



**HIBA 2022**

2<sup>nd</sup> International Conference on Education  
Face-to-face & Virtual

September 3, 2022

# Conference Book

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# Preface

**Dr. Hashmi IBA – HIBA**

*A project of Ontario Learning Centers - Canada*

*OLC Canada has established online & onsite interaction facilities for counseling, guiding, coaching, and mentoring sessions between learners and academicians, consultants, researchers, social leaders, technicians, etc. so that knowledge and experience is passed onto the next generations.*

*HIBA project was launched in 2021 to support the research activities in cooperation with international consultants & partners with the vision to promote:*

**“Basic & Quality Education for Character Building & Leadership”**

*Prof. Dr. Sharafat Ali Hashmi  
Ex - Dean & Director of IBA  
University of Karachi.*

# Conference Program

# Messages



## Prof. Dr. Farida Azim Lodhi

Dean, Faculty of Social Sciences  
Jinnah University for Women, Karachi

Conference Chair  
HIBA Conference

### Message for Conference attendees and organizers

*It is my pleasure to be the Conference chairperson in your 2<sup>nd</sup> International Education Conference organized by Ontario Learning Centers - Canada and congratulate all the team workers who supported to make it successful with the collaboration of Canada, USA and UAE in Pakistan at Metropolitan University, Karachi.*

*As the theme of the conference is based on **Basic and Quality Education for Character Building and Leadership**, it is true that Education plays a vital role in the society and a continuous process from cradle to cot.*

*Being the foundation stone of society, Education brings reforms, helps in progress and paves way of innovation. No doubt quality education is one that focuses on the social, emotional, mental, physical, cognitive and ethical development of every student regardless of gender, race, status or geographic location.*

*In this modern time quality education is mostly based on Information and communication Technology which has paved the way for students to attain higher level education. And Metropolitan University arranged the Second International Conference to highlight its importance to all the society members to develop the overall personality of an individual and those who are working in the field of education. In 2020, Covid 19 hit the world and education was one of the most factors that were adversely affected. A majority of countries announced the temporary closure of institutions impacting more than 91% of students in the world.*

*While with the help of new technology, sitting hundreds of miles away from an educational Institute, students could take online classes and the guidance of teachers from Institution and could be able to avail the benefits of online career counselling and online libraries as well. Everyone can participate in their ways to provide quality Education around the world.*

*As far as the character building and leadership is concerned, both can be developed through education which brings a change among students through ethical values, curriculum, literacy skills, pedagogies etc.*

*Leadership is a process of social influence which maximizes the efforts of others toward the achievement of a greater goal and accomplish positive changes in the world.*

*A good, humble and accountable leader shows their subordinates the right way and instill enthusiasm for the work they are doing. It has been observed in your first and second International Educational Conference.*

*Once again, I really appreciate you all to organize such a valuable and informative conference.*

*Thank you*



**Prof. Dr. Shahida Sajjad**

Vice Chancellor

Metropolitan University, Karachi

Keynote Speaker

HIBA Conference

### **Message for Conference attendees and organizers**

I welcome all participants and organizers on behalf of Metropolitan University, hosting this prestigious event of 2<sup>nd</sup> International Conference on Education (HIBA) 2022, organized by Ontario Learning Centers (OLC), Canada.

It is indeed a great opportunity for academicians, research scholars, students, and other interested groups, to participate in it, share their latest works in the field of education and give their point of view about related aspects. The focus is on how to enrich and contribute to learning and teaching process.

It is also a good opportunity to seek awareness about international developments and innovations in the form of using the latest technologies and methods making learning and instruction not only interesting but also productive, upgraded to international standards and requirements, as this is the demand of the day.

We as a developing country are striving to make education relevant to our requirements and compete the outside world to enable us to play a proactive role in upgrading our standards and keep pace with international society.

Such conferences provide a platform and opportunities to widen the horizon of thoughts for our young generation especially, to enhance their knowledge, approach, and its applications and at the same time contribute new aspects to the field.

Global input is important to know how things are perceived in different culture and societies as the idea is to draw maximum benefits from this information.

Again, I want to express my gratitude to OLC Canada for giving us the privilege to be a part of this venture.





Education Consultant  
OLC Canada

## Prof. Dr. Muhammad Asif Qureshi

46 years of teaching experience

### **Message for Conference attendees and organizers**

I would like to congratulate HIBA, Ontario Learning Centers-Canada, Metropolitan University, Karachi, CPGS, and SSSARA on holding the 2<sup>nd</sup> HIBA International Conference on Basic & Quality Education for Character Building & Leadership.

It will certainly help to promote high standard educational and research activities in Pakistan.

In particular, it provides a great opportunity to young researchers and active thinkers to promote their work.

When I look at the theme of the conference, I feel that it covers all aspects of education.

We thank the Vice-Chancellor of Metropolitan University, Karachi for facilitating the holding of this Conference.

Finally, I believe holding HIBA Conferences is a valuable tribute to a great Professor, Dr. Sharafat Ali Hashmi.



## Dr. Maroof Bin Rauf

President - Society for Social Sciences &  
Research Association

Host  
HIBA Conference

### Message for Conference attendees and organizers

The process of education endows a person with consciousness. This consciousness tells him the difference between right and wrong and also the difference between Halal and Haram. The word "شعور" is used in Urdu for consciousness. But it seems that due to this pointless teaching, an individual can only get noise by removing the "ع" in the word شعور and as a result, we see the remaining word "شور / noise" is happening in society.

Research plays a key role in this journey from noise to consciousness. To continue this research journey, the Society for Social Sciences and Research Association (SSSARA) contributed to hosting the HIBA International Conference once again this year. The mission of the society is to "change through research".

Similarly, another purpose of the society is to publicize the research done by the new researchers, so that they can be attracted towards further research and acquaint the society with useful and practical research. I hope that this conference will be an important step in that direction.

I am grateful to all those individuals, institutions & our partners HIBA, OLC Canada, Metropolitan University, Karachi and other organizers, for their support in resuming this research conference. In'shallah, with the efforts of all of us, a research culture will flourish in society and this culture will cultivate consciousness instead of noise in society.



**Dr. Tariq Saeed Khan**  
Fellow of Higher Education Academy,  
United Kingdom

Education Consultant  
HIBA Conference

### **Message for Conference attendees and organizers**

On Behalf of the Organizing Committee, I welcome all educational professionals to the second HIBA International Conference 2022.

Building on the success of previous meeting, the second leg of HIBA Conference includes several new categories related to education management. I look forward to learning the latest trends, and developments from top academic scientists on these topics and everything else that is presented.

We are indeed in a time of great innovation in education management and technologies.

The conference program has already shaped up to be excellent, and the networking opportunities will be indeed outstanding.

I offer my best wishes for a successful and fruitful conference. We look forward to an excellent meeting with great minds from different countries around the world.



## Dr. Aftab A. Khan

Associate Professor of Special Education,  
Longwood University, Virginia, USA

Education Consultant  
HIBA Conference

### Message for Conference attendees and organizers

In today's world, we gain knowledge through various sources such as listening to the news, reading books and newspapers, and also following social media are a few of the many sources available to us. However, when these sources cite any studies, we consider them more authentic compared to those without any referred studies. We as educators should acknowledge scientific studies and apply them in our practices. We should also disseminate knowledge completed through scientific studies. Just like many fields of studies, it is also considered that the field of education has the potential to grow. Especially, for the last couple of years, covid has taught us numerous ways to teach our students from elementary to higher education. However, we lack evidence in our approaches to educating our student population.

Recently, I was able to observe the teaching at some schools in Virginia, USA. I have observed that teachers were able to notice students' behavior and their unique ways of learning more than before the covid era. Teachers found more social, emotional, and learning issues in students. For example, some students showed a short attention span, lost concentration easily, became quickly agitated, and were slightly socially isolated. These issues were impeding their learning. During covid, just like in other parts of the world, teachers in Virginia used technology to teach content, engage students through online applications, and assess their learning using digital platforms. Thanks to the research in educational technologies, covid was not able to halt our mission to educate our young and adult population. Proudly, we were able to teach our students throughout their academic year. However, we need more evidence to understand diversity in our school population and ways to teach them that validate their unique ability to learn. I am optimistic that the educational studies that are being conducted in the various parts of the world including Pakistan will help us understand the various approaches to teaching our diverse populations.

I promote the scientific method in conducting a research study. I also encourage our fellow educators to execute the research and collect data by using a variety of research methodologies that best suit their studies. For example, experiments and observations are a few of the many ways to collect data followed by data analysis. Moreover, dissemination of your great work is extremely important. Thus, presenting the studies at a conference like this is crucial.

However, publishing the study in a research journal is ideal for any researcher.

I congratulate the Ontario Learning Centers - Canada for organizing the 2<sup>nd</sup> International Conference on Education. I was fortunate to attend the 1<sup>st</sup> International Conference on Education last year in Karachi. I can vividly recall the great papers presented at the conference. I hope this 2<sup>nd</sup> conference will also bring authentic and meaningful scientific studies.

I look forward to reading the abstract and listening to you all at the conference.

# Abstracts

**Title:** Impact of active continuous professional development on student's aspiration and learning.

**Research Scholar (s):** Dr. Sajida Parveen - Pakistan

**Abstract:** The aim of this study to investigate the impact of teacher's capacity building on regular basis to improve their class or subject students. Educational change depends on what teachers do and think – it's as simple and complex as that (Fullan 2001: 107) said. All the interventions in which teachers involve themselves during the course of teaching learning process and practices which are needed for high impact in the classroom and as output of his effort are referred as continuous professional development .these activities may be arranged inside of educational institutes as required after need assessment of the deficiencies of their teachers or the teachers who feel that they are facing problem in either pedagogical activities or technological or either any deficient areas of teaching within the class room management .

The researcher used both qualitative and quantitative descriptive analytical approach. Survey was administered as structured questionnaire on Likert scale. Non-probability simple random sampling is carried out. 30 questionnaires were filled out of which 26 are included in study. Statistical Analysis Data is analyzed through SPSS Version 22. Dependent variable students' performance while 4 independent variables students learning need, gender, continuous professional development of training were selected after literature review.

All the null hypothesis that was assumed and accepted with 3 weak and 1 moderate relationship. Hence, the impact of effective and well coherent PD sessions has overall moderate and positive impact on students' performance while impact of male gender, longer session of PDs and experienced teachers has weak and positive impact on students' performance.

It was concluded that the educational institutes that are carrying out CPD for their staff and have establish a proper system of feedback and evaluation of the program itself from the teachers and check the performance level of students both before and after the CPD sessions and before training an untrained staff to make sure that resources are being allocated effectively and fruitful for students' growth too.

**Keywords:** continuous professional development. System theory. Input, output, process.

**Title:** A Case Study on the Pedagogical Skills in Subject of English for Grade Five.

**Research Scholar (s):** Ms. Sumera Khan, Ms. Ambreen Khan, Ms. Bisma Ali Siddiqui - Pakistan

**Abstract:** The most important domain to be a teacher is knowing about pedagogy. Pedagogy is linking the theory into practices that provide you to be a skillful and effective teacher. There are many kinds of pedagogical skills that teachers use to develop students' interest in learning. The importance of each type of skill can vary depending on the grade level you teach. When we discuss English subject teaching skills, it becomes more crucial as it is a second or foreign language. English subject teaching is an integral part of learning and without effective English pedagogical skills, the desired goal cannot be achieved. When we highlight the pedagogical skills then the main part which provokes the learning is primary. Primary education is geared toward knowledge acquisition., especially the Grade five which is the borderline towards secondary. The nature of pedagogical skills becomes more advance afterward, so in this scenario grade five teachers need to have command of these pedagogical skills, which equips them to teach English Subject, which is their second and foreign language. In terms of the national curriculum for the subject of English, the set competencies have to achieve within the primary. Keeping this view the study employs a qualitative case study approach, to have in-depth information about effective pedagogical skills in grade five.

The research is grounded on these objectives:

- 1) To observe the pedagogical skills of English subject teachers in Grade V.
- 2) To find out the effective pedagogical skills of English subjects in Grade. Qualitative methods will be used for the collection of data, in which interview and observation dairies will be the tools of research. Purposeful sampling is mostly used in the case of study; therefore, the convenient sampling technique will be used for the sample. The data will be presented in themes and sub-themes.

Overall, the study will highlight the effective pedagogical skills for English subject in Primary so that Government will work to design the training session for the primary school teacher, especially for English subject. The finding and suggestions of this study will open the door for paradigm-shifting English as a subject of communication skills.

**Keywords:**

- 1) Pedagogy; the art of teaching in the primary. 2) Skill; expertise in teaching English subject.



**Title:** Relationship of Teachers' Competence and Achievement of Students at University Level.

**Research Scholar (s):** Dr. Sadia Batool, Dr. Tahseen Tahir - Pakistan

**Abstract:** Teacher competence initiatives are common in educational institutions abroad, but not much importance is paid to such initiatives in Pakistan. The study was conducted to find out the relationship between teachers' competency and student achievement at secondary level, the variables of competence were based on Goe and Stickler (2008) indicators, which include qualification of teachers, characteristics of teachers, teaching practices and effectiveness of teachers.

The study was descriptive in nature and the sample of the study was randomly selected 400 university teachers. The data obtained through teachers' competence scale was analyzed and interpreted by regression techniques and to find out variations between groups analysis of variance was applied. The teaching practices of male teachers showed the strongest contribution to the academic achievement of students, on the other hand, the qualification of female teachers showed the strongest contribution to the academic achievement of students. The effectiveness of both male and female teachers and their personality characteristics showed the lesser contribution to the academic achievement.

Nevertheless, the findings recommend the necessity to strengthen teachers' competence as a measure to reinforce students' educational accomplishments in university education.

**Keywords:** Qualification of teachers; Characteristics of teachers; Teaching practices; Effectiveness of teachers; Student achievement

**Title:** Improvements in the Pedagogy of Islamic Studies for the Secondary Schools of Pakistan.

**Research Scholar (s):** Dr. Gulnaz Naeem - Pakistan

**Abstract:** As per the constitution of Pakistan, Islamic studies is taught as a compulsory course to all Muslim students till degree level. Perhaps I am not wrong if I say, this one is the most ignoring subject in our institutes. The very basic purpose of this paper is to create ways to restore the importance of this course. Therefore, the paper focusses on the central issues and questions which emerge in relation to the teaching and learning of Islamic Studies at different levels of learning with special focus on the Secondary school in Pakistan. Considering the lack of diversity in teaching techniques of Islamic Studies, the paper also explores the challenges faced in its teaching and learning process.

This paper mainly develops a meaningful pedagogy of Islamic Studies through which students can not only learn Islam as a subject, but their interests and dedication in adopting Islam as a code of life, is desirable. In order to meet desire goal, various textbooks analysis was performed based on the textbooks of different classes of secondary school level, either published by public or private sector publishers. The paper proposes an improving theoretical and pedagogical approach to the teaching of Islam, and this paper will be of great interest to the teachers, researcher scholars and academics in the field of Islam and teaching Islamic studies.

**Keywords:** pedagogy, education, Muslims, Islam, teachings, modern trends, transformation

**Title:** To Study the Impact of Bullying on Students' Academic Performance at University of Karachi.

**Research Scholar (s):** Rida Batool, Dr. Rizwana Muneer

**Abstract:** The purpose of this research is to study the impact of bullying on students' academic performance at university of Karachi. To find out the reasons why people adopt bully behavior. To know that how does bullying exist in the University surroundings and how students does, and teachers are involved in bullying other students. The determination of this study is to know that how bullying effects on the personality and the overall of academic performance of the students and to know the preventive measures to stop bullying.

This research is based on the quantitative method. 100 students have been chosen from five departments where bullying is present, based on purposive sampling and questionnaire have been chosen as data collection tool for this research. The results of the present study have been evaluated by using simple percentage method.

The findings of this research shows that yes student have been bullied in the university and it effects negatively on their academic performance as well as it has long term impact on student's mind. Proper awareness and provision of different sessions like anger management are required to prevent bullying at university level.

**Keywords:** Bullying, Academic, Performance, Academic performance, University.

**Title:** Peer Observation in Teaching - A Powerful Tool in Reflective Practice.

**Research Scholar (s):** Ms. Ayesha Agha Shah - Bahrain

**Abstract:** Effective teaching in Higher Education (HE) demands a continuous reflection on one's practice, drawing from analyses and critical evaluation of pedagogical approaches considering how these could be improved for better learning outcomes. However, for an already overworked teacher this luxury of time needed to critically reflect on their own practice often gets compromised. Due to the constraints of release time and insufficient funding, in-service training programs that are essential for continuous development in teacher training are also becoming a rarity. Teaching is an isolated profession where one does not always have a privilege to observe fellow teachers in action and is often too reluctant to seek support due to the fear of being judged. Peer Observation of Teaching (POT) provides a cost and time effective yet a powerful tool for improving teaching and learning in education and enhancing collegial relationships.

A three-monthly cycle of Peer Observation involves two to three colleagues who dedicate time for observing each other in live sessions, reflect on strengths and areas for improvement, provide constructive feedback, and agree on targets while offering support where needed.

Peer observation of instruction is aimed to be a supportive of process for raising the standards of instruction in educational institutes. There is growing evidence that the act of observing is a mutually beneficial experience for the observers and the teacher being observed.

For this research study, the PoT process was carried out in peer pairs of two cycles, involving two teachers. The outcome of the process was very encouraging and had positive impact on the quality of teaching and learning in the department. This study proposes creating a six-monthly cycle of Peer Observation involving colleagues from the same and other departments. It is recommended that Peer Observation process becomes an integral part of reflective teaching practice to ensure and sustain high standards in education.

**Keywords:** Peer observation of teaching, Constructive criticism, Peer feedback, faculty development, reflective practice

**Title:** Perceptions of the Student on Cognitive and Behavioral Engagement in the Classroom and their Associated Predicators.

**Research Scholar (s):** Dr. Rani Gul

**Abstract:** This study investigated the perceptions of students regarding different forms of classroom engagement and the classroom predicators related to students behavioral and cognitive engagement in the classroom. Through questionnaire data were collected from 60 male and female students selected randomly from three departments at University of Malakand. Results revealed that most students used both cognitive engagement (arguing, thinking, listening & asking) and behavioral participation (oral, discussion, speaking & responding) in their classes. Results also showed that classroom climate, instructor behavior and course content are the major predicators which affect students cognitive and behavioral engagement in the classroom.

On the basis of results the study recommended that teacher create positive classroom environment, provide a democratic environment in classroom, where students feel comfortable participating in the class, provide opportunities to every students to maximize their engagement in classroom, use students centered teaching methods, engage all students in classroom through group discussion, communication, cooperative learning and help students in their learning tasks during class and to deliver the course contents through technology. Additionally continues professional development programs should also be initiated for the university teachers.

**Keywords:** Cognitive engagement; Behavioral engagement; Predicators; Students centered; Teaching methods

**Abstract:** "کردار سازی" (تبدیلی کے لیے تبدیل ہونا ضروری ہے)

اللہ کریم کا سب سے بڑا احسان انسان کی تخلیق ہے۔ اللہ کریم نے انسان کی پیدائش کا مقصد بھی بیان کر دیا۔ اب انسان میں وہ کونسی خوبیاں نظر آئیں کہ اس سے انسانیت کا پتہ چلے۔ بس اسی نکتہ کو لے کر کونسلنگ/ مشاورت کا سلسلہ شروع ہوتا ہے۔ اور اس کا سب سے اہم کام "کردار سازی" ہے۔

کونسلنگ کو معاشی حد تک محدود کرنے والے دراصل انسان کی تخلیق کے تقاضوں سے آشنا نہیں ورنہ اس سے بڑھ کر، اگر قوموں اور انسانیت کی ترقی کا راز معلوم کرنا ہو تو شعور بتاتا ہے کہ انسان کی "کردار سازی" دراصل معاشرے کو ایسے سپوت تیار کرتا ہے جس سے صرف معاشی نہیں معاشرتی مسائل کی بیخ کنی ہوتی ہے۔ اس کی روشنی میں رونما ہونے والے ثمرات سے معاشرے کی اٹھان اور دنیا کی امامت کا فریضہ انجام دینے کا انسانوں میں گر پیدا ہوتا ہے جو خالق مخلوق سے چاہتا ہے جو اس کا مقصد حیات اور کائنات میں اس کو ممتاز مقام دیتا ہے جس کی بنیاد آدم کی تخلیق اور روئے زمین پر آنے سے پہلے فرشتوں کو سجدہ کرنے کا حکم اس مرتبہ پر فائز کرنا تھا جو میرا موضوع ہے۔

کونسلنگ/ مشاورت آپ کے پروگرام میں تجویز کیا گیا ہے۔ موضوع پر تفصیلی گفتگو سے پہلے ایک اور نکتہ سمجھنا ضروری ہے۔ جب ہم 'کردار سازی' کی بات کرتے ہیں تو گمان یہ ہوتا ہے کہ یہ بھی کسی 'تربیت' کا حصہ یا اس کا کوئی ایڈوانس ورژن ہے۔ ایسا قطعی نہیں ہے۔

جب میں یہ کہتا ہوں کہ ایسا قطعی نہیں ہے تو اس کی وجہ یہ ہے کہ تربیت ایک عمر کے حصے میں کسی بڑے کی جانب سے بڑا بن کر ہوتی ہے اور اس میں عموماً گھر میں دادا، دادی، نانا، نانی اور والدین اور مادر علمی میں اساتذہ کرام قرار پاتے ہیں۔ عموماً مسلمانوں کے گھرانوں میں ڈیڑھ سال سے 5 سال تک ابتدائی طور پر تربیت کے موضوعات میں بڑوں کو سلام کرنا، چھوٹوں پر شفقت کرنا، ادب کرنا، جھوٹ نہ بولنا، غیبت نہ کرنا اور کچھ دعاؤں کو یاد کرا کر بچوں کو زندگی گزارنے کے آداب سکھائے جاتے ہیں۔ تربیت کا محور بچے ہوتے ہیں اور اس فریضے کو انجام دینے والے گھرانوں کے بڑے یا درسگاہوں میں اساتذہ ہوتے ہیں۔ اب آتے ہیں اصل موضوع کی طرف یعنی 'کردار سازی'۔ اس میں مشاورت کے سلسلے میں جو خدمات پیش کر رہا ہوتا ہے وہ جس کی کونسلنگ کر رہا ہے اس کی عمر میں چلا جاتا ہے۔ اس کا مطلب یہ ہوا کہ شعور پیدا کرنے کے لیے ہمیں یہ احساس ہونا چاہیے اور اس حقیقت کا ادراک ہونا چاہیے کہ جس کی ہم کونسلنگ یا مشاورت کرنے جارہے ہیں وہ اس بات کی کتنی استعداد یا سمجھ رکھتا ہے۔ 'کردار سازی' کے لیے سب سے پہلے عمر کا تعین ہونا ضروری ہے۔ تحقیق کے بعد یہ عمر 10 سال تا 17 سال بنتی ہے اور اس میں 13 اور 14 سال کی عمر اہمیت کی حامل ہے جب اس بچے کے بارامنز میں تغیرات آرہے ہوتے ہیں۔ ہر لحاظ سے تبدیلی آ رہی ہوتی ہے۔

عمر کے تعین کے بعد کونسلر اس کو سب سے پہلے دوست بناتا ہے۔ کیونکہ سرپرست، والدین اور اساتذہ پہلے ہی اس کو ڈانٹ ڈپٹ اور اس کی غلطیوں پر سرزنش کر رہے ہوتے ہیں جس سے وہ سہم جاتا ہے اور اپنے اندر کی بات نہیں بتا پاتا جو اس وقت معاشرے میں سب سے زیادہ نقصان کا سبب بن رہا ہے۔

ان تمام مسائل کا ادراک کرتے ہوئے 2010 میں مارکننگ ریسرچ کنسلٹنٹ اور اس شعبہ میں دنیا کی اتھارٹی مانے جانے والی شخصیت سید معظم علی قادری مرحوم، ڈاکٹر نسیم احمد (پی ایچ ڈی) اور میں سید وزیر علی قادری (ایم کام) نے سماجی ذمہ داری تعمیر اخلاق پروگرام (کی بنیاد رکھی)۔ TAP PROJECT (سی ایس آر) کو محسوس کرتے ہوئے اس کے لیے پہلے چند خاندانوں کے بچوں کے روزانہ کے رویوں کو آہستہ آہستہ کیا گیا۔ اس کے بعد ابتدائی طور پر سوالنامے تیار کیے گئے اور زیادہ سے زیادہ خامیوں کو دور کر کے ایک 4 صفحات پر مشتمل سوالنامہ کو حتمی شکل دی گئی۔ اس سوالنامے میں صبح بیدار ہونے سے لے کر رات سونے تک کے معمولات زیادہ تر سوالنامے کا حصہ بنے۔ اسکولوں میں جاکر چھٹی کلاس سے میٹرک لیول طلبہ و طالبات سے بھروا کر کمپیوٹرائزڈ ریسرچ ڈیٹا کمپائلڈ کیا جاتا ہے اور پھر اس سے نکلنے والے روز مرہ کے O اور مسائل کو حل کرنے کے لیے آپس میں انٹر ایکشن کیا جاتا۔ اس سوالنامے کو ٹیپ پراجیکٹ ٹیم کے علاوہ کسی کو نہیں دکھایا جاتا حتیٰ کی والدین نہ ہی اساتذہ اور نہ ہی کسی کا سوالنامہ کسی کلاس فیلو کو۔ یہ بات سوالنامے کو بھروانے سے پہلے ہی طلبہ و طالبات کو باور کرا دی جاتی ہے جس سے وہ اطمینان سے پوچھے گئے سوالات کا درست اور آذادانہ جواب دیتے ہیں۔ یہ بات مدنظر رہے کہ سوالنامہ فوری طور پر نہیں بھروایا جاتا۔ پہلے تمام طلبہ و طالبات کو اس بات کا یقین کرایا جاتا کہ ہم آپ ہی کی طرح ہیں اور بس کچھ ایسے مسائل ہیں جو والدین، اساتذہ و دیگر اپنی مصروفیات کی وجہ سے توجہ نہیں دے پا رہے ہیں ان کی اور آپ کی معاونت کے لیے آئے ہیں تاکہ آپ مستقبل میں معاشرے کا بہترین فرد بن سکیں۔ سوالنامے بھروانے سے پہلے ہر کلاس میں آپس میں گفتگو ہوتی ہے، اظہار خیال ہوتا ہے اور بالکل فری ماحول میں طلبہ و طالبات سے اندر کی بات نکالو کر اس پر کام کیا جاتا ہے۔ یہ عرصہ ایک سال پر محیط ہوتا ہے اور ہفتے میں 2 روز ایک پریڈ جس کا دورانیہ 40-45 منٹ کا ہوتا ہے۔

ٹیپ پراجیکٹ کی ٹیم 5 سال تک دوبارہ اس سلسلے میں اس اسکول میں نہیں جاتی۔ ہمارا موقف یہ ہے کہ ایک سال چھٹی سے لیول کے طلبہ و طالبات، انتظامیہ، اساتذہ اور والدین کے ساتھ تفصیلی بات چیت اور ہر ہر موضوع پر رائے زنی 10 O ویں یا ہوجکی ہوتی ہے کہ اس کو آسانی سے یہ سب 5 سال تک ان اصلاحات اور تجاویز پر عملدرآمد کرسکتے ہیں۔ تصور یہ ہے کہ جو طالب علم چھٹی کلاس میں ہے وہ 10 ویں کلاس تک 5 سال اس اسکول میں مزید گزارتا ہے اس کے لیے ٹیپ پراجیکٹ الحمدللہ شعور کی وہ شمع روشن کرچکا ہوتا ہے کہ پھر اس کو صرف عملی جامہ پہنانے کی ضرورت ہوتی ہے اور اس کے مثبت اثرات گاہے بگاہے معاشرہ مستفید ہو رہا ہوتا ہے۔ یہ ہی دین اسلام اور ایک امتی ہونے کے ناطے ہمارا رب ہم سے چاہتا ہے۔ کونسلنگ میں کسی قسم کی ڈانٹ ڈپٹ اور سرزنش کا عنصر نہیں پایا جاتا۔ ایک دوست دوسرے دوست کا بھی خواہ بن جاتا ہے اور یہاں بھی طلبہ اور کونسلر یہ ہی کردار نبھا رہا ہوتا ہے جس کے مثبت نتائج سامنے آتے ہیں۔ اس قسم کی کونسلنگ کو سمجھنے کے لیے ضروری ہے کہ اس کا مقصد سمجھا جائے۔ سب سے پہلے ہم نے اس کو ٹرائنگولر کی بنیاد پر لیا۔ یعنی طالب علم، گھر اور اسکول۔ لیکن جب ہم نے یہ کام شروع کیا تو ہمیں وہ مقاصد حاصل نہیں ہوئے جس کی معاشرے کو ضرورت تھی۔ ہم نے یہ محسوس کیا کہ طالب علم کو گھرانے اور اسکول میں بھی اچھا ماحول ملا ہوا ہے پھر کیا وجہ ہے کہ اس میں جس تبدیلی کے لیے ہم خواہ ہیں وہ محسوس نہیں ہو رہی۔ لہذا جب اسکول وین، گلی میں دکانداروں اور کچھ لوگوں کی بیٹھک اور گفتگو سنی تو اندازہ ہوا کہ اس خلا کو پر کرنا کہیں زیادہ ضروری ہے۔ لہذا اسکول وین ٹرائیور اور کنڈیکٹر اور کھانے پینے کی اشیا بیچنے والے یا دکاندار کو بھی اس پروگرام کا حصہ بنایا جاتا ہے۔ گو کہ والدین و سرپرست کے ساتھ بھی ہر ماہ ایک نشست کا اہتمام کیا جاتا ہے لیکن اساتذہ کرام کے لیے بھی ایک مختصر سا سوالنامہ بھروایا جاتا ہے تاکہ ان کے مسائل بھی سمجھے جاسکیں اور ان کا حل تلاش کیا جاسکے۔ تمام اکائیوں پر کام کرکے ہم نے الحمدللہ 2010 کو شروع ہونے والا پروگرام اس نہج پر پہنچا دیا ہے کہ ہر تعلیمی ادارہ ہماری خدمات حاصل کرنے کے لیے خواہش مند رہتا ہے۔

: (کونسلنگ سے آنے والی تبدیلیاں ) نتائج

اس موقع پر چند اصلاحات جو درسگاہوں میں متعارف کرائی گئیں ان میں سب سے پہلے ڈانٹ ڈپٹ ، اسکیل یا اسٹک سے مارنا، مرغا بنانا، سزا کے طور پر بینچ پر کھڑا کرنا ، فیس لیٹ یا نہ آنے پر کلاس سے نکال کر کھڑا کر دینا اس کو مکمل طور پر ختم کرادیا گیا۔ مانیٹر کے تصور کو ختم کر دیا گیا، پانی پینے کا نظام ٹھیک کیا گیا، واش روم کو بھی بہتر بنوایا گیا۔ اگر اسکول میں کھیل کے لیے مخصوص جگہ نہیں ہے تو اس کے لیے کلاس میں ہی انتظام کیا گیا۔ یہ ہی نہیں اسکول بیگ جو کھبی پاؤں کے پاس اور کھبی ڈیسک پر رکھے ہوئے تھے ، بلیک/وائٹ بورڈ والی دیوار کے ساتھ رکھوادیے گئے۔ ہر کلاس روم میں گھڑی آویزاں کردی گئی اور گھنٹہ بجانے کا سلسلہ بند کر دیا گیا۔ کلاس ٹیچر کا پریڈ ختم ہونے پر دوسرے کلاس ٹیچر کی آمد پر دونوں اساتذہ میں مسکراہٹ کا تبادلہ معمول بنادیا گیا جس سے طلبہ میں بھی مثبت اثرات مرتب ہوئے۔ ہر استاد کو باور کرایا گیا کہ اپنے آپ کو کلاس میں اس طرح پیش کریں کہ ہر طالب علم سمجھے کہ مجھے سب سے زیادہ توجہ دی جارہی ہے۔ ہر ٹیچر پریڈ کے شروع کے 2 منٹ طلبہ کے ساتھ مضمون سے ہٹ کر کسی سے نافراموش واقعہ یا کوئی دلچسپ بات جو تمام ساتھیوں کے لیے سبق آموز یا معلوماتی ہو شیئر کرنا جس سے اپنائیت کا احساس اجاگر ہوتا ہے اور جھجک یا ڈر یا خوف یا سہم والی کیفیت دور ہوجاتی ہے اور کلاس کا خوشگوار ماحول خشک سے خشک مضمون کو سہل بنادیتا ہے۔ کلاس میں ہوم ورک چیک کرنے کا تصور بھی ختم کر دیا گیا۔ کونسلنگ کا مستقل شعبہ قائم کیا گیا اور جب بھی کوئی طالب علم کلاس میں شرارت کرتا تو فوری طور پر استاد ردعمل ظاہر نہیں کرتا اپنی بات جاری رکھتا ہے اور کوٹنگ پر مشتمل ایک پرچی دے کر اس شریہ طالب علم کو اسٹاف روم بھیج دے دیتا جہاں پہلے سے موجود کونسلر اس کو دیے ہوئے کوڈ کے مطابق ایگو متاثر کیے بغیر اس کی اصلاح کرکے دوبارہ کلاس روم میں بھیج دیتا ہے۔ شرارتی یا پڑھائی میں کمزور بچوں کو کلاس روم میں اس طرح ایڈجسٹ کیا جاتا ہے کہ اس کے ساتھ وہ طالب علم جو اس سے بہتر صلاحیت کا مالک ہے دوستی کرادی جاتی ہے۔ جس کی صحبت میں وہ طالب علم اپنے آپ میں تبدیلی لے آتا ہے۔ اساتذہ کو تجویز دی گئی کہ جب بھی آپ اسکول میں داخل ہوں مسکراہٹ کے ساتھ اور سلام کرتے ہوئے داخل ہوں تاکہ تر و تازہ نظر آئیں۔ اسکول سے باہر کے معاملات اندر ظاہر نہ ہوں۔

اس کے علاوہ ہر طالب علم کے بیگ میں ایک کہانی یا معلوماتی کتابچہ ضرور ہوتا ہے۔ اس کو 'بستہ لائبریری' کا نام دیا گیا ہے۔ غرض نماز ، تلاوت ، دعاؤں ، اسکول کی پڑھائی سے لے کر کھیل کود تک ایسا نظم و ضبط پیدا کیا جاتا ہے کہ وہ طلبہ جہاں بھی جاتے ہیں ان کے کردار و گفتار کی وجہ سے سراہا جاتا ہے۔ یہ ہی نہیں کردار سازی کے اس عمل میں کوئی بھی برائی یا خامی کو ختم کرنے کے لیے کسی بھی قسم کی سرزنش یا عزت نفس کو مجروح نہیں کیا جاتا بلکہ شعور آنے کے بعد وہ طالب علم خود ہی اپنے آپ کو بہتر سے بہتر بنانے کی تگ و دو میں لگ جاتا ہے۔ اسی کے نتیجے میں جو طلبہ نصابی نتائج میں سی اور ڈی رینک لے رہے ہوتے ہیں انہیں اے اور بی رینک ملنے لگتا ہے۔ اسی طرح معمولات زندگی میں جن طلبہ و طالبات کو صبح ناشتے کی عادت نہیں ، وقت بے وقت دوپہر و رات کا کھانا کھاتے ہیں ، پانی کم پیتے ہیں ، ایکسرسائز نہیں کرتے ، کھیل میں دلچسپی نہیں لیتے انہیں اس کا عادی بنادیا جاتا ہے جس سے ان کی ذہنی اور جسمانی صلاحیتوں میں کئی گنا اضافہ ہوجاتا ہے۔ جو چھوٹی عمر میں ہی سنجیدہ اور الگ تھلگ رہنے کے عادی تھے انہیں موضوع دے کر کلاس روم میں تقریر کرنے کا ہنر سکھایا جاتا ہے جس کے بعد ان کی جھجک دور ہوجاتی ہے۔ غرض مستقبل میں معاشرے کا کارآمد شہری بنانے کے لیے کردار سازی نہایت ضروری عمل ہے جس کے لیے دیگر اداروں کو بھی اپنا کردار ادا کرنا چاہیے۔ رب العزت سے دعا ہے کہ وہ ہمیں معاشرے کا مفید فرد بنائے آمین۔

**Title:** Exploring Perceptions and Practices of Teachers about Inclusion of Students with Special Educational Needs (SEN): A Case Study of a Private Inclusive School in Karachi.

**Research Scholar (s):** Ms. Yasmeen Muhammad - Pakistan

**Abstract:** This small-scale case study explores perceptions and practices of teachers about inclusion of students with special educational needs (SEN) in a private inclusive school of Karachi. Students with SEN are facing many challenges and barriers in obtaining their basic right to education. To achieve SDG Goal 4 that is to ensure inclusive, equitable and quality education and to promote lifelong learning opportunities for all and that has to be fulfilled by 2030 globally, students with SEN must have access to schools which should accommodate them with child-centered pedagogy.

Inclusive orientations are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. These are all possible if school heads and teachers accept this challenge, first by changing their attitude towards students with SEN and, second, by getting in-service trainings. Teacher's perceptions and practices play a vital role in educating students with SEN in an inclusive school.

Within the qualitative research design, the data was mainly collected through semi-structured interviews, classroom observations and secondly from document analysis. Furthermore, a thematic analysis approach was used to make sense of the data and draw conclusions.

The study revealed five emerging themes from the data. These are:

1) teachers' perceptions about special educational needs, 2) teachers' understanding of inclusive education, 3) teachers' inclusive practices in school and challenges they face, and 5) stakeholders' (A school principal, 2 parents and 2 students with SEN) perceptions. It was observed that if all students are involved in all school activities, it leads to greater confidence, willingness to share and acceptance of diversity in the student body. It is a win-win situation for all in all activities.

However, it was found that teachers lack special education background and it is not easy to adopt different and modified teaching strategies, to develop resource material and IEP of each student with SEN and to motivate parents for their support. At the same time, personal commitment enables teachers to meet most of the expectations of parents and school in terms of improved social, reading, writing and mathematical skills of students with SEN.

The study concluded that government involvement, parents' interest, ongoing professional development and presence of professional team in a school is essential for bringing good results from inclusive education and for fulfilling the commitment to education for all.

**Keywords:** Inclusion, special education, challenges, barriers, right to education, SGD goal 4, equitable, child centered pedagogy, discriminatory attitudes, inclusive society.



**Title:** The role of Head Teachers working in Special & Regular Schools as Pedagogical Leaders.

**Research Scholar (s):** Dr. Sadia Siddiqui, Prof. Dr. Shahida Sajjad - Pakistan

**Abstract:**

### **Introduction**

All the countries in the world emphasize on human resources development to bring economic and social development, hence education is a vital tool for the development of a society in developed and developing countries (Aikaman & Unterhalter, 2005). The formal system of education at primary, secondary and higher education level are the sources for developing human capital. The purpose of education is to transmit knowledge, skills, values, and attitudes to make the learners a responsible citizen and to create a peaceful society through a proper system of education. The efficiency and effectiveness of head teachers can be achieved by improving the management system. The head teachers working for either regular schools or special schools need to play the role of a pedagogical leader to achieve the goals of their schools. It could be assumed that the role of head teacher in special schools could be more demanding and challenging as compared to regular school to cater the educational needs of students with special needs. It could also be assumed that because of individual differences and the demand of the situation, the head teachers working in the two different categories of schools may exhibit different styles of leadership.

### **Objectives**

1. To explore various roles performed by head teacher of special schools and regular schools as pedagogical leaders.
2. To find out the perception of teachers of special schools & regular schools about the roles of their head teachers as pedagogical leaders.
3. To find out the perception of teachers and head teachers of special schools about the roles of special schools' head teachers as pedagogical leaders.

### **Methodology**

This was exploratory research quantitative in nature. The data was collected through a closed ended questionnaire to compare the role of head teachers working in regular and special schools of Karachi City as pedagogical leaders. The sample of this study included 100 head teachers (50 each from special and regular schools) and 200 teachers (100 each from special and regular schools), selected through purposive sampling. Data from the questionnaires was analyzed using descriptive statistics using Statistical Package for Social Sciences (SPSS). Hypotheses was tested through Chi square method and descriptive statistics.

## **Results/ Conclusion**

The results of our study concluded that majority of the head teachers both from special schools and from regular school were playing different roles including coaching, building team spirit, considering problems of teachers are his/her problems too, being accessible to teachers, providing support for teachers without their request, encouraging staff to question about school operations, and providing timely and relevant advice to teachers for the improvement of teaching. While comparing the perception of teachers and head teachers of special schools about the roles of special schools' head teachers as pedagogical leaders, it was found that there was a significance difference among the perception of both categories of respondents. Similarly, it was found that there was a significance difference among the perception of teachers and head teachers of regular schools about the roles of regular schools' head teachers as pedagogical leaders. It was also found that majority of the head teachers of regular schools scored highest on their role as providing timely and relevant advice to individual teachers on improving their teaching and majority of the teachers of regular schools scored highest on the role of their head teacher as availability and accessible of head teachers to teachers requiring support. On the other hand, the majority of the head teachers of special schools scored highest on considering problems of their teachers as their own problems and majority of the teachers of special schools scored highest in availability and accessible of their head teachers to teachers requiring support. The results reveal that there was a significance difference between the role of special and regular schools' head teachers as pedagogical leader as perceived by head teachers themselves.

## **Suggestions for Implementation**

The study recommended that head teachers need continuous professional development throughout their careers, and they must avail each and every opportunity to attend workshops/seminars on issues relating to management and human relation.

**Keywords:** Role of Head Teachers, Special Schools, Regular Schools, Pedagogical Leaders

**Title:** Inclusive leadership and Innovative work behavior of teacher: The mediating role of organization-based self-esteem and the moderating role of organizational justice.

**Research Scholar (s):** Safia Yaqoob, Dr. Usman Ghani - Pakistan

**Abstract:**

### **Purposes**

Objectives of this research is to test the impact of head of department/ principal inclusive leadership on teacher's innovative work behavior, teaching pedagogical skill, as well as conceptualized the organization-based self-esteem (OBSE) as a mediator and organizational justice as a moderator in this relation.

### **Methodology**

Data were gathered applying for survey research design by Google form.

Sampling: Respondents were 297 teachers from schools, colleges and universities of Baluchistan and Sindh.

### **Data Analysis**

Carlo simulation method, moderated path analysis and hierarchical regression were applied to examine the proposed associations. OBSE mediated the relationship of inclusive leadership and innovative work behavior. Both the association among OBSE and innovative work behavior and the indirect association among inclusive leadership and innovative work behavior were stronger when organizational justice was high.

### **Finding**

Researcher confirmed the positive association among IL and IWB through OBSE and further recommended that this indirect impact was contingent upon OJ.

**Keywords:** Inclusive leadership, Innovative work behavior, Organizational based-self-esteem, Organizational justice, Teaching Pedagogy.

**Title:** The influence of globalization on national curriculum.

**Research Scholar (s):** Dr. Samreen Bari Aamir - Pakistan

**Abstract:** Identity refers to a person's subjective sense of self, which includes personal experiences, the style of relationships, beliefs, values, and historical events. This contributes to the development of a consistent self-image that remains relatively constant. Identity is “people’s concepts of who they are, of what sort of people they are, and how they relate to others”<sup>1</sup>. Today national identity is the main form of collective identification. Whatever the feelings of individuals, it provides the dominant criterion of culture and identity, the sole principle of government and the chief focus of social and economic activity. Throughout history and in the current system, education has played a critical role in creating the identity of the young generation. Globalization has been playing a dynamic role in changing the lifestyles of common people, either living in far off places of Africa or enjoying busy lives in cosmopolitan cities of America, because of the development as well as the accretion of release of people, ideas, values, cultures, beliefs and flow of capital beyond and across national borders. Many authors believe that globalization is a multifaceted, inconsistent process taking place in different domains of the society. This process involves internationalization and cosmopolitanism, assimilation and fragmentation, universalization and homogenization, which is basically un-avoidable dialectical mechanism comprising of speedy social, cultural, political and technological change. Therefore, these changes are taking place simultaneously in different directions, at varied scales and in diverse territories, proving that all these fields, scales and scenarios are interdependent and interconnected. People's lives in developed and developing countries are being transformed by historic changes. National economies and even national cultures are becoming more global. Nationalism and national identity consciousness are two essential phenomena that are dwindling in today's global environment. Because of our colonial heritage and the impact of the global fascinating world, Pakistan's education system does not provide curricula to develop nationalistic abilities and patriotism in our future generation. We are literally producing youth without providing them with an identity that they can be proud of. There is a mushroom growth of schools with diverse and varied curricula. We have several boards working in our state, we have a foreign education system in our schools, and we are hoping for the best. We believe that this educational system would give the best patriotic and energetic fuel for the economy and will be Pakistan's brilliant future.

The developed world is following the philosophy of Plato to maintain a utopian society, the government (specifically, the ruler or whoever was in charge) had to control their people's education and information. He saw it as a way for a ruler to influence his people's views and instill in them a patriotic loyalty to their state and the obligations they had to fulfil.

**Keywords:** Identity, Education, Curriculum, Pakistan

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<sup>1</sup> Abrams, Dominic, and Michael A. Hogg. "Comments on the motivational status of self-esteem in social identity and intergroup discrimination." *European journal of social psychology* 18.4 (1988): 317-334.

**Title:** Impact of Socio-Economic Factors on Higher Education at University of Karachi.

**Research Scholar (s):** Syeda Hareem Fatima - Pakistan

**Abstract:** This research focused on the consequences of socio-economic aspects and considerations for higher education. It explored the causes that keep students away from the higher education for very few obstacles. To elaborate these issues in the educational field and identification of socio-economic factors that became obstacles for students to reach at degree programs discussed. Nature of this research based on quantitative, and data collected through the survey method for pure and valid results. Simple random sampling for the selection of 10 male and female students selected randomly from the age limit of 22 to 32 to inquire information from department of Education University of Karachi with the help of questionnaire consist of 10 close ended questions.

Results had shown graphically upward right that shows 77% acceptance of the statement by percentage method. Findings of the research may help the policy makers, educators and institutions to the human capital growth and development by this study.

The suggestions for the found results this study refers few. Teachers may motivate the students to raising their capabilities and foundations strongly socio-economically, and it gives them sound confident mental health to get progressive education. In some situations when inflation increases, employment decreases, whether individual is facing from the basic need's issues, will be unable to reach at higher education level. Early marriages and stratification also affecting the higher education. The awareness programs may help these circumstances with follow-ups. Moreover, the study describes that intellectuals may affect also during economic crisis and the study may help them out for progressive perspective and enhancement of Higher education or degree programs. This study may serve the schools also to overcome on the obstacles found in education sector.

**Keywords:** Impact, Socio-Economic Factors, Education, Tertiary Level.

**Title:** Analysis of Socio-Emotional Climate Approach of Teacher in Classroom Management.

**Research Scholar (s):** Dr. Muhammad Ishaq - Pakistan

**Abstract:** Socio- emotional climate is one of the best approaches used for managing the class. This approach is key element for counseling the student as well as playing main role between learner and teachers' interpersonal relationship. Teacher is the key factors that highly influence social and emotional learning of the learner in the school. Teacher creates the emotional competence during the class with their competences and transformed to their students.

The main theme of this study is to investigate the students and teachers' mutual relationship in the classroom. One of the main purposes of study is to assess the realness of teacher in the class and to find out the teacher's attitude of acceptance to identify empathetic understanding of teachers regarding their learner within the classroom at secondary level. In this study questioner was used as tool for data collection. All public and private Sector high schools (male and female) of District Sudhanoti AJ&K were the population for this research. There are 105 Govt. High Schools (male 69 and female 36), the total number of teachers are (male: 196 and female: 182) and the number of students (1400 boys and 1200 girls). The population was very broad, so researcher used the stratified random sampling technique. After the data collection the data was analysis tabulated as well as percentage foam. The outcome of the study is that all the teacher and students perform display, accept, express and follow realness in classroom.

It also showed that attitude was congruent to their feelings and build from positive interpersonal relationship. According to the teacher's point of view students were not aware about their own feelings. Students have not aware about communication and they do not understand their feelings and thinking. However female learners were said that our teacher had not performed realness in the classroom. The both teachers and students consider that the student is a person of worth, having potential and chances of creating socio- emotional climate. They show empathy during the classroom. It was found out that teachers do not understand student's thinking and feeling, while students were of the opinion that they do understand it.

The element that determinate has great role in generate the condition of effective practical implementation of socio- emotional aspects of learning. The current study supported the learning aptitude of student as a result it lifted to the greatest level when they are mentally satisfied, blessed. Because teachers manage classrooms effectively, implement realness, acceptance as well as empathy. The education department should make to delivery of training regarding reality therapy to sub ordinates. They should be appointed facilitator canceller that guide behind socio- emotional aspects of learning in the classroom.

**Keywords:** analysis, socio, emotional, climate, approach, teacher, classroom, management

**Title:** The Need for Generational Development: An Academic Perspective on Mothers Development.

**Research Scholar (s):** Mrs. Erum Khan, Dr. Muhammad Nawaz Iqbal, Ajab Lashari - Pakistan

**Abstract:** Children's development, which is further dependent on their parents and schools, is a prerequisite for national growth. The curriculum taught in schools is the focus in emerging nations like Pakistan. However, most people overlook the mother's development. To systematically grow children and the nation through time, it is imperative to determine the elements of mothers' development and its institutionalization. The study's goal is to investigate the elements that affect mothers' growth in order to better nurture children and future generations. To perform the study, a qualitative methodology has been used. Thematic and content analysis have been chosen as the method for investigating the factors. Language, technology, financial planning and control, ethics, decision-making, and critical thinking are some of the factors examined through the transcription of interviews. The themes are: Mothers are the guardians of the entire family and children's upbringing; Mothers are crucial to children's education and personality development; Mothers can contribute to society by serving as mentors. Based on the pathways (explored factors) where a mother has to be developed in the modern world, and notably in a country like Pakistan, it is determined that the development of a kid and generation depends upon the growth of a mother. The involvement of a mother helps to take the lesson outside of the classroom. Children can learn more effectively and do better academically as a result. Additionally, it confirms their competence and assurance. What are the possible areas where a mother must be developed in the modern world, and notably in a country like Pakistan? The development of a kid depends on the development of a mother. According to research, these areas may include language, technology, financial management and planning, manners such as ethical manners, decision-making, and critical thinking, which are crucial for a mother to be nourished to enable generational development.

This research helps to drive implications for policy makers at school and training centers for nurturing mothers for their child development. The most rewarding experience for parents, and for mothers, is to witness their child blossom into a star who can benefit not only the parent, the family, and the nation. There are numerous advantages as a result. When we discuss the cost, the appropriate word to use is "no loss in development," as in the development of the mother, the development of the child, and the generational development of the child through the mother's development. There are significant policy ramifications to understanding how maternal education influences children's development, particularly in low- and middle-income nations where schooling levels are lower and access to education is more challenging (e.g., due to school fees).

**Keywords:** Mother's Development, Generation development, children development, financial planning and control, ethics, decision-making, and critical thinking

**Title:** The Significance of Workshops in Teachers Training Sessions at Schools Level.

**Research Scholar (s):** Salma Niazi, Dr. Anila Fatima Shakil, Dr. Rabia Abdul Karim - Pakistan

**Abstract:** Nowadays, teachers' role is considered as a vital place in the academic success of students because they have a strong impact on helping, shaping, creating, supporting and establishing student's strengths, goals and facilitating them to explore knowledge. It is essential that the teachers should be equipped to the professional skills and competencies as well as possess required qualities and characteristics that are needed in learning process. Today, teacher has to develop their skills and broaden their approach for teaching through a wide range of creative activities and share various innovative ideas that can be incorporated in teaching to engage students in an effective manner as well as able to apply different strategies to keep students motivated during learning process. For this purpose, teacher has to involve in various training sessions especially workshops as they are very helpful for that need.

The main objective of this study is to highlight the importance of workshop for teachers to enhance the abilities of classroom management & implementation for latest techniques, better understanding of students learning needs and more productivity towards effective teaching process. The method that was used in this study was descriptive method. The population of study was consisted on teachers of private schools in Karachi. Within those 100 teachers from 32 schools were selected as sample for the data collection by using questionnaire.

The results revealed the essential importance of workshop at school level as a growing need of effective teaching-learning process among teachers and students. One of the major challenges of countless social and economic issues is low-quality education system. Among all the SDGs, SDG4 mainly highlights to provide high quality education. SDG4 means, striving to have every child receiving high-quality education by 2030. The major hindrance in learning skill is being taught by the teachers, who are not interested in the professional development programs. Teachers training workshops are becoming one of the important sources to cope with continuous changes occurring in teaching-learning process therefore it should be a part of educative setup from school level. In the light of results, recommendations were also presented such as training workshop should be conducted as per need of diverse aspect of teaching skills and practices, feedback is essential need to the fast-changing demands of teaching learning process and to develop the mode of participation in it among teachers for advancement at their work places. The students trained and guided by the professionally equipped teachers would be in a better position to put their knowledge and abilities into greater use for economic development and growth of the country.

**Keywords:** Effective, teaching-learning, workshop, professional development, productivity



**Title:** Applied graduating students' project and their impacts on practical problem solutions.

**Research Scholar (s):** Dr. Syed Misbah Uddin - Canada

**Abstract:** In most all 4-year undergraduate degree programs, the students are required to complete senior projects as part of their academic programs. Instead of an academic exercise, if these graduating projects are selected to provide solutions to the practical problems, then students will have opportunity for facing real industrial problem before they graduate. Also, they will get orientation towards entrepreneurship. The students can market their ideas soon after their graduation.

The objective of this paper is to shed light on some example projects completed in the undergraduate program offered in Electrical Engineering at Umm Al-Qura University, Makkah Saudi Arabia. All these projects were of practical nature and aimed to address important issues related to city services in the holy city of Makkah.

These projects were of smart city orientation. The concept of Internet of Things (IoT) were applied in the project implementation. Most of these projects have been selected to provide services to the pilgrims visiting the holy city of Makkah around the year, especially during Hajj. The outcome of some projects were submitted to International conferences where they were accepted for presentation due to their contribution in addressing practical problems.

**Keywords:**

Applied projects, graduating projects, Entrepreneurship, industry academic collaboration

# Profiles



<p>Dr. Muhammad Asif Qureshi, Ph.D.  Mathematics (Commutative Algebra) University of Edinburgh  (U.K.)  45 years teaching and administrative experience at university level.  Advisor of different educational organizations  Several research publications in Mathematics and articles on  different topics related to Education and religion. Consultant OLC  Canada.</p>	
<p>Dr. Maroof bin Rauf is a young, inspiring professional who teaches in the Department of Education at Karachi University. As an HEC-approved supervisor, he has more than 40 research papers. His more than 10 students have done M.Phil and the same number have taken admitted in M.Phil and Ph.D. Determined to do something new and bigger in the field of education and research, He has won 6 research projects from USAID and HEC. It is also an honor that he went abroad for training.</p>	
<p>Dr. Tariq Khan is a senior academician having a strong background in higher education, thermal energy systems, renewable energy and energy efficiency, multiphase flows, experimental heat transfer and applied refrigeration. His diversified research work has been published in international journals of repute and presented at international conferences. He has several years of international working experience in different academic and industrial organizations. He is a Fellow of Higher Education Academy United Kingdom. He is also a member of international technical societies and organizations.</p>	
<p>Dr. Mohammad Ishaq Mansoori  Ph. D Arabic Language &amp; Literature  Chairman Arabic Department  University of Karachi (2003 - 2006)</p>	

<p>Professor. Dr. Shahida Sajjad is currently serving as the Vice Chancellor, Metropolitan University, Karachi.</p> <p>Worked at many senior positions in public and private sectors as; Vice Chancellor Malir University of Science &amp; Technology, Karachi,</p> <ul style="list-style-type: none"> <li>• Dean Faculty of Education at University of Karachi,</li> <li>• Professor, &amp; Chairperson Department of Special Education, University of Karachi</li> <li>• Dean Faculty of Education at Federal Urdu University of Arts Science &amp; Technology,</li> <li>• Dean Faculty of Social Sciences &amp; Humanities at Greenwich University,</li> <li>• Corporate Manager Human Resource Development at Pakistan Services Limited, (Owner &amp; Operator of Pearl Continental Hotel Chains)</li> <li>• Consultant at Institute of Chartered Accountants of Pakistan,</li> <li>• Trainer &amp; Consultant for Asian Development Bank, etc.</li> </ul> <p>She took part in many International and National conferences, training programs, workshops, and seminars in different countries including; Japan, China, Australia, Switzerland, USA, Italy, France, Spain, U.K., Turkey, Bahrain, Hong Kong, Mauritius, Bangladesh, Sri Lanka, India, and Singapore.</p> <p>Author of two books and more than 50 research papers and author of a chapter in The Praeger International Handbook of Special Education, 2017 (3rd ed., pp. 104-117). Santa Barbara, California: The Praeger.</p>	
<p>Dr. Aftab Khan has over 25 years of experience in the field of Special Education. He completed his Master's and Master of Philosophy degrees in special education from the University of Karachi, Pakistan. He was a faculty in the Department of Special Education at the University of Karachi. Currently, Dr. Khan is working as an Associate Professor of Special Education in the Department of Education and Counseling at Longwood University, Virginia, USA, where he teaches both undergraduate and graduate-level courses. Dr. Khan has also received his Master's and Doctoral degrees in Developmental Psychology and Education from the University of Toronto, Canada. At the University of Toronto, he was involved in a large project investigating 'Wisdom Around the World'. He is passionate about learning about individuals with exceptionalities, especially those diagnosed with Autism Spectrum Disorder. Dr. Khan's over 25 years of experience in the field of Special Education including teaching undergraduate and graduate students at the university level, training professionals and paraprofessionals within the school district level, and training parents in the community makes him an authority in his field.</p>	

<p>Prof. Dr. Farida Azim Lodhi is working as Dean Faculty of Social Sciences and worked as Professor and In-charge Education &amp; Teacher Education Program, Department of Education at Jinnah University for Women.</p> <p>Worked as Registrar, Dean Faculty of Education and worked as Professor, Chairperson Department of Education &amp; English BBSUL since 2017.</p> <p>Served in Government College of Education F.B. Area, Govt of Sindh since 2011.</p> <p>Research supervisor and research Examiner/Evaluator in different universities of National and International universities at PhD, M.Phil./MS level.</p> <p>Published more than 20 Articles in HEC Recognized Journal.</p>	
<p>Dr. Iftikhar Ahmad Baig is veteran scholar and professor of Education at International Open University the Gambia. He is a known researcher and academician. He has guided and supervised 34 PhD thesis and more than half century of MPhil.</p>	
<p>Prof. Dr. Khalid Khurshid is currently working as Professor of Education at the Department of Education, Bahauddin Zakariya University Multan Pakistan. He has been working as Chairman of same department for seven years till 2022.</p> <p>Participated in about Eight International conferences in USA, UK, Japan, China, Italy, and Canada. Has published near about forty research papers in local as well International Journals. Has been working as Research Associate at the University of Glasgow Scotland Uk and also working as visiting faculty equal to Post-doc at the University of Windsor, Canada.</p>	
<p>Dr. Sadia Batool is Head of Department of Educational Development and Assistant Professor at Karakoram International University, Diamer Campus, Gilgit-Baltistan. She has ten years of post-PhD experience with research supervision of M. Phil and PhD students. Produced number of research papers published in renowned International Journals. Eight years of experience with special needs children and produced extensive research and book chapters on their psychological traits.</p>	



<p>Dr. Sajida Parveen is Ph.D in Public Administration and Management Sciences, University of Karachi.</p> <p>Having 35 years of administration at senior level of college education. Deputy Director hr, inspection, inspector of colleges etc. Associated with renowned university to teach and supervise thesis. Involved in policy planning, development, and implementation. Member of variuos NGOs &amp; organizations NIPA, NILAT, etc., pin of UNDP as 38 tot trainer. Media scholar, moderator, anchor and news castor. Conducted local govt, gender sensitization, planning &amp; development programs. Passionate for education system reforms as change agent.</p>	
<p>Dr. Sadia Siddiqui - B. Sc. in 1997, Masters in Special Education in 2002, Doctorate in Special Education in 2014 from University of Karachi. Diploma in Speech and Language Pathology. Many other certificate courses including “Inclusive Education”.</p> <p>Worked as an Assistant Professor in Federal Urdu University of Arts, Science &amp; Technology, Karachi.</p> <p>Currently, she is working as an Assistant Professor in Metropolitan University, Karachi.</p>	
<p>Dr. Muhammad Ishaq has 25 years of teaching experience. Currently, working as Associate Prof. &amp; Chairman, Department of Education (MIU) AJ&amp;K. Completed his Ph.D (Education) from SARHAD University, Peshawar (2016), M.Phil Abasyn University, Peshawar (2012), M.Ed A.I.O.U. Islamabad (2008), B.Ed University of Peshawar (1995) and M.A (Islamiyat) from University of Peshawar in 1993. Board member of various institutions/organizations. Having 15 Research Publications. 10 Books Published. Attended various conferences &amp; workshops. Associate editor of Kashmir Journal of Education.</p>	
<p>Dr. Samreen Bari Aamir completed her PhD in International Relations from University of Karachi. She is a freelance writer and working as Assistant Professor at DHA Suffa University Karachi. She frequently writes for Express Tribune and Pakistan Observer.</p>	





<p>Dr. Rani Gul is serving as Assistant Professor at the University of Malakand, KPK, Pakistan. She has been in the field of teaching for the last 13 years. She has served in different academic and administrative positions and has vast teaching-learning experience at both national and international level. Her research spans a wide range of issues covering different domains of educational psychology, linguistics, curriculum, pedagogy, teacher education, science education etc.</p>	
<p>Dr. Rizwana Muneer is PHD in Education from University of Karachi. Serving as an Associate Professor and Chairperson in Department of Education, University of Karachi. Have number of research publications in education.</p>	
<p>Prof. Dr. Anila Fatima Shakil, PhD in Education, teaching in Education department and having 20 years of experience at post graduate level in Jinnah University for Women, Karachi. HEC approved supervisor and published more than 25 research papers in HEC recognized and international journals. Working as a reviewer in recognized journals, External Evaluator of M Phil as well as approved evaluator of NACTE. Beside these present papers at national and international levels and worked as a Chairperson of Education and Teacher Education departments for 12 years.</p>	
<p>Dr. Rabia Abdul Karim, PhD in Education, teaching in Education Department since 2004 in Jinnah University for Women Karachi. Served as a Director of Sport and published more than 20 papers in national &amp; international journals. Have experience of papers presentation at national and international levels. HEC approved supervisor. Presently work as Associate Professor and Head of department since Nov 2018. External evaluator at M.Phil/Ph.D. Published one book at international level in 2012.</p>	

<p>Dr. Tehseen Tahir</p>	 <p><i>Dr. Tehseen Tahir working as Assistant professor in the department of Education and Director Q.E.C, THE UNIVERSITY OF HARIPUR. I have attended many international conferences and seminars. I have supervised thirty Mphil students, currently six Mphil and five P.H.D scholars are working under my supervision.</i></p>
<p>Dr. Muhammad Nawaz Iqbal is currently serving as an Assistant professor in Business Administration department at Sir Syed University of Engineering and Technology Karachi. He has Served 12 years and 09 Months in Corporate sector of Pakistan at different designations and responsibilities. He has also credited 90 corporate publications and 7 academic research publications including 5 international and 2 National. He is PhD in Business Management with specialization in Management Sciences and majors in Strategic Management.</p>	
<p>Dr. Usman Ghani (PhD), Assistant Professor, Department of Business Administration, Iqra University, Karachi, Pakistan. His area of research interest includes Organizational Behavior and Knowledge management. He has published several research articles in social science citation index such as Higher Education, Interactive Learning Environment, Personnel Review, Management Decision etc.</p>	
<p>Dr. Syed Misbahuddin received BE degree in Electronics from NED University of Engineering and Technology, Karachi, Pakistan. MS from King Fahd University of Petroleum and Minerals, Dhahran Saudi Arabia and Doctorate in Electrical Engineering from University of Detroit Mercy, Detroit MI, USA. Syed Misbahuddin has been in academia since last more than 25 years. Currently, he is professor in School of IT Administration and Security in Seneca College, Toronto, Canada. He has contributed several research publications in the area of Computer Science and Engineering.</p>	



<p>Dr. Gulnaz Naeem is Associate Professor in the Department of Islamic Studies / Faculty of Social Sciences at the Benazir Bhutto Shaheed University (BBSU) Lyari, Karachi – Pakistan. She has earned her Ph.D. in the title “Evolution Theory of Man: A Study Based on Quranic Facts and Latest Discoveries of Science” from the alma mater, the University of Karachi – Karachi.</p> <p>She has started her research activities by joining Maarif Research Journal as Managing Editor.</p> <p>She is HEC certified Master Trainer and has organized a Continuous Professional Development Program for the faculty members of the university on behalf of HEC. She has launched a research journal on behalf of BBSU titled, Benazir Research Journal of Humanities and Social Sciences (BRJHSS). Being a learner, she has recently joined the Postdoc Fellowship Program of Islamic Research Institute, International Islamic University, Islamabad.</p>	
<p>Mrs. Ayesha Agha is an architect with a Master’s in Historic Building Conservation, University of Portsmouth, UK. Her areas of research interest and publication include Design fundamentals, cultural heritage, historic building documentation, teachers training and quality assurance in the higher education. She is currently teaching at the Department of Architecture and Interior Design, University of Bahrain.</p>	
<p>Ms. Erum Khan works as an administrator of four schools and two colleges under Delhi Punjabi Sodagran Foundation (DPSF), an NGO. She has around 20 years of academic administrative experience. She is MA English literature and linguistic, M.Phil in Education and PhD Scholar at Sindh Madrisatul Islam University. She has served Hamdard University and Allama Iqbal Open University in visiting capacities. She also has published 3 research papers.</p>	

<p>Ms. Yasmeen Muhammad is an educationist, special educator and a Montessori directress. Association with Aga Khan University – Human Development Programme. Masters in Special Education and an M.Phil in Education from Aga Khan University. Proud recipient of Anita Ghulam Ali award for inclusive education. Also served in Szabist (Directorate of Schools and Colleges), AURA for children with cerebral palsy (Director Education) and different schools of Karachi as a consultant, advisor &amp; coordinator. Provides counseling and guidance to the parents of special need children also on voluntary basis.</p>	
<p>Salma Niazi is a Lecturer in the English Department at Jinnah University for Women (JUW), Karachi. M.Phil in Education &amp; Master in English Literature from JUW and B.Ed from NUML. Having 15 years of teaching experience. Currently, she is enrolled in PhD program in Education Department at JUW and as an enthusiastic PhD fellow conducting research in the field of English language teaching. Member of tesol.org.com &amp; Global Forum for Teachers Educators GFTE.</p>	
<p>Miss Safia Yaqoob, is doing PhD from Iqra University Karachi, Have done course work. Currently, working as Lecturer in Lasbela University of Agriculture, Water and Marine Sciences (LUAWMS) in Department of Education.</p>	
<p>Ms. Sumera Khan is M.Phil (Education). Scholar &amp; researcher. Received gold and silver medals in M.Ed. degree, as well as. M.A English in Linguistics and Literature. Keen interest is in pedagogy as it plays a crucial role in every stage of education. Recently working as a Teaching Assistant in the Department of EC &amp; EE, Faculty of Education, University of Sindh.</p>	

<p>Ms. Ambreen Khan, Bachelor of Design with first-class, also done B.Ed. (1.5) as well as having the degree of PGDECE. My M.Phil. Research work is under process. My area of interest is Early childhood Education. Working as Teaching Assistant in the Department of EC &amp; EE, Faculty of Education, University of Sindh. Supervising the Lab work which is the main part of ECE .</p>	
<p>Ms.Bisma Ali Siddiqui, BS in English with the first position from the University of Sindh. M.Phil.(English) is going on. Teaching Assistant at Centre of English Language &amp; Linguistics, Mehran, UET- A postgraduate; hence, a novice researcher in the field of Applied Linguistics.</p>	
<p>Mr. Ajab Ali Lashari is working as a lecturer Department of Education Sindh Madressatul Islam University Karachi Sindh, Pakistan. He has 11 years of teaching at the university level and has 12 research publications in national and international journals. He has conducted workshops for teacher training programs based on research methodology, pedagogy, testing and assessment. His field of interest is second language teaching and learning. He is the associate editor of the Journal of Social Sciences and Media Studies.</p>	
<p>Syeda Hareem Fatima is working on Research project of education for pursuing M. Phil. from University of Karachi. Completed Masters of Education &amp; Graduation in Commerce, University of Karachi. Diploma holder of Islamic Banking and Finance. 10 years experienced HR professional and professional Graphics/Animation. Served as Geography teacher at Pak Arab School Abu Dhabi, U.A.E. Initial studies from Computer Science.</p>	

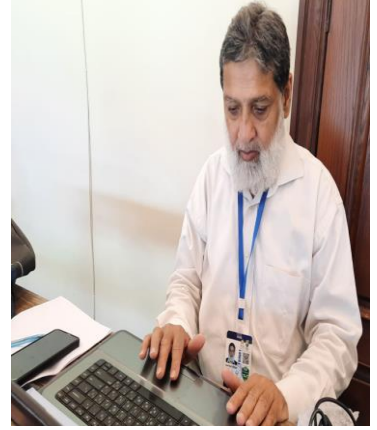
Rida Batool is pursuing M.S. in Education. Completed her Master's degree in Education from University of Karachi, in 2019. She was Awarded 2nd position for Bachelor degree in Department of Education (2018). Volunteered her time at The Indian School, UAE & helped in developing their E-learning Curriculum in 2020. Currently, working as an English Mentor at Edify Trainers



سید وزیر علی قادری نے ایم کام ماسٹر آف کامرس کراچی یونیورسٹی سے کیا شعبہ صحافت میں روزنامہ جسارت سے بحیثیت صحافی منسلک ہیں شعبہ کھیل کے انچارج ہیں

عالمی اسپورٹس جرنلسٹس کی تنظیم کی زبلی کیٹگری ایتھلیٹس کمیشن کے رکن رہے عالمی کھیلوں کے میگا ایونٹس کی کوریج کے سلسلے میں کئی ممالک جاتے رہتے ہیں جن میں سعودی عرب، متحدہ عرب امارات، بھارت، بنگلادیش، آذربائیجان، مسقط عمان، قطر، کینیا، آسٹریلیا، نیوزی لینڈ، برطانیہ، سری لنکا، مالدیپ، ترکی و دیگر ممالک شامل ہیں۔ بلدیاتی نظام میں ضلع شرقی کے منتخب جنرل کونسلر کی حیثیت سے 2015-2020 بلا معاوضہ خدمات انجام دیں۔

پاکستان میں تعلیمی اداروں میں Tap Project کے پلیٹ فارم سے طلبہ و طالبات کی کونسلنگ کر رہے ہیں۔





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