqeela Saghir (Lecturer)

Sohaib Usman, (Student/Research assistant)

Imran Riaz (Student)
Institute of Agri. Extension and Rural Development University of Agriculture Faisalabad | **Identification Of Interventions In Usage Of Library Among Graduate Degree Students In University Of Agriculture Faisalabad** | It is concluded from results that majority (70%) of respondents said that their main source of information or knowledge is book.

Less than half (41.6%) of respondents said that their main source of information is internet.

Internet facility, Use of mobile, high use of IT, Effective reading sources, Availability of electronic sources, Good reading material, Distraction from students in library, Motivation from teachers, Information source diversity, Librarians and Less concentration were ranked 1st, 2nd, 3rd,4th, 5th, 6th, 7th, 8th, 9th, 10th and 11th with mean value of 4.76, 4.67, 4.55, 4.50, 4.46, 4.45, 4.43, 4.39, 4.35, 4.13 and 4.01 respectively. | |

Parallel Session I

Session Chair: Dr. Muhammad Jamil Bajwa   **Moderator:** Nadia Atif Dar

Venue: Room 4   **Time:** 2:30pm to 4:00pm

Sr.#	Paper ID	Name of Presenter	Title of The Paper	Significant Findings	Significant Recommendations
1	220	Tabassum Saleem PhD Scholar IIUI Dr. Munazza Mahmood Assistant Professor IIUI	**One-Minute Paper, Muddiest Point and Exit Ticket Formative Evaluation Methods Used By Teachers in Daily Classroom Teaching**	There was no association between the SST professional tainting of teachers and the use of modern formative evaluation methods like one-minute paper, Muddiest point and Exit ticket. An association exists between the teachers' knowledge and the use of these strategies. Which showed that those teachers who knew these techniques also used them in the class? No association existed among teachers' experience and the use of these strategies in the class. No association exit among teachers' experience and updating of knowledge about the new and innovative methods for formative assessment of students. Most of the teachers (66%) used	Teachers' training course maybe revised in ordered to ensure the inculcation of new researches on formatives and summative evaluation methods and strategies. Refresher courses maybe include the training of teachers in the field of new and innovative methods for formative and summative evaluations. Teachers maybe encouraged towards research culture by giving them some initiatives. Further researches maybe done on higher secondary teachers to evaluate their knowledge and use of these formative evaluation strategies in their classes

				paper pencil and oral question answer strategy in the class.	
2	225	Shandana MS scholar Department of Education International Islamic university Islamabad	**An Evaluative Study of Blended Learning Through Logic Model at International Islamic University Islamabad**	It was concluded from the findings that the program has some flaws which included unavailability of transport, the other big flaw is that the students has only been provided the facility to take audio sessions only, the video feature has been ignored in Skype class. It was observed that the students performed effectively during class. Students used different teaching methods according to Lesson plan. A.V aids used where required. Students were fully involved in learning process. Teachers have proper content knowledge.	The students may be provided the platform for presentation to improve their skills of presentation. The transport facilities may be provided to students for their convenience. The video feature must be focused because facial expressions and gestures matters a lot in teaching learning process.
3	080	Sadia Naz PhD Scholar IIUI Shiraz Ahmad PhD Scholar AWKUM Dr. Amir Zaman	**Gamified Classrooms: How Teachers Think and Feel**	Gamified classrooms increase the students' motivation and engagement towards learning. Suitable for relatively difficult and complex content. 'Financial arithmetic' in	Teacher training institute incorporate gamification in training programmes and motivate teachers to use gamification especially in the content area that needs more involvement on the part of the students. Teacher may be trained in planning of gamified classrooms.

		Assist. Professor AWKUM		mathematics and map reading, longitude and latitude in social studies were identified that may be taught in a better way in gamified classrooms. Score board, badges and titled learners as a players are the most effective elements of gamification while the increasing level of complexity; it is relatively for the teachers to use.	
4	108	Aisha Shams MS. Scholar Dr Shamsa Aziz Head Department of Education International Islamic University, Islamabad	**Analysis Of Innovation In Islamiyat Curriculum With Special Reference To Contents In The Light Of Sura Al Noor And Al Hujrat**	Main themes derived from Sura Al Noor and Al Hujrat were 22 in which 12 were related values and 10 were about beliefs. Islamic history, fulfilling contracts, forgiveness, kindness and brotherhood were found in the National Curriculum 2006 of Islamiyat for class V. Values and beliefs which were not found in the National curriculum 2006 were; keeping up the prayer, paying the welfare tax, believing on Allah and His Messengers, sovereignty of Allah, greeting, taking permission from teachers , entrance values, & avoiding bad	Some innovative Quranic themes are recommended for adding in the Contents of National curriculum 2006 are; Avoiding press forwarding in the presence of Allah and his Messenger, Raising your voice over the Prophet 's voice, Handling gossip and rumor, Spreading news of scoundrel, Making fun of people, Criticizing and insulting one another by using nicknames, Backbiting, Other contents in the light of selected Surahs are recommended for updating the National Curriculum 2006 of Islamiyat for class V are; Reconciliation among quarrelling groups Heed Allah Almighty Attributes and blessings of Allah Almighty

				habits.	Signs of sensible persons.
5	102	Nadia Iftikhar Lecturer Department of English Language and Literature Forman Christian College University	**Teaching English without Educational Psychology**	Many seemingly unrelated facts about development, learning, motivation, and classroom management are neglected by teachers. Majority of teachers do not think about classroom problems in terms of previously discovered generalizations and principles that point the way to new solutions. Majority of teachers do not comprehend the significance of educational psychology in EFL settings.	Effective Talks by experts on educational psychology. Active counseling sessions in all educational institutes to help students' combat psychological issues. Case studies to be discussed in teacher training workshops about issues of students. Mock situations to be analyzed by teachers.
6	087	Shazia chachar M.phil (education) scholar National university of modern language , Islamabad Dr. Umbreen Ishafaq, Assistant Professor, University of	**Adoption Of Blended Learning And Its Limitation Impact On Teachers Professional Development At Primary Level**	According to data collected and analyzed, Institution of higher education are found to practice blended learning approach for effective learning. the prevailing BL approach is only bolting technology onto a traditional course and or using technology as an add on to teach a difficult concept or deliver supplemental information in higher education the represent	Administration should provide the BL program facilities for faculty acquire new teaching skill facilitating online interaction and assessing students. To develop technology skills, to plane or redesign target learning activities that match course objectives and outcomes. Adoption of BL is the solution of many more challenges which face organization lack of physical infrastructure, desire for increased flexibility for faculty and students it is also help to improving the goal of learning out come so the institution formally adopt the

		Haripur.		data show "enhancing blend" most at higher education institution shows ; basic ICT usages PowerPoint presentation having less approach to access online recourses	BL to increase the student capacity to success in blend and online environment.

Parallel Session I

Session Chair: Dr. Muhammad Ajmal Chaudhary   **Moderator:** Sehrish Javed

Venue: Room 5   **Time:** 2:30pm to 4:00pm

Sr.#	Paper ID	Name of Presenter	Title of The Paper	Significant Findings	Significant Recommendations
1	166	Ayesha Badar Qureshi, Graduate (student) Sukkur Institute of Business Administration Dr. Irfan Ahmed Rind, (HOD) Department of Education	**Analysing The Impact Of External Examination On Teaching And Learning Of Mathematics At Grade 10ᵗʰ**	Deductive approach is more appropriate because my personal experience suggests the approach is good 'conceptual and procedural understandings are interlinked' 'Any students having one of them (concept or procedure) will be assumed incomplete learner'. 'Both are important' 'first focus on concept' 'First concept should be clarified then, procedures should be taught' 'Procedure is mostly known' 'Teachers must take the help of concrete objects' 'teachers should use proper mathematical language' 'Private board's book has written SLOs which also tells that paper will contains how many marks' questions from the following chapter and would they be MCQS, CRQs or etc.	Skillful training for teachers and educators. Improve students' achievement. Mathematics educators, teachers, investigators, scholars can use this type of instruments to evaluate the students achievement.

2	066	Faheem Tahir (PhD Scholar) Department of Education International Islamic University Islamabad	**Effect of Attitude towards Mathematics on Secondary School Students Achievement in Subject Mathematics**	Finding of the study are the mean score for male mathematics students and female students, which was *almost* equal. Deliberately standard deviation for male and female mathematics students, which was almost equal so hence, male mathematics students and female mathematics students of Army Public School and Federal Government School secondary level shows similar result. Accordingly, there is a positive effect of attitude towards mathematics on students' achievement in subject mathematics	
3	101	Faiza Jaleel (Lecturer) Dr. Faisal Anis Assistant Professor Department of Special Needs Education School of Social Sciences and Humanities University of	**Effectiveness of 5Es Instructional Model for Teaching Scientific Concepts to the Students with Visual Impairment.**	Both the control and experimental groups were performed equally on pretest. When performance of control and experimental group was compared no significant difference was found. Through analysis of posttest scores it was concluded that experimental group show better performance after the provision of 5Es instructional model than control group.	Science teachers of students with visual impairment should know the effectiveness of 5Es instructional model based on constructivist approach. This awareness of science teachers help to improve the quality of science education for students with visual impairment. In service and pre service training should be provided to the teachers of students with visual impairment to make them confident about their method of teaching. Teachers should be trained to use 5Es instructional model for teaching scientific concepts to the students with visual

		Management and Technology		It was concluded that 5Es instructional model is effective for teaching scientific concepts to the students with visual impairment as compared to traditional lecture method of teaching. Each of the group showed better performance in posttest as compare to the pretest. Analysis showed that experimental group showed better performance on posttest as compare to the control group. Different treatments provided to each of the group, hence it was concluded that 5Es instructional model was effective for teaching scientific concepts to the students with visual impairment as compare to the traditional lecture method of teaching.	impairment. There is need to change the mind set of teachers that students with visual impairment cannot learn scientific concepts in the same manner as normal students learn. Government should make science laboratories in special schools. So that students with visual impairment can perform different activities related to their science content under the supervision of their science teachers.

4	176	Zahra Rehman Ms Scholar International Islamic University Islamabad Dr. Munazza Mahmood Assistant Professor International Islamic University Islamabad	**Effect of Process Oriented Guided Inquiry Learning (Pogil) on Science Students Achievement at Secondary Level**	POGIL pedagogy is helpful in teaching science subjects especially biology. Student achievement in science were enhanced at exploration, conceptualization and application level by using POGIL strategy Enhancement of students' achievement shows that this strategy helps in developing critical thinking, team work, problem solving and communication skills of the students.	Since POGIL strategy showed positive effect on students' achievement so it may be implemented at school level in teaching of sciences. Seminars, conferences and trainings may be organized on POGIL pedagogy. Further researches may be done to see the effect of POGIL on students achievement in other science subjects such as physics, chemistry etc.
5	156	Kaleem Ur Rehman PhD Scholar University of Punjab	**Impact of university on character building in university students**	University environment promote health competition in studies in the students. University environment promotes the role of to appreciate to each other that University makes the students punctual for daily coming and working. University made the students flexible in decision making.	University should conduct proper lectures for the students. Teachers should deliver some ethical conversation in the classroom on daily bases Parents should check over the students

				University makes the students self- control University develops the moral values in the students.	
6	020	Dr.Umar Khitab Subject Specialist in Chemistry Education Department KPK	**The Development of Scientific Creativity Test for Grade Twelve Chemistry Students**	The analysis of the data showed an adequate reliability and validity.	

Parallel Session I

Session Chair: Dr. Wajeeha Aurangzeb

Moderator: Sadia Bano

Venue: Room 6

Time: 2:30pm to 4:00pm

Sr.#	Paper Id	Name of Presenter	Title of The Paper	Significant Findings	Significant Recommendations
1	166	Ayesha Badar Qureshi, Graduate (student) Sukkur Institute of Business Administration Dr Irfan Ahmed Rind, (HOD) Department of Education	**Analysing The Impact of External Examination On Teaching And Learning Of Mathematics At Grade 10th**	Deductive approach is more appropriate because my personal experience suggests the approach is good 'conceptual and procedural understandings are interlinked' 'Any students having one of them (concept or procedure) will be assumed incomplete learner'. 'Both are important' 'first focus on concept' 'First concept should be clarified then, procedures should be taught' 'Procedure is mostly known' 'Teachers must take the help of concrete objects' 'teachers should use proper mathematical language' 'Private board's book has written SLOs which also tells that paper will contains how many marks' questions from the following chapter and would they be MCQS, CRQs or etc. Usually the small chapters do not contain a part in	

				paper therefore teachers verbally taught them or give less time to those topics'	
2	066	Faheem Tahir (PhD Scholar) Department of Education International Islamic University Islamabad	**Effect of Attitude towards Mathematics on Secondary School Students Achievement in Subject Mathematics**	Finding of the study are the mean score for male mathematics students and female students, which was *almost* equal. Deliberately standard deviation for male and female mathematics students, which was almost equal so hence, male mathematics students and female mathematics students of Army Public School and Federal Government School secondary level shows similar result. Accordingly, there is a positive effect of attitude towards mathematics on students' achievement in subject mathematics.	Skillful training for teachers and educators. Improve students' achievement. Mathematics educators, teachers, investigators, scholars can use this type of instruments to evaluate the students achievement.
3	101	Faiza Jaleel (Lecturer) Dr. Faisal Anis Assistant Professor Department of Special Needs Education School of Social Sciences and Humanities	**Effectiveness of 5Es Instructional Model for Teaching Scientific Concepts to the Students with Visual Impairment.**	Both the control and experimental groups were performed equally on pretest. When performance of control and experimental group was compared no significant difference was found. Through analysis of posttest scores it was concluded that experimental group show better performance after the provision of 5Es instructional model than control group.	Science teachers of students with visual impairment should know the effectiveness of 5Es instructional model based on constructivist approach. This awareness of science teachers help to improve the quality of science education for students with visual impairment. In service and pre service training should be provided to the teachers of students with visual impairment

| | | University of Management and Technology | | It was concluded that 5Es instructional model is effective for teaching scientific concepts to the students with visual impairment as compared to traditional lecture method of teaching.

Each of the group showed better performance in posttest as compare to the pretest. Analysis showed that experimental group showed better performance on posttest as compare to the control group. Different treatments provided to each of the group, hence it was concluded that 5Es instructional model was effective for teaching scientific concepts to the students with visual impairment as compare to the traditional lecture method of teaching. | to make them confident about their method of teaching. Teachers should be trained to use 5Es instructional model for teaching scientific concepts to the students with visual impairment.
There is need to change the mind set of teachers that students with visual impairment cannot learn scientific concepts in the same manner as normal students learn. Government should make science laboratories in special schools. So that students with visual impairment can perform different activities related to their science content under the supervision of their science teachers. |
| 4. | 176 | Zahra Rehman Ms Scholar International Islamic University Islamabad Dr. Munazza Mahmood Assistant Professor International Islamic | **Effect of Process Oriented Guided Inquiry Learning (POGIL) on Science Students Achievement At Secondary Level** | POGIL pedagogy is helpful in teaching science subjects especially biology.

Student achievement in science were enhanced at exploration, conceptualization and application level by using POGIL strategy

Enhancement of students' achievement shows that this strategy helps in developing critical thinking, team work, problem solving and communication | Since POGIL strategy showed positive effect on students' achievement so it may be implemented at school level in teaching of sciences.
Seminars, conferences and trainings may be organized on POGIL pedagogy.
Further researches may be done to see the effect of POGIL on students achievement in other science subjects such as physics, |

		University Islamabad		skills of the students.	chemistry etc.
5	156	Kaleem Ur Rehman PhD Scholar University of Punjab	**Impact of University on Character Building in University Students**	University environment promote health competition in studies in the students. University environment promotes the role of to appreciate to each other that University makes the students punctual for daily coming and working. University made the students flexible in decision making. University makes the students self-control University develops the moral values in the students.	University should conduct proper lectures for the students. Teachers should deliver some ethical conversation in the classroom on daily bases Parents should check over the students Bill board should be fixed on the different portions of the institutions.
6	020	Dr.Umar Khitab Subject Specialist in Chemistry Education Department KPK	**The Development Of Scientific Creativity Test For Grade Twelve Chemistry Students**	The analysis of the data showed an adequate reliability and validity.	

Parallel Session I

Session Chair: Dr. Itbar Khan   **Moderator:** Fatima M. Qasim

Venue: Room 7   **Time:** 2:30pm to 4:00pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	026	Ali Hamza Lecturer, Department of Civil Engineering, Imperial College of Business Studies, Lahore	**Provisions of Sustainability Education in Civil Engineering Curriculum**	Introduction of sustainable engineering methods is unique since, it has not been systematically integrated as a major component of engineering curriculum in Pakistan.	
2	067	Humera Perveen M.Phil Education PMAS Arid Agriculture University Rawalpindi	**Difficulties Faced by Students in Adopting Arabic Language as Medium of Instruction for The Subject of Islamic Studies at IIUI**	From the study it has been concluded that students have medium proficiency in pronunciation and low proficiency level in reading, speaking and writing Arabic, likewise reading, writing, speaking and pronunciation skills of both gender are equal. It was also concluded that reading Arabic without symbols (Irrab) is difficult for students and students feel difficulty in reading question paper during exam. Pakistan is non- native Arabic country, so students cannot understand Arabic without Irrab. They feel shy in speaking Arabic with	For teaching Arabic grammar teacher should take start from simple structure of sentence without providing framework and should use different methodologies for teaching Arabic grammar. Teacher should adopt easy ways of communication and content deliverance and at least first four semesters instead of English Urdu should use as second language so that students can easily understand teacher instructions and to minimized students, difficulties in learning Arabic.

				students and teachers, They are not natively Arabic speaker when they try to speak Arabic if they speak something wrong other students laugh at them. Teachers, totally instruction in Arabic are difficult to understand for students. It was also concluded from the study that Arabic grammar is difficult for students and grammar drill is important for learning Arabic language. Students feel difficulty while sentence structure and they cannot write a good paragraph due to weak vocabulary	
3	081	Tahzeeb Mahreen, Student International Islamic University Islamabad Prof. Dr. Samina Malik, Dean Faculty of Social Sciences, IIUI Prof. Dr. N. B. Jumani, Director, DDE, IIUI	**Communication and Social Competence: an Analysis Of B.Ed. (Hons.) Elementary Curriculum**	The concept of communication and social competence was explained and it was revealed as a combination of six characteristics which are communication skill, cooperation and teamwork, solution finding and resolving interpersonal conflicts, management and responsibility, monitoring, and effective usage of ICT skill. Against six categories of communication and social competence, curriculum focused on two components majorly which are	The curriculum developers may revisit and revise curriculum for the integration of 'solution finding and resolving interpersonal conflicts' with more topics, themes, and activities because it is least reflected in the curriculum. The greater the content, the higher will be the chance of its improvement. Curriculum developers may outline social projects in the curriculum to be carried out in each semester and teacher

				'communication skill' and 'cooperation and teamwork' whereas it gave less attention to rest of the four components (monitoring, management and responsibility, solution finding and resolving interpersonal conflicts).	educators may ask students to conduct these projects especially in collaboration with students of other universities. It can be proved great venture to enhance 'solution finding and resolving interpersonal conflicts' if carried.
4	082	Syeda Tooba Bukhari, MS Scholar, IIUI Prof. Dr. Samina Malik Dean, Social Sciences, IIUI Prof. Dr. N. B. Jumani, Director, DDE, IIUI	**Life and Career Skills: An Evaluation of B.Ed (Hons.) Secondary Curriculum**	All categories of life and career skills were identified in the curriculum; hence the curriculum was found appropriate for developing life and career skills in students through integrating various themes. Curriculum assimilated very less components of flexibility and adaptability skill as compared to other components of life and career skills (Finding #3).	Curriculum developers may integrate more themes on flexibility and adaptability in the curriculum. Teaching guidelines may be developed for B.Ed. (Hons.) secondary to provide details on the use of activities and materials in teaching the curriculum.
5	195	Rabia Kishwer, MS Scholar Department of Education, IIUI Dr Shamsa Aziz, Associate professor, IIUI	**Effects of Co-Curriculum Activities on Student's Behaviour: A Study Of The Teachers' Perceptions**	The findings of the study revealed that co-curricular activities influence the behavior of the students in different aspects. Most of the teachers agreed that co-curricular activities increased the confidence level of the students. Students become more socially interactive.	Teachers might be aware of the fact that which co-curricular activity is beneficial. Teachers should encourage the students to participate in co curriculum activities. Teachers may know which student need to participate in co-curricular activities to enhance the abilities of the students.

| 6 | 007 | Sadia Riaz, Assistant Professor, University of Management and Technology

Aisha Niazi, PhD Scholar IIUI Naheed Ashfaq, Assistant professor University of Management and Technology Rida Sarfraz, Assistant Professor University of Management and Technology. Faiza Abid, Assistant Professor University of Management and Technology. | **From Digital to Political: A Study of the Impact of Internet Memes in Political Discourse and Civic Participation** | Political memes are becoming an integral part of political discourse in a society. It attracts not only the people who are active in politics but also helps in forming opinions for people who are not active participants in political issues and discussions.

Exposure to political humor increases political attention and helps in learning about political issues. This has also leads to an increase in the feeling of political efficacy and interest.

The information that is passed through these memes is for creating a buzz and is for publicity purpose rather than just for giving information. Memes that are used in political campaigning are used for creating public opinion and as a tool for propaganda. Memes are used as a medium for persuading citizens to vote for a particular political party. The paper studies the internet memes which are publicized through social networking sites in Pakistan. The research analyses the impact of political meme on masses in Pakistan and its influence on political engagements. | |

Parallel Session I

Session Chair: Dr. Sajjad Ahmad   **Moderator:** Sanam Hina

Venue: Room 8   **Time:** 2:30pm to 4:00pm

Sr.#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	198	Rehmat Shah, PhD Scholar IIUI, Islamabad Dr. Syed Asad Abbas Rizvi, Assistant Professor, Department of Education International Islamic University Islamabad, Pakistan	**Application Areas of Knowledge Management Practices In Distance Education**	The results demonstrated that there pertinent areas are present knowledge management practices distance education. These areas included continue assessm assignments, course combinati material distribution store, deve strategies to enroll new students, ret old students, and most import approaches to open and distar learning based on technology. Knowledge management has important pillar of technology. Results this paper further shows that knowle management tools support learners leverage their learning in dista education. Knowledge management tools can be u in improving capabilities, reduced cost product, curriculum development proce Knowledge management also invol	The finding of this paper recommen and suggested that application areas knowledge management should utilized to compete the comparat advantages

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				improved academic services of dista[] education as well as administrat[] services.	
2	136	Mrs. Beenish Javed Assistant Professor NUML Ms. Javeria Shabbir Lecturer NUML	**Value as a Driver For Students to Stay in Universities: A Study of Higher Education Sector of Pakistan**	The correlation analysis states that students in Pakistani public and private universities the most important factor proved to be awareness and their association with that certain faculty member as it scored highest than other two concepts of the loyalty and perceived quality of the faculty member. This shows that by developing strong and positive association and creating awareness for the expertise of the faculty member or association with the students universities may be successful in their student retention and intention to stay.

The practical implication of the current research is two folded. The research is important as it enriches the educational branding, faculty branding literature and enhances the knowledge for the service providers to develop new understanding in this field. To understand what the factors which can make the students are stay in a certain university is of utmost importance to educational management in this competitive | |

				environment between public and private sector universities.	
3	237	Maryam Siddiqua, MS Scholar Department of Psychology, IIUI

Dr. Mamoona Ismail Loona, Assistant Professor | **Gender Differences on Locus of Control and Self-Handicapping Strategies Among University Students** | The present study explored the gender differences on locus of control and self-handicapping strategies among university students

Results indicated females have more internal locus of control as compared to males while both males and females don't differ on external locus of control.

On the other hand it was found that male and female equally indulged in claimed and behavioral self-handicapping strategies. | |
| 4 | 047 | Kainat Agha, Student, Department of Education, Sukkur IBA University

Soonhan Khoso, Student, Department of Education, Sukkur IBA University | **Analysis of Teachers' Reflective Practices and Students' Improved Psychological Development Through Assessment Tools** | As the results came forth, the teachers were able to resolve students' psychological issues through a number of techniques such as personal guidance and counselling. | Lastly, the recommendations are: teachers' reflective practice needs to get utmost attention right from the initial classes in order to lessen students' developmental issues and improve their learning outcomes.

Moreover, the system has to promote the use of assessment tools in the classroom that may provide teachers' with great amount of data about students' issues and challenges. |

		Fatima Khan, Student, Department of Education, Sukkur IBA University Munazah Maham Student, Department of Education, Sukkur IBA University			
5	091	Mohammad Salim Assistant Professor Saeed Ullah Jan Lecturer Higher Education, Achieves & Libraries Department at Govt Degree College Wari Dir Upper	**Introducing Smart Card Based E-Learning System**	Promote quality education, result-oriented, efficient and effective learning for its youngsters. Provide environment where critical research data can easily be analyses in extensive situation's and will add new ideas to the existing knowledge. Generalization and predication can easily be achieved from any scientific research due to accuracy, confidentiality, authentication and authorization features.	The smart card based eLearning is inevitable in modern era. The use of smart card for eLearning is economical. The smart card is very effective also for Distance Learning. It helps in avoiding social bearers for learning in conservative societies.

| 6 | 092 | Sobia Yaseen, Research Associate Department of Education, University of Kotli, AJK

Dr. Makhdoom Ali Syed Chairman Department of Education University of Kotli, Azad Jammu and Kashmir

Ms. Zobia Zaman, Lecturer Iqra College of | **A Study of Learning Style Preferences and Challenges Faced by the Students in Virtual Education** | It is found in this study that students having different learning styles used diverse yet almost similar learning strategies to overcome their academic challenges, familiarize them with technology, and make them capable to fit in the new mode of education at VU.

The students faced challenges in Virtual University, while they are belonging to anyone of the learning style from auditory, visual and kinesthetic, due to change in their mode of education as they came from traditional system of education into the online system of education at VU.

Challenges of the students of VU can be reduced by providing them knowledge related to technology and online mode of education at VU. | The teachers need to provide the learning environment in VU according to the needs of students, as students give their suggestions for the improvement of the learning system at VU.

Instructors in online learning environment need to include multiple modes of presentation such as visual, verbal and auditory imagery to fulfill the needs of all kind of learners.

The availability of teachers need to be ensure in all campuses of VU, to provide students a comfortable learning environment to overcome the challenges of the students.

Cooze and Barbour (2007) stated that "The e-teacher should have a greater collection of skills to support learning in the virtual classroom and ultimately reach out through and beyond the tools in order to provide quality instruction for all learners."(p.15) |

Parallel Session I

Session Chair: Dr. Muhammad Naseer-u-Din

Moderator: Arooj Fatima

Venue: Room 9

Time: 2:30pm to 4:00pm

Sr.#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	118	Dr. Muhammad Naseer U Din Associate Professor, IER, Kohat University of Science and Technology Dr. Munir Khan Assistant Professor Department of Education, Malakand University Dr. Iqbal Amin Khan, Assistant Professor Department of Education, Malakand University Mr. Muhammad	**Assess the Concepts and Belief of Elementary Teachers About Assessment Practices**	Findings advocate that in spite of instructors' limited publicity to assessment, training, four wonderful assessment ideals exists within the primary classroom: assessment for school accountability, assessment for scholar certification, assessment for development of teaching and learning, and assessment as beside the point. An analysis of the importance of assessment practices revealed real assessments, quick answers, written and oral exams, and board exams are the most valued. The study findings revealed that the teachers in this study were aware of and believed in feedback that is formative, using the terms consistent with contemporary literature on feedback directed towards enhancing student learning. It was clear that these teachers'	This study indicates that not all teachers may have a complete understanding of what formative feedback means in classroom practice. Therefore, serious consideration has to be given to the gap in teachers' understanding and knowledge, and their practice. Therefore, it was recommended that to increase the knowledge of classroom assessment within education institutions, short-term course, workshops and seminars should be conducted and supported.

		Ishfaq Ud Din MEd, Department of Teacher Education. AIOU Islamabad		beliefs about assessment, teaching and learning played a significant role in their enactment of formative feedback processes in their classrooms.	
2	059	Dr. Maroof Bin Rauf University of Karachi Karachi	**Evaluation of Learning, Not Memorization" "Evaluation of Learning, Apart From The Copy Pan Test**		
3	129	Tabassum Saleem PhD Scholar Dr Shamsa Aziz Chairperson Department of Education International Islamic University, Islamabad	**Minute Paper and Muddiest Point mapped into Cognitive Diagnostic Assessment Can Improve Low Achievers in Algebra**	The analysis of data showed that one-minute paper, muddiest point mapped into cognitive diagnostic assessment provided a combination through that the algebraic problems of students had been nearly solved. Students showed good performance in class tests afterwards	Further researches may conduct with large sample size. The focus of the present research was algebra other researches may be done by taking other subjects into account Researches may conduct on primary level and secondary level
4	099	Shah Fahad Ali KhanUniversity of Chitral Anita Mughul	**Assessment Through Students' Questions: An Individual-Difference Perspective**	Majority of the teachers (63%) hold that formative assessment of teachers cannot efficiently assess all students of the class.	Teachers should be empowered to apply a variety of assessment methods in classrooms. Students should be encouraged to

		Sarhad University of Science and Technology		Teachers (36 %) are of the opinion that students can ask questions from which information about the learning of student can be taken. 73 % of the teachers opined that higher-order learning and thinking can be evaluated through the questions of students. Students questions stimulate inquiry and open investigation in class room	ask questions relevant to their learning. Teachers should be trained to assess students learning through their questions as well.
5	106	Ms. Saba Ishrat, Specialist NFBE,Aga Khan University, IED. Ms. Sonia Akhtar, Research Associate, Aga Khan University, IED. Ms. Shabina Jabeen. Research Associate, Aga Khan University, IED. Dr. Dilshad Ashraf Associate	**An Innovative Approach for Understanding Non-Formal Basic Education Teaching and Learning Process**	Teachers' competency and capacity to internalize the input and implement in the classroom practices- teachers need time and continuous follow-up. Teachers' Regularity and Punctuality: At the initial training session facilitated at AKU IED teachers were reluctant to move from their house and attend sessions at far away. Still some of the teachers are facing problem to move from their house. Teachers' motivation: Establishment of multi-age and multi-grade classrooms Frequent PD sessions for teachers hampered day to day teaching learning process in the centres.	

		Professor, Aga Khan University, IED		Time constrain for carrying out intervention cycle activities such as, planning designing, reflecting, re-planning.	
6	039	Asfand Yar,Ph.D. Education Scholar Abdul Wali KhanUniversity Mardan Dr. Abdul Ghaffar,Assistant Professor, Department of Education, Abdul Wali KhanUniversity Mardan Dr. Amir Zaman,Assistant Professor Department of Education Abdul Wali Khan University Mardan	**Innovations in Educational Assessment and Measurement**	Inefficiency of professionals in developing assessment tools Stereotype papers, general and broad format of questions High percent of choice in selecting questions Restricted to limited and primitive learning objectives Dominantly representative of cognitive aspect Lead to selective study	Match test items with objectives Test items should need specific response Emphasis on the applied aspect Test items should represent all domains of learning Balance between practical and theoretical aspects Balance between objective and subjective items

Parallel Session I

Session Chair: Dr. Rehmat Ullah Bhatti   **Moderator:** Syeda Madiha Wajid

Venue: Room 10   Time: 2:30pm to 4:00pm

Sr.#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	128	Syeda Madiha Wajid MS Student International Islamic University Islamabad	**Quality of Classroom Assessment & Feedback as Perceived by Students of International Islamic University Islamabad**	The study leads to the conclusion that the university teachers need to improve their knowledge of assessment techniques and quality practices and if a teacher uses feedback from observation and completed assignments to inform future instruction, this information will certainly have a positive effect on student learning. Modifying instructional strategies in response to assessment not only enhances students' learning but also develop instructional skills of the teacher.	There is a need of building up assessment literacy and Higher education teachers need professional and practical support for developing assessment skills and strategies ultimately helping students to improve their learning. There is also need of modification in instructional strategies and proper feedback on assessments are required.
2	171	Tariq Mehmood, PhD Scholar, IIUI, Islamabad, Sahibzada Waqar Ahmad, PhD Scholar, IIUI Islamabad,	**Assessing Flipped Classroom Strategy Formatively on Students' Achievement at Secondary level in the Subject of**	The results show that there is no significant difference between the experimental and control groups in their means in the pretest, which indicates that both the groups were equated properly. It appears from the results that there is significant difference between the	On the basis of the results, it is recommended that the flipped strategy with formative assessment may be used as integral part of teaching learning process. It is recommended to apply flipped strategy with formative assessment in the classroom particularly in the

		Fazal Hakim,PhD Scholar, IIUI Islamabad.	**Biology**	experimental and control groups in their means in the post test.	teaching the subject of biology. Since the use of flipped strategy formatively proved to have significant positive effects on the achievement of the students, the teachers should be trained in the use of flipped strategy with formative assessment and be motivated to use this method in classroom on regular bases.
3	006	Ammara Murtaza, Ph.D. Scholar Institute of Education and Research Prof. Dr Rafaqat Ali Akbar, Director Institute of Education and Research, Punjab, Lahore	**Hurdles and Fears in Classrooms' Participation: University Students' Perspective**	It is concluded from the study that lack of confidence, language barrier, confusion about topic, less habit of reading, peer pressure, influence of the instructor and environmental factors hinder students from classroom participation.	It is recommended that teacher need to ensure the clarity of topic which may increase the confidence of the students to participate in the class. Teacher must discourage peers, who bully, make fun of those who give wrong answer, distract the attention of those students who is trying to participate in the class. The teachers can plan strategies and employ proper techniques to create a responsive classroom environment.

| 4 | 112 | Munawwar Hussain Qureshi, Lecturer

Maryam Tahir, Research Scholar
Mirpur University of Science & Technology (MUST) Mirpur AJK

Mudassar Hussain, Regional Manager/PhD Scholar, READ Foundation. | **Examining the Applications of Bloom Taxonomy in Test Development/Paper Setting Followed by Faculty Members at Mirpur University of Science and Technology (MUST), Mirpur (A.J.K)** | As revealed from this study, test construction is an area that requires more emphasis more so because most teachers are not trained in test construction skills. It is evident therefore that teachers need to be trained in test construction so as to adequately construct test items that would be sufficient in establishing the learning done at all levels of the Blooms Taxonomy.

The use of Bloom's Taxonomy can be a very powerful tool in assisting a student to learn at a higher and more critical level. This process does take the tutor a minimal amount of time to think about the phrasing of higher level questions, however, it is easy to integrate this with the content the faculty member is delivering. If a faculty member shifts from a content delivery based process to problem-based learning, the emphasis will move to a collaborative process and provide the student opportunities to develop the concept and critical thinking. | We have proved that our proposed explanation will improve the action verbs into more accurate levels. We also suggested that there is need to incorporate training workshops, seminars and courses to be organized to help faculty members to gain competence in test construction to cover the different levels of taxonomy in order to ensure quality assessment at university level and measurement of higher order thinking skills in students.
There is need to have assessment experts to monitor the testing being done at university by the faculty members to ensure quality and uniformity in testing. |

5	146	Muhammad Safdar Bhatti TEFL Coordinator AIOU, Bahawalpur Rafia Mukhtar Director, SAQE, Bahawalpur	**Exploring The Role Of Evaluation For Students' Learning Outcomes: A Survey**	The results suggested that evaluation process caters manifold purposes and entails decision-making.	It is recommended that evaluation process must be adopted and practiced to eliminate hesitation barriers and get the desired learning outcomes.
6	172	Ghulam Haider, Ph.D. Scholar, University of Lahore Dr. Muhammad Zafar Iqbal, Assistant Professor of EducationAiou, Islamabad Zafar Hayat, Ph.D Scholar, University of Sargodha	**A Comparison of Assessment Practices at Public and Private Schools in District Sargodha**	In school-wise comparison of assessment practices between public and private school teachers, it was found that the use of assessment practices in private schools are much emphasized than public schools. In experience-wise comparison of assessment practices, it was found that the teachers having teaching experience 1-15 years give less emphasis than the teachers above 15 years of teaching experience. In age-wise comparison of assessment practices, it was found that teachers less than 30 years of age are performing better than above 30 years of age. In academic qualification-wise comparison of assessment practices, it	The study may be replicated in other Tehsils of district Sargodha and other districts of the Punjab province or in other provinces of Pakistan. Result of the study shows that public school teachers are not performing well in assessment practices. Hence, it is recommended that government should provide them in service training by conducting workshops and seminars on modern lines to make them able to utilize modern assessment techniques. Head teachers should monitor the assessment practices of teachers and provide them adequate feedback.

				was found that the high qualified teachers give much emphasis on assessment practices than the low qualified teachers. In professional qualification-wise comparison of assessment practices, it was concluded that the high professional teachers give much emphasis on assessment practices.	

Parallel Session II

Session Chair: Prof. Dr. Ishtiaq

Moderator: Sadia Dilshad

Venue: Room 1

Time: 10:30am to 12:00pm

Sr.#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	188	Dr. Sobia Aslam Assistant Professor, Govt. College University, Faisalabad	**Establishing And Promoting Collaboration For Professional Development At National And International Level**	Throughout the history of Pakistan the efforts to increase the enrollment and literacy rate have not been achieved. Seven national educational polices, eight five year plans and about half a dozen other schemes have been prepared and launched and a dozen or more conferences, seminars, workshops and other moots on education have been held but no fruitful results have been achieved. As the matter of fact, that the system of democracy was interrupted throughout the history of Pakistan which broken the chain of educational polices and nobody was serious about the reduction of illiteracy rate in Pakistan to date and I think, there is no hope for betterment due to the shortage of think tank of educationists.	
2	232	Engr. Syed Zohaib Hassan Naqvi, Lecturer University of Engineering and Technology Taxila	**Impact of Transformational Leadership on Educational Institute Towards A Learning**	The result revealed that there was positive significant relationship between transformational leadership and learning organization. Result also showed that that	

		Engr. Muhammad Atif Imtiaz, Lecturer University of Engineering and Technology Taxila. Syeda Naila Andleeb, Research Scholar Foundation University, Islamabad	**Organization**	transformational leadership has positive prediction on learning organization. Result of the will be favorable for academic researcher. In perspective of the study, a critical analysis on risk-averse mechanism implication will demonstrated in the study.	
3	236	Sehrish Tariq, MS Scholar, IIUI Dr. Shamsa Aziz, Associate Professor, IIUI	**Impact of Parental Involvement on Their Academic Performance of The Student at Elementary School Level at Wah Cantt**	The intent of this study was to show that children whose parents have been involved in their education have shown greater performance. The study clearly shows that parental involvement has a profound impact on student achievement. Mostly parents discuss educational activities with their children. Parents check their homework. Mostly parents are aware about their children educational necessities. Parents and teachers have meeting to discuss child educational problems and difficulties. Mostly parents send their children school in time. Parents encourage children to get more success and appreciate them on their educational improvements and success. Parents provide specific time table to their	Recommendations because of this study include encouraging greater involvement through parent training sessions and staff development seminars. Parents might provide proper time, space and materials for child's studying, reading and hobbies. There may be established a family communication style that values learning by inviting questions, discussion and explanations. Parents might show interest that what children are learning in school.

				children for studies and also check the study status and record of their children.	
4	150	Dr. Hafiz Muhammad Iqbal Former Director IER- Dean Faculty of Education University of the Punjab Professor Imam Abdulrahman Bin Faisal University Dammam, Saudi Arabia Saadia Iqbal University of Lahore	**First Year University Student Engagement: Comparison Between Pakistan & Saudi Arabia**	Results show that in general Pakistani students performed better than Saudi students on the engagement scale. Similarly, overall female students performed significantly higher than male students on most of the sub-scales and students enrolled in science and engineering related discipline performing significantly better than students enrolled in Arts and social sciences. Results of the survey have implications for teaching learning process where the faculty needs to provide more enriched experiences to students and involve them more effectively in their leaning.	
5	184	Dr. Rani Gul, Assistant Professor, Department of Education, BUITEMS, Quetta, Balochistan.	**Teachers Preferences In Employing Revised Blooms Taxonomy In Their Instructions**	The study drew the interest of the school teachers and ultimately led them to innovative methods of teaching according to different cognitive potentials of the students. Furthermore, the study findings might open new windows for subject specialist and	

				curriculum developers to devise course books addressing the cognitive dimensions of the students.	
6	011	*Dr. Shair Ali Khan* Ph.D. Comparative Linguistics (Arabic-Sanskrit-English), Assistant Professor, Department of Translation & Interpretation, Faculty of Arabic, IIUI	**Converting Grammar Translation Method (GTM) to Translation Teaching Method (TTM) Exercising CAL Book Modern Standard Arabic: A Practical Innovative Approach**		

Parallel Session II

Session Chair: Dr. Mushtaq Alvi

Moderator: Fatima Batool

Venue: Room 2

Time: 10:30am to 12:00pm

Sr.#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	165	Saima Batool, M.Phil Student Arid Agriculture University, Rawalpindi Muhammad Arshad Dahar, Assistant Professor Arid Agriculture University, Rawalpindi	**Comparative Study of Learning of Female Students Studying in the Separate and Co-Education System at University Level**	It is observed that there is a highly significance difference of motivation between separate and co-education of students. In some aspect of Anxiety of students in separate and co-education found significance difference and some aspect there is no difference. It is investigate that there is highly significance difference of attitude between separate and co-education of students. In some aspect of concentration of students in separate and co-education found significance difference and some aspect there is no difference. In some aspect of time management of students in separate and co-education found significance	In order to advance female education first and simple step it is very important to boost the attitude of the people toward education and social status of female. It is suggested that public and private area as well as media should play their positive role for the enhancement of female learning. It is suggested that different stakeholders give awareness in the people about the importance of female education. It is suggested that female should be empowered to make decision about their education and social life at their own end to play vital role in the society.

				difference and some aspect there is no difference.	
2	227	Dr. Rizwana Muneer, Chair Person, Department of Education, University of Karachi. Zubia Naz, Teaching Assistant Department of Education, University of Karachi	**Teacher as a Leader: Perspectives of Academics at Higher Education**	The findings revealed that the teacher leadership is not an isolated phenomenon. It needs joint efforts that foster the crucial role among teachers. Further, lack of collaborative and collegial effort in universities and importance to status quo has restricted the power of teacher as a leader. Therefore, it was concluded that we need a radicle shift from professional competition to collaboration to empower the faculties for the leadership roles at higher education Pakistan.	It is recommended that universities should promote shared accountability cultures within faculty and beyond. Further, professional collaboration and leadership training programmes should be organized to legitimate the power of teacher leader.
3	178	Adila Khanam, Subject Specialist, PhD Scholar, UE Township Lahore Sonia Iram, PhD Scholar, UE Township Lahore Sadia Waqas, Subject	**Explore Role of Head Teacher in Enhancing Pedagogical Skills of Teachers**	The study identifies the focus on supporting, mentoring and developing teachers' pedagogical skills through evaluating teaching practices and promoting teachers' professional development with the help of pedagogical skills. The results show that Head	It is recommended that administration can adopt pedagogical skills for improving teaching and learning process for getting better results

		Specialist,MPhil Scholar, IER		teachers' pedagogical skills were involved in setting and monitoring teaching goals, providing appropriate resources, supervising the teaching practices by observing and providing feedback to teachers, ensuring a high-quality teaching and learning.	
4	224	Ms. Hina Arzoo M.Phil Scholar, Department of Education, University of Sargodha Dr. Riffat-un-Nisa Awan Associate Professor Department of Education, University of Sargodha	**Contributio n of Human Resource Managemen t Practices towards the Developmen t of Service Culture of Universities of the Punjab**	It was found that HRM practices played a significant role in developing service culture of universities especially empowerment, training, recruitment and selection and teamwork Fatima Jinnah Women University Rawalpindi have strong focus on service culture to provide excellent service to their client and University of Sargodha also appreciates service culture. There was no significant difference between the mean score of HRM practices and service culture of teaching and non-teaching university employees.	University employees' performance should be appraised in time and strengths and weaknesses of employees' performance should be discussed with them to improve service quality in organization. Training needs should be assessed in proper time and training should be provide for enhancement of service quality. Proper feedback should be provided and rewards should be given according to the delivery of service.

| 5 | 001 | Dr. Fozia Fatima, Assistant Professor, University of Wah

Sobia Fatima, Advocate Lecturer, Best Law College, Rawalpindi | **Philosophical and Biological Foundation of Brain Based Learning: A Phenomenological Approach** | Different school of thoughts such as realism, idealism, materialism, dualism, naturalistic, conscious, unconscious or pseudo-conscious aspect of brain and constructivism were directly related with the brain based learning approach in the teaching learning process. Similarly, teachers do not entirely comprehend the brain biologically because brain discovery is quiet a young ground in teaching learning process and teachers have been practicing brain based learning intuitively but they are not able to articulate a clear rationale for their actions yet they are still able to practice brain based learning effectively. | The school authorities should provide opportunities for staff development. Teacher education courses should include theoretical basis of brain based learning and also provide scope for its implementation.

As desired by the teachers in this study, they would look forward to a formal training on brain based learning. |
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| 6 | 009 | Dr. Quratul Ain Hina, Assistant Professor, Department of Education, National University of Modern Languages, Islamabad

Mahek Arshad, Ph.D Scholar, | **Effect of Mind Mapping Technique on Student Motivation at Higher Education Level** | There was statistically no significant difference found between the male and female respondents regarding the intrinsic motivation of the students.

There was statistically no significant difference found on the basis of age regarding the use of mind mapping technique.

There was statistically no significant difference found on the | The study recommended that students may be taught how to construct concept maps on their own on various topics because this improves the cognitive structures of the students.

The concept maps on all possible topics need to be added in the curriculum and text books as well to make the students and the teachers familiar with the different possible shapes, designs and ideas.

Classroom activities related to the |

| | | Department of Education, National University of Modern Languages, Islamabad.

Dr. Saira Nudrat Assistant Professor, Department of Education, NUML | | basis of age regarding the intrinsic motivation. | construction of concept map need to be conducted at the end of the class in group or individual form on regular basis for the sake of practice. |

Parallel Session

Session Chair: Dr. Asghar   **Moderator:** Ms. Javeria Shabbir

Venue: Room 3   **Time:** 10:30am to 12:00pm

Sr.#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	191	Dr. Farkhunda Rasheed, Assistant Professor Science Education Department, AIOU, Islamabad, Pakistan Sidra Khushnood, M.Phil Scholar Science Education Department, *AIOU, Islamabad, Pakistan*	**Transforming Science Education through Digital Technology**	The result shows reflect the positive impacts of the treatment. The results showed students' interest towards science.	It is recommended to use VR for the teaching and learning of science concepts and to make positive students' interest towards science.
2	127	Dr. Zarina Akhtar, Assistant Professor International Islamic University, Islamabad	**The Impact of In-Service Training on Elementary School Teachers in the Subject of Mathematics**	The content clarity of teachers from Chakwal was already better on pretest. Teachers of both district actively participated in training as performance on post-test was better. It shows training has positive impact on content clarity of teachers in the subject of mathematics. The female teachers' performance was better in Chakwal district and male	Training may be imparted on regular bases and follow-up of training is required. Feedback system may be developed for the motivation of teachers. Incentives in the form of certificate on personal achievement may be given as it can enhance teachers personal developmental level. Teachers meetings may be arranged so that teachers themselves help each other.

				teachers' performance was better in Attock district on pre-test. The female teachers' performance was better in both districts on post-test.	
3	159	Kausar, MS Scholar, IIUI Dr. Zarina Akhtar, Assistant Professor, IIUI	**Effect of Response To Intervention on Mathematics Achievement at Elementary Level**	Student's taught through response to intervention achieved higher scores in the subject of mathematics at grade 6. RTI based teaching strategy is a helpful teaching practice. RTI based teaching was more useful in increasing students achievement rather than traditional teaching.	As RTI based teaching strategy has a positive effect on the achievement of students, so it is recommended to teachers use RTI as a regular method for teaching students. RTI in Pakistan is yet a new strategy; so it is recommended to Federal Directorate of education training to organize workshops based on RTI for teachers teaching mathematics to elementary classes.
4	204	Dr. Farkhunda Rasheed, Assistant Professor Science Education Department, AIOU, Islamabad, Pakistan Lubna Shaheen	**Teaching and Learning Science Through Experiences Using 5E Model**	The students of experimental group showed improved scores and motivation for science learning.	It is recommended to inculcate constructivist's approaches like 5E learning cycle approach for teaching learning science and elevating students' interest for science learning.
5	205	Muryem Akhtar Senior School Educator, AIOU Dr. Farkhunda Rasheed Chaudary Assistant Professor,	**Use of Innovative Analogies in a Science**	The findings of this research proved better thinking skills and high achievement level after incorporation of innovative	Thus, it is recommended to use more analogies for the teaching and learning of scientific concepts.

		AIOU	**Classroom**	analogies.	This will effectively enhance the interest of learners and help to retain the new knowledge.
6	024	Kinza Amein, Institute of Agri. Extension and Rural Development, Aqeela Saghir,Lecturer Institute of Agri. Extension and Rural Development, Sohaib Usman, Research AssistantInstitute of Agri. Extension and Rural Development, University of Agriculture Faisalabad.	**Effectiveness of Module Teaching System on Achievements of Graduate Students in University of Agriculture Faisalabad**	Majority (32.5%) of respondents said that teacher encourages the students during the lecture. Teacher tried his best to provide maximum information through this method. In one module class, there were 2-3 or above sections. More than one-fourth (25.8%) of respondents said that it provides an interaction with other students. Students can ask question from teachers and also from other students. Less than one-fourth (23.3%) of respondents said that it introduced the subject in a better way.	There must be proper division of course contents. There must be independent and effective learning through module teaching system. Instructor must be well aware of the module system.

Parallel Session II

Session Chair: Dr. Mian Hamid

Moderator: Ms. Nadia Atif

Venue: Room 4

Time: 10:30am to 12:00pm

Sr.#	Paper Id	Name of Presenter	Title of The Paper	Significant Findings	Significant Recommendations
1	060	Fouzia Ajmal, Assistant Professor, IIUI Prof. Dr. N. B. Jumani, Professor of Education, IIUI Prof. Dr. Samina Malik, Dean Faculty of Social Sciences, International Islamic University Islamabad	**Experiences of Prospective Teachers with Problem Based Learning**	The respondents were overall satisfied with the curriculum design followed through Problem Based Learning. They were of the view that the curriculum design implemented was activity based, Practical and Psychometric. The prospective teachers were satisfied about facilitation received by teacher. The prospective teachers gained many skills while experiencing problem based learning but sometimes it was difficult for them to explore material independently and then bringing it in our group. The learners told that as they progressed through the semester with PBL, they developed some skills and confidence and became comfortable with this method.	As prospective teachers had good and valuable experience of the course through problem, Based Learning so it is recommended that it may be utilized in all teacher education programs for the subject of educational research.

2	072	Fazal Hakim, PhD Scholar, IIU Islamabad, Tariq Mehmood, PhD Scholar, IIU Islamabad, Sahib Zada Waqar Ahmad, PhD Scholar, IIU Islamabad	**Influential Role of Semantic Mapping in Developing Vocabulary of the Students at Secondary Level in the Subject of English**	Semantic mapping method is more effective than the traditional method (Lecture method). Semantic mapping group surpassed the traditionally taught students with respect to high, average and low achievers. Semantic mapping enhances vocabulary with greater speed and functionality than the traditional method. The average and low achiever get more benefit as they showed significant improvement in their reading comprehension via semantic mapping than their counterparts in traditional method group.	The teachers may implement the semantic mapping method to increase the vocabulary of the students in the subject of English. On the bases of the results shown by the research, the concerned authorities are recommended to provide teachers especially at school level, with proper training, guidance and motivation to use semantic mapping method wherever feasible
3	032	Sidra Munir Dr. Fouzia Younis Fatima Jinnah Women University, Rawalpindi	**Perspective of Government School Teachers Towards Higher Education**	Comparison between male and female describe that Male teachers have more positive perspective then female teachers. Mostly teachers get higher education for enhancing self-confidence, personal development, passion, sense of competition, bring up children, inspiring others and for enhancing their post, learning new technology.	It may be conducted on private or F.G schools Rawalpindi as well as in other cities and villages of Pakistan. In-service education may be organized especially for the benefits of teachers who cannot be covered in the contract programmes and government utilizes money for them.

| 4 | 152 | Sadia Dilshad, PhD scholar Department of Education

Prof.Dr Dr. Samina Malik
Dean, Faculty of Social Sciences International Islamic University Islamabad | **Active Learning Strategies and their Use In Teaching Learning Process in IIUI** | The use of active learning strategies creates motivation, deep-learning and higher level of thinking of subject matter, but if the teachers creates conducive, active and competitive learning environment, then it can be proven more practical and effective.

Faculty members reported that they often use brain storming, interactive lectures, and group discussions along with group working, question-answer and assignments which are frequently being used by the teachers of IIUI but they do not use pair-share, role playing, case study, and active review secessions on regular bases. Rather these are never used in their class rooms. | It is recommended that teachers should not only use all techniques of active learning in the class but should adapt the method by dividing the whole course outline according to the techniques to make learning long lasting and fun.

It is also recommended that although some techniques like learning through pair-share, role playing, case study, are difficult to use in all of the subjects included in social sciences but a teacher must be acquainted with the techniques so that he /she can make use of rather more functional techniques like demonstration, debates, discussions. |
| 5 | 223 | Alina Raza, Teaching/Research Associate, Department of Education, International Islamic University Islamabad | **Developing Multiple Intelligence Profiles of Prospective Teachers: A Need Analysis for Creating an Active Learning Environment** | The experiment affirms that the students' categorization into various groups i.e. naturalist, musical, logical-mathematical, existential, inter-personal, bodily-kinesthetic, linguistic, intra-personal and spatial intelligence does provide an opportunity of self-reflection, better understanding about their needs and interests. | It is recommended that MI profiles may be utilized effectively in achieving the course objectives as well syllabus designing and curriculum planning.

However, it requires more efforts, planning, facilities and training to design and organize activities in creating an active classroom environment for students. |

				Developing MI profiles of the prospective teachers presented a clear picture to analyze their needs and requirements. It also helped in designing instructional strategies to provide an experience of active learning environment.	
6	154	Dr. Munazza Mahmood, Assistant Professor, Department of Education International Islamic University Islamabad Memoona Bibi PhD Scholar, IIUI	**Internationalization of Higher Education; Analysis of The Challenges Faced By International Students at IIUI**	Higher education is a challenging experience for students of all backgrounds and the transition is deemed not easy and presents many difficulties. The findings illustrated the importance of a strong support system for the international students, since these students have special needs and many more concerns than their fellows. It was noted that the students wished they received more information about housing, academic programs, job opportunities, culture, and language prior to starting their journey at Rowan University. Hence, the orientation can play a great role in introducing the international students to the institution and to the different programs offered.	Provide multicultural activities on campus to raise awareness about international students' needs. Conduct periodic surveys to assess the experience of international students. Invest more time on the orientation to cover broader topics and concerns related to international students.

Parallel Session II

Session Chair: Dr. Ishrat Siddiqua Lodhi   **Moderator:** Sehrish Javed

Venue: Room 5   **Time:** 10:30am to 12:00pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	153	Shazia Qamer Lecturer, National University of Modern Languages Dr. Shazia Zamir Assistant Professor National University of Modern Languages	**A Comparative Study of Teaching Practices at Secondary Level in Three Armed Forces Colleges**	In the view of research findings it may be concluded that in any class the role of teacher is very important. Teacher performed many roles e.g. as a role model, motivator, conductor, corrector, controller, assessor, organizer, participant etc. Teacher is the central and unique element of the overall education setup. Good teacher and teaching practices provide greater learning opportunities to his students. Every teacher has different way of teaching. They used different teaching practices according to the nature of the students.	Teachers should try to use innovative teaching methods to make their classes more interesting and effective. Teachers must be friendly with students, especially teenagers. Analysis of the teachers' teaching styles and the students' learning styles and their effect on students' academic achievements.
2	168	Ijaz Ahmad Ph.D. student, Dept. of Education IIUI Prof. Dr. N. B. Jumani Dept. of Education IIUI	**Investigating the Effect of Activity Based Teaching Methodology on Grade III Students' Functional Performance and Achievement in**	A significant difference was found in students achievement taught through ABL as compare to control group, where experimental group out perform their counterpart in control group A significant difference was found in students functional performance taught through activity based method	Teacher may adopted ABL at primary level to teach English in order to improve students' achievement and functional performance in classroom Policy makers may provide professional development programme for primary schools teachers focusing on ABL method

				English	as compare to control group, where experimental group out perform their counterpart in control group.	
3	177	Dr. Asma Shahid Kazi Asst. Prof. Department of Professional Studies, Institute of Education, Lahore College for Women University, Lahore Shagufta Moghal Lecturer, Department of Professional Studies, Institute of Education, Lahore College for Women University, Lahore	**Mixed Age Group Teaching in Primary Education: An Observational Study of Classrooms Using The Montessori Philosophy**	The results provided insight into how the peer teaching and learning aspects of the Montessori education, facilitate and encourage learners in an immersive and purposefully prepared environment. The observations also showed that peer interactions and collaborative work in the group lessons and at the times of free student play, were contributing factors in second language acquisitions and learning the patterns of the new language inductively.	Promote an understanding of effective mix aged classroom practices and the Montessori system Develop training institutes for teachers who can teach such groups Learn how multi-age schools are supervised and managed, and draw out implications for use in local settings

4	203	Shaista Anjum, PhD Scholar Prof. Dr. Nasir Mahmood, Dean and Professor, Faculty of Education, Allama Iqbal Open University, Islamabad.	**Comparison of Pedagogical Dispositions of Prospective Teachers In Distance And Formal Learning**	The collected data integrated to give a comprehensive view of the level of difference in disposition and attitude of prospective teachers in both systems. Moreover, it was concluded that prospective teachers produced by both modes of education have almost/ nearly same attributes so the image building of distant prospective teachers should be acknowledged.	There is immense need to produce quality teachers for the future in both distance and formal modes of education.
5	207	Qamar Usman, M.Phil. Research Student International Islamic University Islamabad Dr. Muhammad Zafar Iqbal, Assistant Professor International Islamic University Islamabad	**Comparative Study of Academic Achievement of The Students Taught By Traditional Method and Jigsaw Co-Operative Learning Strategy At Secondary Level In Punjab**	The results of the study from pretest and posttest were compared which shows that the Jigsaw Co-operative Learning Strategy was very different method for the learners and a pleasant environment of co-operation. Students feel easy in classroom learning and participate in group activities and develop the team work skills which were lack in traditional method of teaching. The students were more encouraged, punctual and interested till the end of the learning process of the Jigsaw Co-operative Learning Strategy than Traditional Method of teaching. The students in the traditional methods got bored and not attentive after	The Teachers of Educational Institutions propose and focus on Jigsaw to apply as a new teaching strategy for learning because it improves the academic achievement of the students especially in the subject of Pakistan Studies. Text Book Board must include the guidelines in the end of each book for providing information of suitable content that would be taught by Jigsaw Strategy. The school administration must provide co-operative learning labs for the students to learn efficiently through co-operative learning activities.

				sometime. The jigsaw as a co-operative learning technique is an effective method as students remain more involved in interaction with other students and teachers as well.	
6	076	Mehnaz Ali, MS Education Scholar International Islamic University Dr Zarina Akhter, Assistant Professor International Islamic University	**The Transgender Community of Pakistan: Access to Educational Issues**	Major conclusion drawn from the findings were that mostly Participants are living in trans-communities, due to family's rude attitude, Respondents believe that education is the key to face social attitudes, and live a happy life. Transgender admitted that through education their situation can be changed and people may accept them. The respondents are well aware that education can bring good job opportunities. The transgender are getting many problems for and during education.	At the end, some recommendations were also given: like inclusive education with normal schools, family awareness, and acceptance as normal human being for the sake of jobs.

Parallel Session II

Session Chair: Dr. Shazia Zamir   **Moderator:** Ms. Sadia Bano

Venue: Room 6   **Time:** 10:30am to 12:00pm

Sr.#	Paper ID	Name of Presenter	Title of The Paper	Significant Findings	Significant Recommendations
1	161	Humera Perveen, Student MPhil Education, PMAS Arid Agriculture University Rawalpindi. Dr. Muhmmad Arshad Dahar, Assistant Professor Education ,PMAS Arid Agricultural University Rawalpindi	**Factors Affecting Learning Arabic As A Second Language**	Attitude of parent's society, students, teacher and family all affects students' second language learning ability. When they positively affects students perform better but when negatively affects students lose their interest in learning. Motivation is important for learning second language 67 % students were disagreed from the statement that their families motivate them to learn Arabic language. Students were disagreed that classroom environment is friendly for learning Arabic language. 69 % students were agreed that classroom is better place than home to learn Arabic language as second language. Brown (1994) does not supports the study's result. Ellis	Parents should guide their children to learn Arabic language. Community negatively affects Arabic language learning. Teachers and parents should adopt positive attitude toward Arabic language learning so that they can perform better in language learning. Teachers should use different teaching methods for teaching Arabic language for better result they should make their classroom environment interesting and happy so that they can learn equal to other students because classroom is better place for students to learn Arabic language.

				(1994), Neiman (1978) & Abraham 1985 supported the statement that old teaching methods and strategies affect Arabic language learning.	
2	189	Sadia Parveen Qureshi, MPhil, Scholar Educational Planning, Policy Studies and Leadership, AIOU	**Internationalizatio n Of Education By Academic Entrepreneurship; Pakistani Context**	This survey *concludes* that there is very significant relation is found between internationalization of education and multiple challenges regarding acquiring academic entrepreneurship/ entrepreneurial skill development.	So this study *recommends* that there need of having more effective and efficient marketing measures, industry-university linkages and sound educational policies in terms of embedding international entrepreneurship dimensions in undergraduate and postgraduate social sciences /business programmes at university.
3	209	Dr. Muhammad Tahir, Visiting Assistant Professor NUML & International Islamic University, Islamabad	**Internationalization of Islamic Education at University Level: Challenges, Impacts and Solutions**	The paper concludes that Islamic education curriculum and approach in Muslim world differ from Western world, which creates a gap to be addressed at international level for university students.	The research findings recommend that an integrated approach is needed to deal with current challenges to internationalization of Islamic education.

4	098	Saiqa Andleeb, M. Phil Scholar, Department of Education University of Sargodha Prof. Dr. Nargis Abbas Mirza, Assistant Professor Department of Education University of Sargodha Abida Parveen , PhD Scholar Department of Education University of Sargodha	**Impact of Parents' Profession on the Competencies of University Graduates: A Student Perspective**	With the help of results we concluded that higher education developed competencies among graduates (68.5%) however the level of competencies also affected by other variables. Such as parents profession and qualification also affected on graduates competence level.	
5	110	Shumaila Haleem, PhD English (Literature) Student, National University of Modern Languages, Islamabad	**Internationalization of Education: Challenges for Teachers and Solutions**	Internationalization of education has many advantages and disadvantages. At one hand it makes educational process collaborative and on the other hand it creates many problems for the teachers. These problems can be resolved by the teachers by adopting various strategies. Teachers can be trained in this regard to meet the challenges of the internationalization.	

Parallel Session II

Session Chair: Dr. Asia Zulfiqar

Moderator: Ms. Fatima M. Qasim

Venue: Room 7

Time: 10:30am to 12:00pm

Sr.#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	103	Khan Raziq, PhD (Education) Scholar International Islamic University, Islamabad, Shaheen Ashraf Tahirkheli, Research Associate Allama Iqbal Open University, Islamabad	**Administrative Lapses of Primary Education in District Peshawar**	It was investigated that low salary package, lack of standard procedure of recruiting of heads and the absence of boundary walls of the schools were causes of poor administration of primary education. Provincial government, despite all its efforts, did not achieve the target of effective administration at primary school due lack of power, skills, pre-service training, leadership qualities of the administration of primary schools.	This study explored many forms and causes of administrative lapses at primary level education the stakeholders should take steps to minimize the effects of these causes on administration. As this study was limited to the boys schools heads and only to district Peshawar so it may be expanded to girls schools heads and other demographic areas to make the study more authentic

| 2 | 033 | Dr. Wajeeha Aurangzeb, Assistant Professor Education QEC,NUML, Islamabad

Dr Naveed Akhtar, Associate Professor Director QECNUML, Islamabad | **E-Leadership in 21st Century: Reframing Higher Education Institutions through Enrichment of E-Leadership Processes** | The importance of ICT integration for leaders today is generally accepted as a truism. For example, respondents agreed to it that global trends indicate the use of e-leadership to create virtual as well as face to face environments. Yet, progress in e-leadership research has been surprisingly modest. This study focused on technology adoption by leaders related to higher education institutions. While leader adoption of ICT technology behaviours for personal use is not the only aspect of e-leadership, it is a vital one. Leaders, slow or resistant to adopt technology, are less likely to have the range of ICTs needed to be up-to-date and effective. Further, strong adoption practices are more likely to lead to a better understanding of the features, benefits and challenges of ICT incorporation for leadership. | It is recommended that enhancing technology mediated management skills of educational leaders, developing educational leaders' virtual communicative skills through training and development, exposing them towards global trends and creating connectedness with other educational leaders through extensive use and exposure of Information and Communication Technologies may help in reframing organizations through enrichment of e-leadership skills and competencies. |
| 3 | 094 | Adeela Iffat Javaid, Department of Education, NUML University, Islamabad

Samia Zaheer, PhD | **Evaluate the Effect of Transformational Leadership on Knowledge Sharing** | Findings shows that knowledge sharing is significantly positively correlated with transformational leadership.
The research supports and fortifies the relation between transformational leadership and knowledge sharing among | Leaders in higher education should create opportunities that encourage discussions and the sharing of knowledge among administration and faculty members by seeking new approaches regarding teaching materials, and skills through brainstorming, regular meetings and seminars within and |

				administration and faculty members, showing that transformational leadership provides support, vision, encouragement and trust, and promotes knowledge sharing culture.	outside departments and colleges.
		Scholar Department of Education, NUML University, Islamabad	**Through Structural Equation Modelling In Higher Education**		
4	095	Sidra Kiran, Ph.D. Scholar Department of Education, Faculty of Social Sciences Arid Agriculture University Rawalpindi, Pakistan Dr. Almas Ikram Kayani, Associate Professor Department of Education, Faculty of Social Sciences Arid Agriculture University Rawalpindi, Pakistan	**Relationship Between Emotional Intelligence and Leadership Styles in 21st Century at Higher Education Level**	*Transformational* leadership style of teachers is insignificant and negatively correlated with emotional self-awareness of students. *Transactional* leadership style of teachers is insignificant and negatively correlated with emotional self-awareness of students. *Laissez-faire* Leadership style of teachers is insignificant and negatively correlated with emotional self-awareness of students.	Emotional intelligence of students should be increased with appropriate counselling sessions in order to make them physically as well as mentally healthy. Leaders should be honest in their dealing by keeping in mind the personality of Hazrat M. (S.A.W) as a role model. Leaders should update themselves with the challenges of 21st century to better deal with students.

5	055	Iram Batool Alvi Phd. Scholar University Of Management And Technology Lahore, Pakistan Dr. Faisal Anis Assistant Professor chairman, Department Of Special Needs Education University Of Management & Technology, Lahore, Pakistan	**Effective Leadership Style for Inclusive Education**	In the 1st & main theme, it is identified that school leaders (principals) in our country are "Coopers" who are striving for coping with present situations & condition. Theme two informed that There is need for courageous leaders who promote collaboration, who will be people oriented, who empowered their subordinate to reach heights and to get the desired goal. Theme three addressed "A leader who has a clear vision & have the ability to transform his vision will be effective for said goals."	
6	073	Dr. Asia Zulfqar, Assistant Professor Bahauddin Zakariya University, Multan. Syed Nasir Hussain, Lecturer AIOU	**Shattering the Myths: Women on Leadership Positions in Higher Education**	The results identified that women academic leaders were not that proficient in their transformational leadership practices since four out of six TL-dimensions, articulating a vision, fostering the acceptance of group goals, high performance expectations and intellectual stimulation emerged crucial in all the three public universities.	Invite faculty/followers of these leaders to study their stance about their leaders; Next to interviews other research instruments, questionnaire or observation can be useful to study the leadership practices and to enrich the study results.

Parallel Session II

Session Chair: Dr. Saria Nudrat

Moderator: Sanam Hina

Venue: Room 8

Time: 10:30am to 12:00pm

Sr.#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	022	Zoya Zahoor, M.Phil Scholar National University of Modern Languages Sumaira Batool, Teaching/Research Associate International Islamic University, Islamabad	**Ethical Leadership and Employees' Performance**	The findings of the study revealed that ethical leadership plays very significant role on employees' performance in an organization. And Ethical leaders focus to fulfill all the obligations on ethical values and try to meet the expectations of employees.	
2	200	Dr Fakhra Aziz, Assistant Professor Lahore College for Women University Dr Uzma	**Leadership in the 21st Century Universities**	The uncertainty faced by today's organizations are putting undue pressures on leaders to adopt practical approach to motivate their followers to enhance their performance, share the visions and missions of the institutes so as to realize their set objectives. This study addressees that what makes effective leadership in the rapidly	Leaders require a practical approach to leadership to substantially influence and motivate their followers to enhance their performance to achieve set organizational objectives.

		Qureshi, Professor Lahore College for Women University, Lahore.		changing 21st century universities include their personality and style of leadership, passion and values, decision-making and problem-solving process as well as their expectations and levels of relationship with their followers.	
3	219	Arooj Fatima, MS Scholar, IIUI	**A Study of Factors Motivating Female Students Towards Leadership**	The most influencing Socio-cultural constraints of female students are the religious factors, social norms, and absence of enabling environment that de-motivates them in aspiring for leadership. According to the results of the study majority of the female students reported that if proper support and guidance is provided from mentors and hard work shows the more dedication towards you passion, the easier it becomes to achieve your goals. The study also finds that students are not academically aware about trends and issues of educational world and leadership, thus they are unable to aspire for leadership.	The government may formulate new policies for the provision of equal opportunities to females as leading roles in society, which motivates them to aspire for leadership. Counselling session regarding leadership aspiration may be arranged and can be included in curriculum to make their understanding clear about aspiration for leadership.
4	109	Dr. Muhammad	**Role of Teachers in Developing**	It was found from this study that most of the teachers were aware from the	It is recommended that the teachers should be trained to identify the needs

| | | Munir Kayani, Chairman Department of Education Faculty of Social Sciences, IIUI

Khan Raziq, PhD (Education) Scholar International Islamic University, Islamabad, | **Leadership Skills in Students at Secondary Level** | needs of social, reasoning and self-development skills of leadership of students.

Majority of the teachers opined that they involve the students in the activities based on listening; understanding other's needs and valuing their inputs.

Majority of the teachers viewed that they developed their students' confidence, self-awareness, integrity and commitment through different curricular and co-curricular activities. | of students leadership skills.

Further, the teachers should be trained in developing of leadership skills through different activities as a certain numbers were not familiar with those required activities. |
|---|---|---|---|---|---|
| 5 | 183 | Sanam Hina, MS Scholar, IIUI

Dr Zarina Akhtar, Assistant Professor, IIUI | **Effect of the Academic Problems and University Readiness on Academic Achievement of Students** | | |

Parallel Session II

Session Chair: Dr. Rafia Rafeeq

Moderator: Ms. Arooj Fatima

Venue: Room 9

Time: 10:30am to 12:00pm

Sr. #	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	046	Faiza Zaheer, Assistant Professor Forman Christian College University, Lahore	**Evaluation/Assessment Techniques/Strategies /Tools: Let's Make English Paper Creative**		
2	122	Ms. Fozia Bashir M.Phil. Scholar (Education) IER, Kohat University of Science and Technology Dr. Muhammad Naseer Ud Din, Associate Professor IER, Kohat University of Science and Technology Mr. Mohammad Sharif, M.Phil. Scholar Education IER, KUST	**A Study of Assessment of Question Paper for Teacher Education Courses At B. Ed Level**	The Bloom's Taxonomy of Educational Objectives is an ideal framework for selecting different levels of objective in question paper setting. Teaches knowledge about Bloom's Taxonomy, types of test i.e. essay type test and objective type test and suggestions for paper setting may be helpful in question paper setting in future.	Bloom's Taxonomy of Educational Objectives is one of the greatest contributions in education. Therefore, it should be used in table of specification for the selection of objectives. Bloom's Taxonomy of Educational Objectives enumerates different levels of educational objectives all ranging from simple level to the complex level, so these levels should be given proper value in paper setting.

| 3 | 056 | Summera Batool, MS Scholar Department of Education, IIUI

Dr. Shamsa Aziz, Chairperson, Department of Education, International Islamic university, Islamabad | **Effect of Parents' Influence on Students' Personality and Academic Achievement at Secondary School Level** | The parental influence score was ranging from 23 to 98, the personality score was ranging from 16 to 103 and the academic achievement score was ranging from 146 to 459.

Only conscientiousness and neuroticism factors of students' personality were significantly affected by parental influence, so parental influence had partial effect on five factors of students' personality.

No significant gender wise difference of parental influence was found on students. | For the proper development of a child's personality, parents may play an important role by managing their influence.

Parents may help their children to improve academic performance by reducing their influence and by giving them positive feedback about their educational matters. |

| 4 | 002 | Raafia Yasin, Probation Officer, M. phil. Scholar Special Education, Department AIOU Islamabad

Raabia Yasin, Principal BZU Bahadur Sub Campus Layyah | **Impact of Teacher Competencies on School Effectiveness in the Secondary Schools of District Layyah** | The majority of respondents (60.8%) said that they use prescribed teaching tools.

The majority of respondents (58.3%) said that they do not use personal teaching tools in addition to the prescribed tools.

The majority of respondents (65.8%) said that they use different questioning techniques.

The majority of respondents (70.8%) said that they manage discipline in his/her classroom. | The teacher should use all the teaching methods during his/her teaching.

The Teacher should keep in mind the individual difference during his/her teaching.

The Govt. should provide proper teaching tools and proper curriculum to make school effectiveness better.

Teacher should use reinforcements during teaching by this school effectiveness will be better. |
| 5 | 003 | Dr. Rafia Rafique, Associate professor Institute of Applied Psychology, University of the Punjab

Shiza Sheerazi Institute of Applied Psychology, University of the Punjab
Saman Imtiaz | **Emotional Intelligence & Academic Stress in College Students** | Emotional intelligence negatively predicts academic stress

Predictors of academic stress turned out were being a Female student.
Living in a hostile.
Belonging to rural background.
Spending less time studying.
Less marks during last exams. | From the identified factors of academic stress in this study, it is important that parents and teachers should play a productive interactive role in reducing academic stress in students.
The findings of the study suggested that females have more academic stress so it is necessary that there should be special counseling centers for female students in their respective institutions. |

		Institute of Applied Psychology, University of the Punjab		Male students compared to females were found to be more emotionally intelligent whereas female students were found to report higher academic stress.	

Parallel Session II

Session Chair: Dr. Shabeer   **Moderator:** Ms. Nabeela Shakoor

Venue: Room 10   **Time:** 10:30am to 12:00pm

Sr.#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	004	Dr. Muhammad Shabbir Ali, Assistant Professor University of Education, Campus Faisalabad	**Research-Oriented Teaching And Students' Academic Performance: Perception Of University Teachers**	Teachers are aware about the mode of research oriented teaching. They also know about the positive impact of research oriented teaching on students. Pakistani universities faculty also use research oriented teaching methodology to prepare the students for future. Now teaching is not considered only to put knowledge into the mind of the students. Teachers using research oriented methods to make the students innovative, critical thinker and problem solver.	
2	013	Awaisha Inayat, MPhil Fellow Department of Psychology, University of Karachi	**Why are you a teacher? Exploring teachers' motivational factors of career**	Extrinsic motivational factors seems to be more dominant. Regardless of the Teaching level, extrinsic motive was responded as more significant by everyone in influencing their	It is possible that some teachers choose to drop out of the profession as they do not have a true passion or interest for teaching. Future research can employ either a longitudinal design to observe their

		Dr Saima Masoom Ali, Assistant Professor Department of Psychology, University of Karachi	**choice**	choice compared to other factors. Intrinsic factors were not as important as extrinsic factors. Extrinsic motivational factors do not differ with respect to experience	motivation with the impact on their teaching and continue to follow them throughout their careers.
3	063	Asima Tariq, MS Education International Islamic University Islamabad Dr. Zarina Akhter, Assistant Professor International Islamic University Islamabad	**Evaluation Of Textbooks Of English At Primary Level With Reference To Gender Discrimination**	It is found that in the textbooks development process female participation was very low as compared to male. Female participation was only in throwing balls, kicking ball, swings, while all other activities were presented by male. Female-only participated as teachers, shopkeeper while in all other professions like as umpire, nurse, doctor, former, policeman, principal, pilot, gardener, businessman, engineer, driver, cook and judge females are totally ignored.	Female participation in professional, academic, political and social roles, activities may be included in the content of textbooks for the motivation. Proper guidelines may be provided to Textbook boards, writers, reviewers to ensure gender balance in number and quality. There is need to include themes related to gender equality in National Curriculum.

| 4 | 115 | Dr. Afsheen Masood, Assistant Professor University of the Punjab

Muhammad Sulman, Ph.D. Scholar University of Central Punjab

Dr. Farzana Ashraf, Assistant Professor, Comsats | **Perceptual And Demographic Determinants Of Quality Education In Higher Education Institutes Of Pakistan** | Multinomial regression analysis through SPSS was used that revealed that status of students motivation and goal orientation, candidature for scholarship, parental education and involvement, extracurricular activities, parents' age, previous grades and result, and opportunities provided by their respective University imparted significant influence on perception about quality of higher education in Pakistan.

Another regression model revealed that part-time job status showed moderate influence on the students' perception. | This study figures out that private universities may give more emphasis on their faculty as well as administrative characteristics.

The findings carry significant value to education policy-makers and university authorities in order to formulate regulations |
| 5 | 149 | Jamshid Ali Turi, PhD Scholar, Faculty of Industrial Management, University Malaysia Pahang Dr. Shahryar Sorooshian, Associate Professor, Faculty | **Cognitive, Behavioral and Social Aspects of Organizational Learning** | Overall findings show that these three aspects have greater impact for the organizational learning and development.

The paper finds that organizational learning in organizational settings is getting popularity and the learning systems are generating continual organizational renewal through organizational forgetting. | |

| 6 | 151 | Nadia Samad, Instructor, SAQE, Bahawalpur

Muhammad Safdar Bhatti, TEFL Coordinator AIOU, Bahawalpur

Rafia Mukhtar, Director, SAQE, Bahawalpur | **Identification of Learning Styles of Students with Hearing Impairment at Elementary Level** | The researchers found that the impact of demographic variable 'socioeconomic' showed a significant difference with kinaesthetic /tactile learning style at elementary level students with hearing impairment. | The researchers also recommended that the teachers should try to match their instructional styles with the learning styles of the students and should try to employ all those approaches which would be easy for the learners. |

The cell above row 6 (continuation) reads:

of Industrial Management, University Malaysia Pahang.

Dr. Fatimah Binti Muhmad, Senior Lecturer, Faculty of Industrial Management, University Malaysia Pahang

Parallel Session III

Session Chair: Prof.Dr. Samina Malik   **Moderator:** Ms. Sadia Dilshad

Venue: Room 1   **Time:** 12:00pm to 1:30pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	163	Dr. Mussarat Jabeen Khan, Assistant Professor, Department of Psychology, IIUI Ms. Seemab Rasheed, Lecturer, Department of Psychology, IIUI	**Teaching Styles as Moderator Between Metacognitive Awareness and Study Habits among University Students**	Results showed that all the research instruments are reliable and positively correlated. Regression analysis indicated that meta-cognitive awareness predicts study habits among university students. Hierarchical regression analysis suggested that teaching styles significantly moderates the relationship between meta-cognitive awareness and study habits.	In order to enhance generalizability, it is suggested to collect data through random sampling technique from different cities, private and government education institutions, and of different socioeconomic status with the same measures of meta-cognitive strategies, teaching styles and study habits.
2	164	Huzaifa Rehman, MPhil Student University of Arid Agriculture University, Rawalpindi Dr. Muhammad Arshad Dahar, Assistant Professor Faculty of Social	**Relationship Between Social Skills and Academic Achievement of Elementary Students In Low Income Urban Areas Of**	The results depicted that there is no significance relationship between interpersonal and academic achievement of elementary students in low income urban areas of Islamabad. It accepts the null hypothesis. It was observed that there is no significance relationship between	It is suggested that families must be educated. It is too consequence for families to be aware of instructor expectation, and those which might manipulate a student's development of optimistic social skills. It is also suggested that in the classroom, teacher's emphasis on work-related skills to make a person's

		Sciences, University of Arid Agriculture University, Rawalpindi	**Islamabad**	social emotional and academic achievement. It accepts the null hypothesis.	ability to be reliable, free, self-contained and acceptable
3	179	Sadruddin Bahadur Qutoshi, Assistant Professor Faculty of Education, Karakorum International University, Pakistan.	**Innovative Ways To Explore Informing, Reforming And Transforming States Of Teacher Education And Research Practices In Pakistan**	It is believed that engaging with auto-biography as an approach to knowing and critically reflecting on the embodied values open new ways of being and becoming as consciously aware teacher educator and researcher who can better contribute as compared to conventionally uncritically taken for granted ways of knowing and doing research.	To experience transformation one has to employ un/conventional inquires which enable researchers as self-explorers In so doing, the inquirer experiences personal-professional transformation leading to social transformation- A call for sustainable futures
4	211	Nida Ijaz, MPhil Scholar Aga Khan University Institute for Educational Development Sadia Bano, MS Scholar International Islamic University, Islamabad (IIUI) Dr. Shamsa Aziz, Associate Professor International Islamic University, Islamabad (IIUI)	**Study Of Character Building Measures In Government And Private Schools Of Islamabad**	Result of the study showed that the Private schools as compared to the Government schools are taking more effective measures for the character building of the students. Effective measures are taken through by story-telling method, classroom discussions, identifying and discouraging peer abuse and through punishment and rewards.	The study recommends that government sector schools need to improve their measures for character building of students.

5	210	Ghazala Bahadur, Ph.D. Scholar International Islamic University, Islamabad. Prof. Dr. N. B. Jumani, Director, DDE International Islamic University, Islamabad.	**Factors of School Climate and Professional Development**	Safety, interpersonal relationship, institutional environment and staff of practice teaching schools had affected the professional development of PTs but Teaching & Learning in teaching practice school, failed to affect professional development of PTs during practice teaching. No diversified teaching practice in practicum schools because of the overcrowded classes.	Regular meetings with practicum schools may be arranged by training institutions for establishing good relations between prospective teachers and all relevant role players. Frequent visits of practicum coordinators and supervisors to practicum schools may be done for solving the problems of PTs.
6	226	Kanwal Ejaz, MS Scholar Department of Sociology, Faculty of Social Sciences International Islamic University Islamabad Dr. Amber Ferdoos, Assistant Professor Department of Sociology, Faculty of Social Sciences International Islamic University Islamabad,	**A Comprehensive Study Of Students And Teachers Preferences About Different Teaching Methodologies. Study Of Wah Cantt Universities**	According to the data majority 81.1% students opinionated discussion as the best and effective teaching method reason included; teacher provide all the knowledge related to topic, time saving, it explores the opinion of students, it develops creativity among the students. 86.7% respondents teachers were always used lecture method. 24.4% respondents said that teachers always used discussion method.30.0% teachers always used motivation method 96.7% respondent's represent yes teaching strategies create conducive environment for	Faculty Development programs should be there and scholarships should provide to the teachers, for example there are many faculty members who could not do the PHD on self-finance so government should allocate scholarships. Overall to conduct the research now in Pakistan a large number of PHD's are required so we should produce quality PHD's and for this purpose scholarships should be provided.

				learning. 63.3% respondents were agreed class participation effect on student's performance.	

Parallel Session III

Session Chair: Dr. Javed Ahmad

Moderator: Ms. Fatima Batool

Venue: Room 2

Time: 12:00pm to 1:30pm

Sr.#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	217	Naila Ghaffar	**Career Selection of Students at Secondary Level: Perception of Students**	Students need career guidance at school level; whether elementary or secondary. Students can easily inspired from anyone and choose the same field of study as that of the person from whom they inspired. Parental influence is a major factor for students who didn't select desired fields. Some students don't know why they love or hate a particular subject, why they are in some career and even what their future profession will be.	Teachers may develop interest in students in the subjects related to their skills so they choose the career according to their interest as well as skills. Parents may give the options of the career to their children related to their talents and skills, not what their own profession is, because parental influence is necessary and we can't negotiate it.
2	008	Waheeda Malik, M.phil Education University of Sargodha Muhammad Nadeem Anwar, Assistant Professor,	**Exploration of Collaboration and Partnership Practices and its Impact on Elementary Schools**	The analysis of study revealed that significant number of teachers of elementary schools has knowledge and understanding about need and importance of collaboration and partnership.	Based on results of the study it is proposed to increase school community collaboration and partnership as mentioned in national professional standards for teachers (NPST). Schools need supportive administration

			Performance	Majority Teachers understand the value of collaboration and partnership as a modern approach that promotes healthy school environment Large majority of teachers never/rarely trained to engage parents in order to facilitate student learning. teachers rarely explore different approaches for effective collaboration and partnership with parents and community	which is willing to involve parents and community in decision making process and utilization of resources. Schools desiring to increase collaboration and partnership must possess willingness to change.
		Department of Education, University of Sargodha Professor Dr. Prveez Aslam Shami Sarhad University of Science &Information Technology (SUIT)			
3	012	Sadia Sadiq, Research Scholar, Department of Education PMAS- Arid Agriculture University Rawalpindi, Dr. Almas Ikram Kiyani, Associate Professor Department of Education PMAS- Arid Agriculture University Rawalpindi, Pakistan	**Relationship of Emotional Intelligence Constructs and the Professional Competency of the University Teachers: An Investigative Survey**	The result shows that there is a significant positive relationship exists in emotional intelligence constructs and professional competence.	

| 4 | 014 | Aisha Naz, Student of B.Ed.-VII Sukkur IBA University Asma Abbasi, Student of B.Ed.-VII Sukkur IBA University

Unaeza Alvi, Assistant Professor Department of Education, Sukkur IBA University. | **Reconstruction of Basic Scientific Concepts through Interactive and Innovative Teaching Strategies in a Public School of Rural Sindh** | The findings suggest that these basic scientific concepts can be reconstructed through variety of teaching methods which allow students to be actively involved in learning and visualize the concepts. | At the end, this study is recommending policy makers and teachers to focus on these strategies in order to develop and promote basic scientific concepts, thinking, and reasoning in students. |
| 5 | 202 | Mehnaz Ali, MS Education International Islamic University

Dr. Shamsa Aziz, Associate Professor International Islamic University | **The effect of wrong choice of career on students at university level** | From the majority of students'perception it is concluded that, subject interest is the most dominant and important for the choice of career and for academic achievements of the students.

Most of the students agreed that, due to lack of career counselling they have chosen wrong career.

Parental influence on career | Parents need to allow their children to choose the desired career.

It is recommended that schools may provide proper counselling program for students at school level.

Teachers as the future creators it is recommended that, they need to identify the skill of their students and provide direction according to their skills and commands. |

				selection of students have negatively affect the achievement of students and became reason of making wrong career choice.	
6	215	Feeza anam M.Phil Scholar Ms. Samina Rafique Lecturer, The University Lahore	**Impact of Mentoring on Professional Development of Teachers at Primary Level in Tehsil Kotmomin of District Sargodha**	In lesson planning, it was found that there is positive perception of teachers about lesson planning. Due to mentoring, teacher plan and present their lesson in better way. Due to mentoring, teachers assign and check homework on daily basis, on the other hand students were found neglected during this process. It was found that there is a positive perception of teachers about mentoring. Due to mentoring, all PSTs know about mentoring process but old teacher do not take interest in mentoring In Professional development, mentoring is a positive step, it improves the teaching methods, skills and also develops confidence in teachers, but existing situation of mentoring needs to be improve.	It is recommended that this process should be revised and must involve the students. It is recommended that in the process of mentoring all senior teachers may participate personally for the betterment of the students. Teachers may be provided training through DSD for improving the quality of education at primary level. Government must take initiative to enhance the level of mentoring.

Parallel Session III

Moderator: Ms. Javeria Shabir

Venue: Room 3 **Time:** 12:00pm to 1:30pm

Sr.#	Paper Id	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	086	Bakht Jamal, PhD (Education) Scholar International Islamic University, Islamabad	**Teachers Training Impact On Teachers Professional Development At Primary Level**	In academic qualification wise comparison in teachers training, it was found that Master degree holder teachers developed their professional skills more than Graduate teachers. In professional qualification wise comparison in teachers training, it was found that M.ED degree holder teachers improved their professional skills more than B.ED degree holder teachers. In experience wise comparison in teachers training, it was found that teachers having 1-15 years teaching experience improved their professional skills more than above 15 years of teaching experience in aspects of teachers training	It is recommended that training programs should be held continuously. Training programs should be conducted by those trainers who have expertise in the field of teachers training. Cluster training and support centers should classify the teachers experience and academic wise during training sessions for better results.

| 2 | 100 | Ume Habiba, Lecturer International Islamic University Islamabad.

Zaheer Abbas, PhD Scholar, International Islamic University Islamabad | **Distance Education and Career Advancement in District Chakwal** | The findings of the research revealed that there is a strong association between distance education and women career advancement.

Distance education empowers women and makes them a career expert. Distance education also gives more career opportunities to career-oriented women.

In crux, distance education system in Pakistan play a vital role in career-oriented women's life and balanced their life with flexible education and career advancement | |
| 3 | 148 | Muhammad Mumtaz Ali, PhD Education Scholar, Northern University, Nowshera

Nighat Basit, PhD Education Scholar University of the Punjab | **Effects of Competencies and Skills of Secondary School Teachers on their Performance and Students' Achievements** | The findings of the study exhibited that there were significant correlations between teachers' competencies and skills on their performance and students' learning outcomes.

The results of the study depicted that there was a significant effect of teacher's competencies and skills on their performance. Similarly, there was significant effect of | Teachers may recognize the importance of teacher's professional competencies and they may be fully aware of the standardized competencies of teaching.

Teachers may be trained in evaluation and assessment techniques. They must have ability of test development and may be capable to eliminate the deficiencies of examination system. |

				teacher's competencies and skills on the academic performance of their students.	
4	199	Dr. Shamsa Aziz, Chairperson Department of Education, IIUI Zobia Shabbir, MS (Scholar), IIUI	**Analysis of the Professional Insertion of University Students**	University students have adequate behavior as professional in schools Some of the university students work under someone's pressure but most of the students face difficulty of working like that University students are self-motivated to perform their duties as professional Some of the university students have capability of using technology in different activities but most of the student face difficulty in this task	University teachers might organize different activities in which students can participate and enhance their professional skills Authorities might arrange some workshops so that students can improve their professional skills
5	230	Muhammad Iqbal, Ph.D. Student IIUI	**Exploring the Perceptions and Practices of Primary Teachers about Continuous Professional Development**	There was no significant difference of perceptions between the teachers of urban and rural area. There was significance difference of perceptions between the teachers of having variety of participation years in	Restructuring of CPD model is need of the time. Restructuring of CPD Model Need to build practical aspects of training to build skills and confidence The exploration of impact of

				CPD. There was weak co relation between the perceptions about CPD and self-reported practices. There was notable gap between the perceptions and practices of CPD Lesson planning and use of preplanned lesson in teacher guides was very rare at primary school level	professional competency of Mentor on the performance of the teacher is recommended.
6	197	Dr. Shamsa Aziz, Chairperson Department of Education, (IIUI) Hafiza Bushra Wazir, MS (Scholar) Department of Education, (IIUI)	**Career Counselling at Secondary Level**	During this research majority students have no idea about their career choice. In result they have no proper guidance during career selection. In this research researcher found that most of the parents impose their own choice on their children while selecting any field or group of subjects. Very few School teachers guide students to choose the subject according to their abilities. Most of the students were not guided at school level.	The Government may appoint a counselor in a school to guide the students regarding their career. School administration may provide necessary information to students and parents about subject options and career choices

Parallel Session III

Session Chair: Dr. Mian Hamid

Moderator: Ms. Sehrish Tariq

Venue: Room 4

Time: 12:00pm to 1:30pm

Sr.#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	084	Farah Latif Naz, Lecturer, Department of Education Dr. Khalid Khurshid, Chairman/ Associate Professor Mohammad Kashif, Department of Education Mohammad Shahbaz, Department of Education, Bahauddin Zakariya University, Multan, Pakistan	**Moral Effects of Social Media on Students Value System In Pakistan**	Results shows that the social media causes emotional disturbance between family members. Due to the excess use of social media student not participate in the family matters. Although social media become a way of communication between old and new friends and connect them but these medias like Facebook, Twitter, Instagram, whatsApp and many other social sites develop the negative attitude among the student. Excess use of social media badly effect on their academic performance, and social media also cause the early maturity among the students.

Moreover social media harmfully effect on the value system of student. Western thoughts and culture of affect | The present study only focused on students of public sector universities, it is suggested that further researchers may conduct comparative studies between public sector and private sector university students.

The universities should be conducted value oriented seminars and workshops for teachers and students.

Department wise competition should be conducted on different cultural themes for the promotion of our cultural values.

Teachers should also convey value oriented thoughts in the class room (in the end or start of the lecture), so students can identify between the right and wrong use of media in their life. |

				the morals of students. Social and domestic morality of students go down due to the excess use of prohibited sits. These sites distract students from their studies and social norms. Use of social media effects on student health and cause anxiety. Excessive use of different sites without any knowledge create social unrest among youth and they suffered many physiological issues before their age and level.	
2	093	Fiza, Research Scholar. Sana Hameed, PhD Scholar, Azeem Sabir, PhD Scholar (Education), International Islamic University Islamabad	**Unveiling the Educational Strategies through Social Media: Facebook As A "Surveillance" of Human Renaissance**		

| 3 | 135 | Dr. M. Babar Akram, Assistant Professor, Department of Sociology, International Islamic University, Islamabad, Zaheer Abbas, PhD Scholar, Department of Sociology, International Islamic University, Islamabad, Pakistan | **Exploring the Use of Social Media and Youth Academic Performance in Pakistan** | Use of social network is directly affect the academic progress of the students. The authors conclude that it is not so much the Internet that causes these problems as the new social opportunities of the Internet. Students who reported academic problems were more likely to use the Internet for real-time social activities such as IM and chat rooms.

The findings of the paper can be used to propose the effective plans for improving the academic performance of the students in such a way that a balance in the leisure, information exchange and academic performance can be maintained. | The study confirmed that use of social media was inversely related to the academic performance of the children. In the light of these findings, there is a need of engaging youth with their educational environment in order to develop bright future |
| 4 | 208 | Qurat Ul Ain, MS Education Scholar, International Islamic University Islamabad

Dr Shamsa Aziz, Associate Professor International Islamic University Islamabad | **An Analysis on the Role of Social Media on Student's Achievement at University Level in Islamabad** | Most of the students agreed that social media has a role in student's academic achievement. By using social media their learning becomes easier. Students share their information to their class fellows and their teachers as well. | Students might set time for social media and also use it for academics purpose as much as possible.

Excessive use of social media also affects book reading habit of students they might use full spelling while using social media rather than short form and they might be build habit of book reading. |

				Usage of social media had affected students spelling when writing examination. Excessive use of social media also affects book reading habit of students. Student use social media for assignment and other study materials sharing. Social is not a tool to improve GPA in studies rather a tool to share knowledge.	
5	016	Muqaddas Inayat Lecturer, English NUML, Islamabad	**Media Helps in Reinforcing Gender Ideologies: Discourse Analysis, a Changing Perspective**	Content analysis of the cartoon movie Toy Story 3 shows that the way women are oppressed in society, similarly they are oppressed in the Cartoon Movie. It is found that women is negatively portrayed by male writing, it is just to oppress the women. They are shown in two categories good or bad. Those who are the supporters of hero are shown as good girls and those who use their mind to answer the hero shown as bad girls. Throughout the movie it is seen that the active and professional	No one has done research about the gender ideologies in a cartoon movie Toy Story 3 by applying feministic theory. So, this result opens the ways for the new researchers to look over this genre with Marxist perspective. The new researchers can do research in different games and see how games help in creating gender roles.

				roles are given to men. They contribute for the development of the country on the other hand women are shown as weak, subordinate and in passive characters.	
6	079	Fatima Batool, PhD Scholar, Department of Education Prof. Dr. Samina Malik, Dean, Faculty of Social Sciences, IIUI	**Guidance and Counseling for Students: A Need Assessment**	Majority of the students (58%) were agreed that they need educational guidance and counseling and cumulative mean score for educational guidance was 17.76 Majority of the students (61%) were agreed that they need vocational guidance and counseling and cumulative mean score for vocational guidance and counseling was 18.36 Majority of the students (58%) were agreed that they need social guidance and counseling and cumulative mean score for social guidance and counseling was 25. 41 Majority of the students (53%) were agreed that they need personal guidance and counseling and cumulative mean score for personal guidance and counseling was 17.34	HEC may take initiative to ensure the availability of guidance and counseling services for supporting students. Expert counselors/professional related to fields of Medical, Sociology, Education, Psychology and Entrepreneurship may be hired

Parallel Session III

Session Chair: Dr. Qurat ul Ain

Moderator: Ms. Sehrish Javed

Venue: Room 5

Time: 12:00pm to 1:30pm

Sr.#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	229	Samiullah, MS Education Student International Islamic University Islamabad	**Effects of Transportation Problem on the Education of Students of Government Schools Larkana**	A negative co-relation was found between transportation problem and students' interest for studies Effect of transportation problem on Students' attendance Effect of transportation problem on students' participation in class. Transportation problem as one of the causes of dropout of students from school Effect of transportation problem on students' health	In the end of the study the researcher has provided some suggestions by forcing the stakeholders to make an effective transportation policy in order to provide the transportation facility to the students of government schools of Larkana.
2	158	Farhan Khalid, Research Scholar International Islamic University, Islamabad Muhammad Sadiq, Research Scholar	**Effects of Backpacks on Students' Measurement of Cervical and Shoulder Posture**	Backpack, and postural angles produced by carrying a backpack over both shoulders, carrying a backpack over the right shoulder, immediately after a 5min walk and carrying	The study suggests that use of photography and digitization of points on head and neck demonstrate change under different experimental conditions. Further testing of these findings, which

		International Islamic University, Islamabad Shehzad Altaf, Research Scholar, International Islamic University, Islamabad.		a backpack equivalent to 15% of body weigh Statistical tests were considered significant if $p < 0.05$. Digitization techniques were highly reliable on repeated occasions of measurement on the same slides. Small but significant differences were found when comparing posture whilst carrying a backpack under different conditions	have implications for health and safety of high school students, is required.
3	051	Fizza Hasnain Turabi, MS Scholar Department of Education, IIUI Dr. Shamsa Aziz, Associate Professor International Islamic University, Islamabad	**Effect of Students' Knowledge Management Skills on their Academic Achievement**	There was a significant effect of the independent variable of Knowledge Management Skill on the dependent variable of students' Achievement There was a significant effect of the independent variable of Knowledge Creation on the dependent variable of students' Achievement There was a significant effect of the independent variable of Knowledge Accumulation on the dependent variable of	Teachers should be able to understand different students' Knowledge Management Skills and teachers may recommend students to utilize these skills in their academics by including different assignments, presentations and seminars. The educational institutions may provide awareness about Knowledge management Skills for improvement of students' Academic achievement.

				students' Achievement	
4	186	Dr. Munazza Mahmood, Assistant Professor International Islamic University, Islamabad. Sobia Noreen, Student, International Islamic University, Islamabad.	**Learner Autonomy In English Language Learning Classes: Teachers and Students' Perceptions**		
5	196	Dr. Shamsa Aziz, Chairperson Department of Education, IIUI Farzana Khan, MS (Scholar) Department of Education, IIUI	**Effects of Electronic Media Programs on Academic Performance as Perceived by University Students**	It is concluded from the study findings that Media especially TV plays an important role in our daily life, it has some positive as well as negative impact. Research finding support the fact that electronic media a powerful agent of socialization it can educate and aware the masses and it can help students in their studies better than any other source.	Student may gain latest knowledge regarding their studies from media programs. Student may watch those programs that are informative for them. Students may reduce their exposure to electronic media and pay more attention to their studies.

| 6 | 201 | Maryam Zahra, Ph.D. Education Scholar University of Management and Technology Lahore Muhammad Saleem, Ph.D. Education Scholar University of Management and Technology Lahore | **Effect of the Use of Multimedia on Students' Performance: A Case Study of Social Studies Class** | At the end of the study, it has been concluded that multimedia technique increased the academic success of students in social studies lesson compared to the traditional classroom. | |

Parallel Session III

Session Chair: Dr. Asaf Nawaz Satti   **Moderator:** Ms. Sadia Bano

Venue: Room 6   **Time:** 12:00pm to 1:30pm

Sr.#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	070	Faqir Muhammad Rana, Senior Headmaster (Retd.)Education Department, Government of Punjab.	**Role of Public-Private Partnership at Elementary School Level**	Current fee rate per enrolled student is not satisfactory in partner schools. PEF encourages co-curricular and extra-curricular activities but does not coordinate. Good achievers among teachers and students are awarded prizes and certificates by PEF. Duration of public private partnership through PEF is not fixed but continue able on qualifying annual quality assurance testing. Heads of PEF partner schools manage infrastructure by their own means. Heads of PEF partner schools are solely responsible for salaries of teachers and	Institutional environment for students Co- curricular and extracurricular activities Parent-teacher meeting reporting Campaigns against social evils Upgrading the role of quality assurance testing EFA campaign in partner schools Perception of partner schools as charity schools Latest changes in educational environment Renewal problems of registration of partner schools

				independent in pay fixation, appointment and termination of services.	
2	157	Dr. Nasrullah, Assistant Professor, Depart of Education, University of Wah Dr. Wajeeha Kanwal, Assistant Professor, Department of Education University of Wah	**Fiscal Decentralization as Factor Affecting Decentralization of Education in Pakistan**	Decision making related to distribution of resources among different departments, and limited powers of tax decisions were decentralized to the districts. The process of fiscal decentralization in the province is very slow and therefore very slow progress and the decentralization was observed. The low fiscal power effect education expenditures, as the local governments were having low or no capacity to handle budgetary matters of the public school locally. The prevailing process of decentralization is mainly political, and administrative particularly in education. Education budgets are still approved by the provincial government.	The study recommended that Fiscal decentralization should also be focused and schools should be given the opportunity to get funds from the local governments and community. The local leaders may be trained and empowered for fiscal decisions.

3	097	Dr. Shahid Mughal, Associate Professor Sukkur Iba University, Department of Education	**Integration of Education for Sustainable Development Themes in School Education: Opportunities and Challenges**	ESD themes can be integrated from university to schools curriculum. For the promotion of sustainable practices in schools, several steps could be used such as the promotion of recycling and waste management practices, campaign for the conservation of water and energy resources among children. Such steps are used to develop critical thinking skills of children in assessing environmental problems and develop their skills to become the critical consumer of the environment.	The present situation call for to develop teacher educators, textbook writers' teachers' knowledge and skills in promoting ESD themes at the school level. There is a need to review National Conservation Strategy (NCS) of Pakistan for better results.
4	133	Dr. Gulzar Ahmed, Assistant Professor Department of Education, The University of Lahore, Pakpattan Dr. Nabi Bux Jumani, Professor, Ex. Dean Faculty of Social Sciences, IIUI Parveen Munshi, Professor, Vice Chancellor, University of Sufism and Modern	**Technological Innovations and its Impact on Education**	It was found that technological innovations have positive impact on improving teaching and learning skill of teachers and students. It was also found that teachers and students were facing many problems while using technological innovations during and after classes, which have direct impact on improving their academic performance.	The study recommended that special computer training courses of short duration for teachers and students must be organized to update them regarding latest developments of computer technology.

		Sciences, Bhittshah/Hyderabad, Sindh		It was concluded that despite of problems faced both teachers and students, technological innovations have positive impact on teaching and learning process.	
5	231	Faiza Ashraf Department of Sociology Mohsin Ashraf Government College Women University Sialkot	**The Impact of Texting (SMS) on Students Academic Writing**	As the results show that many students fell difficulty in writing English and they often make spelling mistakes due to the SMS using habit that is also directly proportional to the excessive use of SMS. Student mostly do not use punctuation in formal writing and that is a big trouble. All efforts must therefore be made to help students write good English whether on phone on paper and in formal work. The findings of the study indicated that majority of respondents perceived that texting(SMS) have a great impact on students' academic writing performance.	It is government responsibility to provide a free training and seminars to stop students to the use of texting (SMS) in their formal writing. If we add this research in the educational policies then we will definitely stop student to use of SMS in their assignments, as well as examination. Students expect someone to fix their misspellings in class because they are used to their autocorrect doing it on their phones.

| 6 | 233 | Dr. Shamsa Aziz, Chairperson Department of Education International Islamic University, Islamabad Sobia Khurshid, MS (Scholar)International Islamic University, Islamabad | **The Study of Technology Innovation and its Impact on Higher Education** | Technology innovation is combination of potential and creativity. ICT is a key driver in education. ICT provide long lasting, conducive learning environment. It is easy access to E-books to obtain information. Majority of students (78%) were agreed that technology produce competitive and global students at university level. There are many technologies available to help us do our work better, and the learning academies help faculty became comfortable using them so that they can best meet student expectations. | Campus IT organizations, centers for teaching and learning, and other campus units that support the faculty in a variety of ways have the infrastructure and resources to help in these efforts.

The Staff continues to innovate by newer innovations in technology. |

Parallel Session III

Session Chair: Dr. Asia Zulfiqar   **Moderator:** Ms. Fatima M. Qasim

Venue: Room 7   **Time:** 12:00pm to 1:30pm

Sr.#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	169	Fariha Niaz, Assistant professor International Islamic University, Islamabad, Dr. Amrat Haq Assistant Professor Media and Communication Studies, IIUI	**Effects of YouTube Content on the Learning of Pre-School Children in Pakistan**	Using of technology in the class room helps the teacher to teach the students in different style. Visual communication is more effective to gain the student's attention towards learning, kids attracted towards moving objects more than the still images. Student learn more while singing and in rhythm as compared to be static style of traditional learning. Using technology in the class room enhance the ability of learning more in students, like how to play videos, how to on and off the device, how to use technology etc.	Instructors in institutions should know how to use resources by selecting good content videos by using different applications and online media. These practices help the instructor in producing interest of the children in studies. More opportunities should be provided in using of new technology in the class room which helps in emerging of unique and innovative style of teaching and learning for both teachers and students.

| 2 | 050 | Ilyas Babar Awan, Lecturer in English Translation & Interpretation Department National University of Modern Languages, Islamabad | **Temporality of Knowledge: A Myth of Digital World or What?** | The study revealed that internet has been used for majority of the purposes such as academic, social and other recreational activities but unfortunately there are a large number of university students who use internet mostly for the recreational purposes in the shape of social networking such as Facebook, Twitter and YouTube etc. | This is a qualitative research and the theory for recognizing oppositional inadequacies is hyper reality from postmodernism.

Different texts from the digital world and their image formulation on social media and on academic consciousness would be the pinnacle of this research study. |
|---|---|---|---|---|---|
| 3 | 160 | MS Shabnam Bibi, Ph.D. Scholar (Education) University of Lahore

Dr. Muhammad Hameed Nawaz, Associate Professor University of Lahore | **A Study on the Effect of Emerging Technology on Students' Academic Achievements at Secondary Level** | There is major difference between the students of experimental post and control post. The mean score of experimental post students is greater than control post.

Instructional technologies have made education more effective and efficient in promoting individual learning.

Use of instructional technologies proved to be effective and created interest and motivation in the students. | Potential of instructional technology based instruction may be utilized to enhance quality of education at school level.

All the study centers may be equipped with instructional technologies having efficient guidance and counseling services cell. |

| 4 | 173 | Dr. Muhammad Zafar Iqbal, Asst. Professor of Education, AIOU Islamabad

Ghulam Haider MPhil Scholar, The University of Lahore | **The Effect of Mobile Learning on 10th Grade Students' Achievement in Physics** | Mobile learning study showed that M-Learning is more effective than the traditional teaching of physics at the 10th grade level in improving academic achievement of the students, to improve the conceptual understandings and procedural knowledge and also students' belief about positively using m-learning. | |
| 5 | 174 | Yousaf Khan, Vice principal, Ph.D. Scholar Higher Secondary School Charbagh Swat, KPK (Pakistan) | **Technology: Designing Instruction For Effective Online Education In Virtual Learning Environment Framework (VLE** | Technology needs Virtual Learning Environment Framework (VLEF).

In VLEF there is need of teaching-learning process along with assessment and feedback.

The effective learning through technologies needs social media for communication.

There is Individual-Fit Common Factor Theory to be used in instruction through ICT. | Moreover, the researcher also suggest to have an Open and Flexible University System in Pakistan for technology |

| 6 | 216 | Shumaila Jeelani, MS Scholar IIUI

Dr. Shamsa Aziz, Associate Professor International Islamic University, Islamabad (IIUI) | **Effect of technology innovations on student's learning and academic performance.** | The major findings of the study were
There is a strong positive effect of technology innovation on students' learning.
There is a strong positive effect of technology innovation on students' academic performance.
Technology should be the major part of the teaching and learning. | |

Parallel Session III

Session Chair: Dr. Fouzia Ghias   **Moderator:** Ms. Sanam Hina

Venue: Room 8   **Time:** 12:00pm to 1:30pm

Sr.#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	235	Moon Khan Nazir, MS Scholar International Islamic University Islamabad Dr. Zarina Akhtar, Assistance professor Department of Education, IIUI	**Coping Strategies of Students with Learning Difficulties at Higher Secondary Level**	Mostly students were facing memory learning difficulty. Few student was facing listening difficulty and some student was facing reading difficulty. Mostly students were diagnosed their learning difficulty at Grade 9th and grade 10th. Two students were diagnosed at Grade 6th to 8th grade. All the students never self-disclose their learning difficulty to their teacher because they feel shy to discuss their learning difficulty and teacher's phobia.	There may be some counseling sessions in college for the awareness of students about knowing their learning disabilities and suggests some remedial measures how to overcome or minimize their learning difficulties In colleges the subject teacher is not cooperative with all students and have no focus on those students who have learning disabilities so teachers might be cooperative with students who have learning difficulties.

| 2 | 123 | Muhammad Saleem, Ph.D. Education (Scholar)University of Management and Technology Lahore

Maryam Zahra, Ph.D. Education (Scholar)University of Management and Technology Lahore | **Multimedia-Aided Teaching and Its Impact on Academic Achievement and Attitude at Elementary Level** | The results indicated that multimedia-aided teaching is more effective than the traditional one. Students' attitude towards science improves more if multimedia-aided teaching method is used as compared to the traditional method of teaching. The private school teachers of Punjab should focus on multimedia-aided teaching. | |
| 3 | 147 | Sajid Jamil, PhD Scholar Department of Education, Hazara University, Mansehra

Muhammad Iqbal Majoka, Associate Professor, Department of Education, Hazara University, Mansehra | **Impact of Smart Phone on Learning English Language among Graduate Level Students in KP (Pakistan)** | The findings of the study indicated that majority of graduate level students possessed smart phone and latest software for multiple applications. Majority of the respondents perceived that smart phone is the best tool and thought that it played vital role in learning English.

Majority of responds (82%) perceived that smart phones should be used in educational institutions. Eight one (81%) respondents thought it to be cheapest source for improving and learning English language. Majority of respondents considered that mobile technology is useful for improving one's | The present study indicates great impact of smart phones usage on students' language learning so, smart phone is recommended as an essential and easy device for second language learners.

Students at university level to be encouraged and motivated for using modern gadgets; especially smart phones that are catalysts in language learning.

Students at university level may be trained often in latest software being used in smart phones. |

				knowledge.	
4	019	Zunara Sabir, MS Scholar International Islamic University Islamabad	**Effect of Teachers' Attitude towards Information and Communication Technology on the Students' Attitude at Secondary Level**	Teachers' positive or negative attitude towards ICT did not affect the students' attitude towards ICT. Teachers working in public schools had found a positive attitude towards ICT than private schools teachers. Male and female teachers had a positive attitude towards ICT as no difference between male and female teachers' attitude was found towards ICT.	There may be Technology Implementation plan for implementing ICT in schools. Public schools curriculum may revise keeping in view of modern trends and practices.
5	036	Mansoorah Ibrahim Education Officer Ministry of Federal Education & Professional Training, Islamabad Dr. Shamsa Aziz, Chairperson Department of Education International Islamic University, Islamabad	**Anxiety of Novice and Outgoing Prospective Teachers of BS Education Towards Educational Cyber Resources: A Comparative Study**	There was anxiety among prospective teachers towards educational cyber resources There was no significant difference between anxiety of novice BS Education prospective teachers and outgoing BS education prospective teachers towards educational cyber resources. There was no gender difference in the anxiety of prospective teachers towards Educational cyber resources.	This study indicated that prospective teachers has the anxiety of Educational cyber resources (Findings: 1), therefore formal Training for prospective teachers may be given on the use of educational cyber resources. Along with prospective teachers, teachers of education department may be given training on educational cyber technology so they will facilitate and guide prospective teachers on educational cyber resources.

Parallel Session III

Session Chair: Dr. Mushtaq Alvi   **Moderator:** Ms. Arooj Fatima

Venue: Room 9   **Time:** 12:00pm to 1:30pm

Sr. #	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	048	Muhammad Saeed, PhD Scholar Department of Special Education, University of the Punjab, Lahore Prof. Dr. Humaira Bano. Chairperson, Department of Special Education, University of the Punjab, Lahore Prof. Dr. Samina Ashraf. Assistant Professor, Department of Special Education University of the Punjab, Lahore	**Teachers' Perceptions About Effectiveness of Multimedia Instruction In The Special Education Colleges Of The Punjab**	The results indicate that teachers of students with disabilities have a positive perception of multimedia instruction. However, majority of them complain lack of multimedia instructional tools and demand for availability of them all the time with open access to teachers. They also demand for installation of multimedia tools in every classroom on permanent basis.	
2	064	Dr. Shamsa Aziz, Associate Professor Department of Education International Islamic University Islamabad Memoona Bibi, Ph. D Scholar Department of	**Emerging Technologies and its Effect on Pedagogical Implications; Teachers' Perceptions**	Most of the time teachers can use technology without assistance and they use Facebook, YouTube and Linkdin for teaching learning process. With increasing ratio of emerging technologies there are also some constraints that hinder the effective pedagogical	Ongoing professional development and workshops for faculty instructors and teacher candidates' maybe a top priority, above and beyond the required technology class. More troubleshooting strategies are

		Education International Islamic University Islamabad		implications of emerging technologies.

Inadequate access of internet, lack of equipments, lack of skills, lack of colleagues support, lack of funding, time management and difficulties in evaluating emerging technologies are some of the highlighted factors that hinder the pedagogical implications of emerging technologies.

Through literature it is investigated that the technologies that can be effectively used during teaching learning process include laptop, desktop computer, cell phone, multimedia, projector, electronic book, instant messaging, printer, scanner and wireless internet. | needed for teacher candidates, faculty instructors, and mentor teachers. If teacher candidates have the opportunity to observe and deal with technical challenges in hands-on ways in their year of teacher education, they may be less intimidated and more inclined to integrate technology in fearless and innovative ways in their careers. |
| 3 | 071 | Sadia Bano, MS Education Scholar, IIUI Dr. Shamsa Aziz, Associate Professor, Department of Education, IIUI | **Comparison of Use of Educational Technology Among Government and Private Universities in Islamabad** | Projector, computer, and internet are the main things which are used in both private and government universities. Educational technologies are being used more in private universities. Both private and government universities students agreed that educational technology like internet help them to get information easily. | Public universities should enhance the use of educational technology. Latest technology should be used in both institutions to enhance the educational achievement. Other studies may conduct by using mixed method to disclose the reason behind the difference in both universities. |

| 4 | 170 | Fatima Muhammad Qassim Ph.D. Scholar, Department of Education, IIUI | **Awareness of ICT Skills Required to Conduct Research in 21st Century** | Findings showed that scholars either having enrolled in M. Phil or PhD degree programs were facing same problems in data interpretation. They were not aware about the software and their applicability. It was also found that most of scholars were very much aware about the techniques of literature material for their research. The data interpretation techniques and ICT skills. It was concluded that every institution should focus on equipping scholars with ICT skills for better performance in research work. | |
| 5 | 182 | Dr. Naila Shakeel, Sr, Subject Specialist, Quaid-e-Azam Academy for Educational Development Punjab, Lahore. Aneela Aslam, PhD Scholar, IER, University of Punjab, Lahore. | **Interactive Smart Boards and Innovation in Teaching and Learning: Teachers' and Students'' Perception** | The findings of this study depict that the use of interactive smart board in the classrooms has an impact on both teachers and students. | The study recommends that concern authority should facilitate teachers for training and technical support frequently. |

Parallel Session III

Session Chair: Dr. Athar

Moderator: Ms. Nabeela Shakoor

Venue: Room 10

Time: 12:00pm to 1:30pm

Sr.#	Paper ID	Name of Presenter	Title of the Paper	Significant Findings	Significant Recommendations
1	228	Dr. Anisa Kayani, Senior Head Mistress, Punjab Education Department Dr. Muhammad Munir Kayani, Chairman, Department of Education, International Islamic University, Islamabad Abdul Majeed Malghani, Ph.D. Scholar, International Islamic University, Islamabad	**Effect of the Use of Tablets on Students' Achievement at Primary Level**	Results of the study showed that latest gadgets (tablets) played a key role in students learning processes. The practical implications of the study indicate that the challenges lie in changing teachers' practice by implementing a digital instructive method that provides the teacher with a greater understanding of, and better opportunity for, interaction with students during the learning process.	
2	214	Dr. Parveen Khan, Assistant Professor Institute of Education &Research, University of Peshawar	**Impact of Integrated Technology on Students' Motivation and Involvement in Classroom –**	The researcher concludes that technology has the potential to be a powerful educational tool for teaching, instruction and student achievement. It was observed during the study that students were more active, motivated and engaged in those	Proper training may be provided to concerned teachers so that they may use ICT tools in classrooms in order to improve motivational level of students. Concern authorities may provide easy access to the digital technologies.

			Based Learning	subjects where teachers utilized different technologies for teaching in the classrooms such as multimedia, smartphone, on-line activities etc. It allowed students to manipulate their own learning progress, and the students were highly interested, motivated and involved in using the available technology.	Administrators must support the efforts of their staff to adopt new technologies in order to achieve new levels of productivity and achievement.
3	190	Sehrish Javed, PhD scholar (IIUI), Islamabad	**Perception of Teacher Educators Regarding the Problems and Challenges in the Dissemination and use of Research output**	According to the responses of teacher educators there are numerous problems faced by them or their students regarding the 'Dissemination of Research' due to financial problems, less number of recognized journals, etc. Various challenges in 'Dissemination' and 'Use of Research Outputs' are related to sharing issues, weak policies, weak coordination between their university with other universities and stakeholders, etc	Findings depicted that there is lack in 'Dissemination of Research Output'. So, there may be promotion of 'Research Dissemination' for the attraction of new researchers. The ways to 'Use Research Output' in teaching learning process may be highlighted so that it becomes helpful for teachers educators as well as prospective teachers.
4	104	Azeema F. Vogeler, Independent Researcher	**Social Media in Pedagogy: Opportunities and**	The preliminary findings show that social media, in particular Facebook can be very useful	

		Saba B. Mansur, Assistant Professor, COMSATS University, Islamabad	**Challenges**	for academic purposes as majority of the students already are users. However, a few of the challenges are inequality in high speed internet at all times. While social media can be used outside the class room, it is not a reliable tool to be used inside the classroom due to not having access to high speed internet in all rooms and some students not having platform to access the net during class. However, outside the classroom social media sites can be creatively used for sharing lectures, posting updates about the syllabus, announcements about hands on activities etc.	
5	234	Humaira Akram, Teaching/ Research Associate PhD Scholar, Department of Education International Islamic University Islamabad-Pakistan	**Internationalizatio n Of Higher Education In Pakistan: Issues And Challenges**	Document analysis revealed common strategies of internationalization include enhancement of research activities through strengthening international research networks, provision of globally high standard of education; endorsing collaboration with international society; improvement of infrastructure and devising long-term internationalization plan.	

				Emerging global trends are creating international societies and networks, advanced policies and global research, using e-technology, blended learning and social media. Benefits of internationalization include better quality of academia, internationally oriented staff and students, and national and international citizenship for students and staff from developing and underdeveloped nations. Major issues include brain drain, damage of national or cultural character, homogenization of international curriculum, licensing, registration, and recognition by the home and host institution. Shortage of human resources, lack of financial sources and structure of education are big challenges in achieving quality of education for competing international standards.	

Closing Ceremony

The closing ceremony of the two day international conference on innovation in teaching and learning held at Faisal Masjid campus of the International Islamic University Islamabad on Thursday October 18, 2018. Following speakers addressed in the closing ceremony:

- Chief Guest Mr. Ali Nawaz Awan Member National Assembly
- Chief Guest Ms. Nafeesa Khattak Member National Assembly
- Worthy President International Islamic University Islamabad, Prof. Dr. Ahmad Yousaf al Draiweesh
- Guest of Honour Mr. Ch. Munir Ahmad former Joint Secretary
- Mr. Fida Hussain Director General Learning Innovation Division Higher Education Commission Islamabad
- Dean Faculty of Social Sciences, Prof. Dr. Samina Malik,
- Patron of conference and Director Directorate of Distance Education Prof. Dr. Nabi Bux Jumani

Participants of a two day international conference on innovation in teaching and learning have recommended prioritizing education and updating curriculum as per advancements of the hour. They also called for a meaningful linkage between academia and policy makers.

Mr. Ali Nawaz Awan Member National Assembly in his speech said "Human development is basic need of every society because it guarantees health and educational prerogatives of an individual". He stressed that education must be prioritized and told that government was keen to work with academia to come with better solutions to the problems.

Ms. Nafeesa Khattak Member National Assembly called for a well updated, advanced and innovative curriculum. She also hailed IIUI for its services and highlighted disused opportunities for youth to excel in the field of education.

Ch. Muhammad Munir, former Joint Secretary education stressed upon spending more and more on education. He said that the sector was being neglected and suggested that special training courses for teachers be launched. He also urged for a meaningful linkage between policy makers and academia.

Mr. Fida Hussain Director General Learning Innovation Division Higher Education Commission Islamabad acknowledged the contribution of the department of education for improving the status of education in Pakistan. He also highlighted the initiatives taken by HEC for quality education and teacher training in Pakistan and said that such events should be organized to develop a learning community and research culture in Pakistan.

Prof. Dr. Nabi Bux Jumani, the patron of the conference and director distance learning presented the conference report and concluded the major ideas and arguments which were presented in this conference.

Explaining about the importance of taking the initiative of the conference Dr. Jumani said that the Department of Education, Faculty of Social Sciences, International

Islamic University Islamabad in collaboration with Higher Education Commission, Pakistan has executed second International Conference on Innovation in Teaching and Learning (ICITL-2018). This conference's sessions aimed at addressing the many opportunities as well as challenges, and current and future directions afforded by technological innovations in the field of education. New innovations allowing broader access to education at a global level, as well as innovations in how teaching and learning can occur, demand that traditional theories and views on how learning is designed and delivered, but also educational policies at the institution or state level, be reassessed, adjusted, modified, repurposed, and perhaps even replaced.

Talking about the major themes of conference he said that the selected papers were in the areas of Learning and Teaching for Sustainable Development, Innovations in Curriculum and Instruction, Professional Insertion, Teaching and Learning in a Digital World, Student's support system in 21st century, Leadership in the 21st century, Educational Interventions, Social Media and Education, Innovations in Distance Education and E-Learning, Blended Learning, Higher Education, Educational Research, Mathematics and Science Education, evaluation/assessment techniques, educational pedagogies/strategies and Internationalization of education, Technology innovations and its impact on education.

Highlighting the contribution of national and international keynote speakers in this conference he said that the keynote speakers included eminent professors from different countries having diverse experience in the field of education including Dr. Martin Valcke Ghent University Department of Educational Studies Gent Belgium, Prof. Dr. Bill Atweh Visiting Professor Philippines Normal University and Adjunct Professor Curtin University, Australia, Prof. Dr. Sarah Younie, De Mountfort University UK, and David J. Roof, Ball State University USA.

The national invited speakers included Prof. Dr. Parveen Munshi Vice Chancellor University of Sufism & Modern Sciences, Bhittshah, Sindh, Prof. Dr. Riaz-Ul-Haq Tariq Chairperson NACTE, Prof. Dr. Mehmood-ul-Hasan Butt Advisor, HEC, Islamabad, Prof. Dr. Munawwar S. Mirza, Ex-Chairperson NACTE, Prof. Dr. Rafaqat Ali Akbar Director Institute of Education and Research, University of the Punjab, Professor Dr. Muhammad Khan Professor of Politics and International Relations-IIUI, Prof. Dr. Muhammad Ramzan Dean, Faculty of Social Sciences and Humanities, Karakoram International University, Prof. Dr. Arshad Ali, IER, University of Peshawar, Dr. Waheed Noor Director DDE, University of Balochistan, Prof. Dr. Saeed Mahr, IER, University of the Punjab.

Total 237 abstracts were received for the conference and 207 abstracts were accepted while 173 papers were presented in parallel sessions in the 2 days.

Dr. Jumani explained that we had international paper presenters from Faculty of Industrial Management, University Malaysia Pahang and Imam Abdul Rahman Bin Faisal University Dammam, Saudi Arabia. From Pakistan we have presenters from Abdul Wali Khan University Mardan, Aga Khan University Institute for Educational Development, Air University Islamabad, Allama Iqbal Open University, Islamabad and Bahawalpur, Bahauddin Zakariya University, Multan, Comsats University, Islamabad, Imperial College of Business Studies, Lahore, Department of Higher Education, Khyber Pakhtunkhwa – Pakistan, Education Department, Government of Punjab, Fatima Jinnah Women University Rawalpindi, FG Public School No 2

(Boys), Tariqabad Rawalpindi Cantt Pakistan, Forman Christian College University, Lahore, Foundation University, Islamabad, Government College University Faisalabad, Government College Women University Sialkot, Govt Training College For The Teachers of Blind, Lahore, Hazara University, Mansehra, Institute of Agri Extension And Rural Development, University of Agriculture Faisalabad, Iqra College of Education, Islamabad, Karakorum International University, Kohat University of Science and Technology, Lahore College for Women University, Lahore, Malakand University, Ministry of Federal Education & Professional Training, Islamabad, Mirpur Univesity of Science & Technology Mirpur AJK, National University of Modern Languages, Islamabad, Northern University Nowshera, KPK, PMAS- Arid Agriculture University Rawalpindi, Pakistan, Preston University Islamabad, Quaid-E-Azam Academy for Educational Development Punjab, Lahore, Read Foundation, Society for Access to Quality Education, Bahawalpur, Sarhad University of Science and Information Technology, Sukkur Institute of Business Administration, The Balochistan University of Information Technology, Engineering, And Management Sciences, Quetta, Balochistan, The University of Lahore, The University of Lahore, Pakpattan Campus, University of Chitral, University of Education Township Lahore, University of Education, Campus Faisalabad, University of Engineering And Technology Taxila, University of Karachi – Karachi, University of Kotli, Azad Jammu And Kashmir, University of Lahore, Lahore, University of Management & Technology Lahore, University of Sargodha, University of Sufism & Modern Sciences, Bhittshah, Sindh, University of the Punjab, Lahore and University of Wah, Wah. From IIUI the paper presenters were from Department of Education, Department of Media & Communication Studies, Department of Psychology, Department of Sociology, International Islamic University, Islamabad and Department of Translation & Interpretation International Islamic University, Islamabad.

Stressing upon the participation in this international conference he said that around 800 academicians and researchers from various educational/research institutions of Pakistan and abroad attended the conference. This conference has met the expectations of the academic community and has provided networking opportunity for them.

Talking about the importance of development of education in 21st century he said that in 21st century we are witnessing a significant transformation in the development of education with the new science and technological development. The impact of globalization on very field of human life and acceleration of technological developments and global markets, and the need for flexibility are essential challenging elements of this process which have to be tackled by all levels of education. To tackle these challenges the education sector has to find innovative ways to quickly respond to them.

Presenting the recommendations of the conference Dr. Jumani said that academicians have a greater responsibility to pursue excellence in several directions including leadership, development of curriculum, developing various skills, academic management, teaching skills, pursuing scholarships, research and knowledge exchange and many more. The need to adopt international practices and paradigm shift from teacher centered teaching to the active involvement of teachers and students towards students' continuous learning process were stressed. Through utilizing innovative ideas in teaching and learning translating the capacity of the vision into

reality was recommended. The sessions emphasized to create conducive, active and competitive learning environment to make the transformative and innovative strategies more applicable.

In conclusion he said "Dear audience, as you can see, this conference remained very interactive and the practical solutions related to innovations are brought forward. The research scholars, faculty members and academia can apply these innovative strategies and methodologies during instruction in order to make learning experiential rather theoretical".

Prof. Dr. Ahmad Yousaf al Draiweesh, Worthy President International Islamic University Islamabad, appreciated the initiative of the Department of Education to organize this kind of mega event and stressed upon the importance of innovations in teaching and learning in higher education. He said that this conference has provided an excellent opportunity to all intellectuals to discuss the challenges and prospects of education in Pakistan. He conveyed heartiest congratulations to the organizing committee for arranging such a unique conference

Prof. Dr. Samina Malik, Dean Faculty of Social Sciences paid a vote of thanks to all the participants, organizing committee of the conference and apprised the services and achievements of the departments. The ceremony was also attended by Vice Presidents, senior faculty member of the department and a large numbers of the students.

At the end university insignia was presented to the chief guest of the ceremony and worthy president IIUI and Organizing committee has also received shields as an acknowledgment of their achievement.

PHOTO GALLERY