



HIBA 2021

1st International Conference on Education

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Conference Book

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Preface

This conference has been organized in memory of Dr. Hashmi.

Prof. Dr. Sharafat Ali Hashmi (Marhoom) was Dean & Director of IBA University of Karachi.

Dr. Hashmi was a sincere, honest & humble education leader who delivered his knowledge & skills with love & empathy. His was wellknown for his open books examination procedure.

He always looked for good education practices with justice & vigor.

Dr. Hashmi did his Doctorate in Business Administration from University of Southern California, USA in 1968. He was born in 1924 Kanpur, India.

He died of a heart attack while sitting in his office at IBA with some faculty members on Sep 20, 1984.

Inna lillahaiwainnailaihairaajeon.

إِنَّا لِلّٰهِ وَإِنَّا إِلَيْهِ رَاجِعُونَ
بیشک ہم خدا کے ہیں، اور بیشک ہم اسی کی طرف لوٹ رہے ہیں۔
اللہ تعالیٰ مرحوم کے درجات بلند فرمائے اور اپنے جوار رحمت بہترین مقام اور لواحقین کو صبر جمیل عطا فرمائے۔
آمین یا رب العالمین

Conference Program

Messages

Prof. Dr. Syed Tipu Sultan
Chancellor Malir University of Science &
Technology, Karachi



Conference Chair
HIBA Conference

MU's Chancellor Message for Conference attendees and organizers

Welcome to the first international conference on Education being one of the host or partner, I am honored and thrilled to be part of academicians to serve as the conference host. Last year we had an international conference covering topics related to the social sciences and this year I am excited to see that we have many returning faces, and many new faces joining us, as we collectively share research, updates to advance research while promoting importance of education. This year is a special year as we all faced the pandemic that lost rather affected the education sector too. This conference is held during the pandemic which is expected to end. Last but not the least I am happy to see the themes of the conference which are very interesting. We all need to find out the way to educate the entire world.

I am positive that the conference would gain the highest status of popularity amongst the academicians to think and present valuable solutions to feed the people who have negative thoughts about education. I am assuming that this conference will be the one of the best conferences in respect of paper selections. I am sure that all the delegates, experts, students, researchers, industries, and policy makers will tremendously benefit from the deliberation of this International Conference in a warm and friendly environment.

Your presence and deliberation will make this Conference remarkably successful in all aspects of cultural & traditional.

I look forward to seeing you all in future....



Prof. Dr. Shahida Sajjad
Vice Chancellor Malir University of Science &
Technology, Karachi

Keynote Speaker
HIBA Conference

MU's Vice Chancellor Message for Conference attendees and organizers

Education is considered to be the most significant factor in the development of any society or country and provides learning prospects in a focused and planned manner through educational institutes. **Teaching is an important process, but teacher is the fundamental element in this process and it is always the method which determines the output of the system. A great teacher is vital to students' development and growth and for that we must work on improving teachers' training programs.** Teachers' training is important for effective class management, introducing innovative teaching strategies that can foster interest and motivation among students for their learning.

We are living in an era of 4th Industrial Revolution which demands the Higher Education Institutes to use creative approaches for the advancement of future learning, research for development, collaboration, partnership, technology-based education, and, shifting of learning towards acquisition of complex problem-solving skills. Leaders should learn and adapt continuously to transform the organizations. Educators need to explore new and creative approaches to use educational innovation to meet the demands of changing world. Today's students know that they will soon embark on a career that will demand continuous personal development, as technology transforms how and what we work on. Guidance and Counselling help students to shape their behavior to achieve their goals, and to live in peace and harmony with others in community.

I congratulate the organizers of this conference to select an important theme about Teachers' training and students' counseling for this 1st International Conference on Education. I am sure that for professionals this will be an excellent event that will allow them to learn many new things as well as share their experience.



Prof. Dr. Muhammad Asif Qureshi

46 years of teaching experience

Session Chair
HIBA Conference

Introduction: Basic & Quality Education for Character Building & Leadership

In this conference we are looking for a better education system and suitable educational environment to meet the modern day's challenges. World is rapidly changing. We cannot keep our eyes closed.

When we say **we**: Who are **we**??? Answer is we are the Muslim Ummah.

Through the following verse, the Holy Quran clearly tells us that what the purpose of our life is:

الَّذِي خَلَقَ الْمَوْتَ وَالْحَيَاةَ لِيَبْلُوَكُمْ أَيُّكُمْ أَحْسَنُ عَمَلًا ۗ وَبِالْعَزِيزِ الْعَفُورِ
الملك ٢

“He created death and life so that He may see which of you is best in deeds, and He is All-Mighty as well as All-Forgiving.”

Question arises that, what is the best deed;

For an answer we have to look again back in Quran.

Quran also tells us, that it is not enough to have knowledge of good and bad, but one should act accordingly.

Remember whenever we try to follow the right path; there are two enemies which always hinder our way. **These enemies are** (نفس اور شيطان). To combat them we have to take refuge in Allah.

To build up strong personalities with right characteristic, we need to equip our new generation with knowledge of basic concepts of Islam.

For this purpose we need such an education system which provides us people having high caliber in present day sciences and social sciences, and on the other hand they must be well versed with basic Islamic believes.

If we look into the present day Muslim world we noticed that we have a variety of outdated educational systems producing only middle class workers to run a society.

Our educational institutions are divided in different classes; namely Madrasas, English medium schools, and schools teaching in local languages. All these are producing different types of people that practically aliens to each other. They have conflicting approaches towards our real life problems. Hence our societies are badly divided.

Let us come towards the solution of this problem:

As a Muslim, our priority should be:

رَبَّنَا آتِنَا فِي الدُّنْيَا حَسَنَةً وَفِي الْآخِرَةِ حَسَنَةً

“O Allah grants us goodness in this world and in the world to come.”

Remember the path of heaven (Junnah) goes through this world. We need goodness in both lives, i.e. in this world and the world hereafter.

Therefore, we Muslims are advised to seek Allah's help to inculcate the following quality in ourselves:

”اللَّهُمَّ لَا تَجْعَلِ الدُّنْيَا أَكْبَرَ هَمِّنَاوَلَا مَبْلَغَ عِلْمِنَاوَلَا غَايَةَ قُبَّتِنَا“ ... ”

“Allah doesn’t make this world for us so attractive that we always think about it and our all struggles and pursuit of whole knowledge always limited to this world only”.

Remember that Muslims have a remarkable history of having a progressive education system. The Oldest University of the world was established in Morocco; namely the University of Al- Qurayin (جامعه القرويين) in 859, While Oxford was established in 1096. Al- Qurayin(القرويين) was an intellectual and scholarly center, where the curriculum was at its broadest and its prestige had reached new heights.

In Qurayin University all kinds of subjects were taught; right from medicine, mathematics, astronomy, to Tafseer, Hadith, and Fiqh.

[i.e. traditional religious subjects such as the Qur’an and Fiqh(Islamic jurisprudence) as well as other sciences like grammar, rhetoric, logic, medicine, mathematics, astronomy and geography]

Ibn-e-Khaldoon, Ibn-e-Rushd, Qazi Ayaz, Ibn-e-Arbi Maliki are amongst a long list of Muslim scholars of all trades that taught there. Their places are still preserved in this University.

Some Christian scholars also visited the al-Qurayin including Flemish Nicolas Cleynaerts(grammarian and traveler) and Dutchman Golius (Orientalist and mathematician).

There were several Madaris around different places in Muslim world but Qurayin was a very big University.

In this University modern science and religious subjects both were taught. One can find specimens of scientific inventions of the third and fourth centuries in this University.

Just imagine that the kings of Islamic sciences along with great philosophers were born in this University.

In this University the system of education was such that the basic knowledge (Islamic and modern) was taught to everyone, after that if someone wants to specialize in religious subjects, they could take lessons of theology in the same university and be transferred to relevant faculties, and if someone else wants to specialize in modern sciences, they were sent to the appropriate department, i.e. under same roof, in one institution, all the subjects were taught.

One interesting observation: if you see Qazi Ayaz (who was an Imam of Hadith and Sunnah) and Ibn-e-Khaldun(who was Imam of Philosophy and History) were both dressed alike. No difference in the looks of religious scholar and scientific scholar.

i.e. their costumes, their culture, their way of life, their style of speech were all the same.

Our famous scientists, Farabi, IbnRushd, and Abu Rihan al-Biruni put on the similar uniforms as our narrators and jurists. There was no cultural difference between theologians and scholars of modern sciences.

You could see all types of scholars praying five times a day; they all knew the basic rules of all fundamental teachings of Islam.

This was the way our old educational institutions trained their students.

During same period of history we found two of the oldest centers of learning in the Muslim world established on the same lines; namely:

Ez-Zitouna University in Tunisia (Established in 737 [120 A.H.)

And Al-Azhar University in Cairo Egypt (Established in 972)

Modern and liberal elements of our society generally criticize our religious Ulemas that they have closed the doors of Ijtihad. But the question arises that if the doors of Ijtihad were closed in the institutions in all directions, how did they provide the new inventions they have given to world in so many fields???

Alhumdolillah our religious institutions have done lot of work and produced many renowned scholars.

If we look at the centuries old Muslim education system, there was no difference between madrasas and schools.

The difference arose from the fact that the British, under a conspiracy, introduced a system of education which led to the expulsion of religion. Now we have an educational system devoid of "tarbeyat" and hence not capable of producing good human beings. Our institutions are producing people who are capable of earning as much money as possible.

Our famous poet Akbar Elahbadi rightly said:

اب علی گڑھ کی بھی تمثیل لو
اک معزز پیٹ تم اس کو کہو

(Take parable of the Aligarh.....a prominent belly you can call)

It is a need of the time that we should prepare such a comprehensive education system where all the sciences are taught in the color of religion.

The present education system's badly affected our concept of life and it results that everyone is in the race to make money, good career, studying to get good job, but does not care about the homeland or country. No passion to serve Allah's mukhlouq (creatures). The result is that corruption is wide spread. But however exceptions are everywhere. Remember we are instructed by our Prophet (ﷺ) to pray:

اللهم لا تجعل الدنيا اكبر همنا ولا مبلغ علمنا ولا غاية رغبتنا

O Allah, do not make the world our greatest concern, nor the extent of our knowledge, nor the height of our desire.

In the Western system, there things which are good and things which are bad, take the good things and throw the bad. Great Allama Iqbal has made a very nice comment on this that:

خذ ماصنفاً ودع ماكدّر

Take what is good and leave what is bad

Iqbal has made many more beautiful comments on the progress of West which are really beacon for the nation:

قوت مغرب نہ از چنگ وریاب

نہ ز رقص دختران بے حجاب

[The power of the West does not lie in the clutches of their musical instruments or in the modern dance of their naked girls]

نہ ز سحر ساحران لاله روست

نہ زعریاں ساق ونے از قطع پوست

[Nor due to magical and stunning beauty of their women, neither due to the nakedness of their shining shins and cutting of hairs.]

قوتِ افرنگ از علم و فن است

از ہمیں آتش چراغش روشن ست

[Strength of “afrang” lies in the progress of science and technology and due to this advancement they are shining in the whole world]...

حکمت از قطع و برید جامہ نیست

مانع علم و ہنر عمامہ نیست

[Wisdom does not come from cutting and style of clothes .i.e. if you wear a coat and trousers, you become advanced and educated, and if you wear a shalwar kameez, you become backward. Wisdom does not lie in you dressing].

علم غیر آموختی ، اندوختی

روئے خویش از غازہ اش افروختی

[By acquiring the knowledge of others you have made all your wealth and also made your faces glowing by that].

ارجمندی از شعارش می بری

من نہ دانم ، تو توئی یادگیری

[You feel proud by copying their distinctive signs; I do not understand that you are you or someone else].

عقلِ تو زنجیری افکار غیر

در گلوئے نفس از تار غیر

[Your whole wisdom is bound by the chain of others thoughts, and in fact, even you are not breathing through your own throat].

Our responsibility:

To prepare a new education policy we must understand the importance of a teacher. A teacher is a very important pillar of an education system. Whatever policy you may make it all depends upon a teacher how to mold it. A teacher is like a lineman of railway department: No matter what policy railway management makes it depends on lineman to change the direction of train at the last moment.

Teaching is the largest profession of the world. At present it is estimated that there are 8 million teachers around the world.

Teacher plays a very important role in a student's life. A teacher imparts knowledge, good values, tradition, modern-day challenges and ways to resolve them within students. A good teacher is an asset to the students.

If we read the history of great peoples we will find in their lives somewhere a teacher appears influencing him.

If we are planning to have suitable education system to meet the challenges of present world, then we must build up an appropriate training program for teachers.

It will not be out of place to mention the efforts of Character Education system in Islamabad. They named their education model as:

حسنہ ڈیویلیپمنٹ ماڈل

(HSDM)

I.e. The purpose of our life can only be achieved by inculcating in students: right values, proper habits, knowing our rights and duties, outstanding skills.



Dr. Muhammad Shahid Rafi
Center of Peace & Global Studies

Session Chair
HIBA Conference

Message for Conference attendees and organizers

Academic discourses, education and research remain the noble legacy throughout the progressive enlightened period of Muslim history. In this era of 21st century all the Muslim intellectuals and academia has firm belief that brilliance of our future lies in the intellectual tradition, we had in our vivid past.

Tradition, history and past are not the synonyms of something old and out-dated especially in the context of Islamic heritage. If this point could make room in the modern minds all the issues regarding Islam and Secularism be solved. Islam is a Deen (religion) of knowledge, wisdom, scientific and rational approaches.

In the milieu of the requirement of Muslim Ummah at this turning point of the world history, the vision, theme and topics of HIBA Conference are the need of the time. I hope and pray for the success of the conference.



Dr. Maroof Bin Rauf

President - Society for Social Sciences & Research Association

Host
HIBA Conference

Message for Conference attendees and organizers

The process of teaching and learning cannot be complete unless it involves research. The history of research is as old as human history. Whether it is the development of the individual or the collective development of societies, it is connected with this research. The famous thinker Abul Aala Moududi said, "Nations that do not resort to research have no place in this world."

The Society for Social Sciences and Research Association - SSSARA, has been formed for the same purpose under the slogan "Change through Research". The society has social sciences experts, teachers & students from many countries including Pakistan. The Society has been conducting international conferences before and this time it has carried out this process in collaboration with HIBA, in which the knowledge and research interest of HIBAs Director Mr. Farasat Hashmi has played an important role.

I hope that the researchers involved in this conference will not only present their research at this conference but will also play their part in spreading it and making it workable. I congratulate all the partner organizations for holding this conference and hope that this partnership will continue in the future.

Abstracts

Title: Hybrid Warfare and Digital Violent Extremism: Role of Educational Institutions in De-Radicalization

Research Scholar: Haleema Zia

Abstract:

Hybrid warfare refers to the synchronization of different instruments of power that are tailored to specific vulnerabilities across the full spectrum of societal functions in order to achieve synergic goals. Hybrid warfare uses traditional modes of war with the advanced technologies and Artificial Intelligence (AI). Technology has transformed the way we look at science and art. Digital inclusion has brought concrete revolution to the modern society but has also induced certain challenges regarding privacy, security, transparency, confidentiality, cyberspace issues. With the increased use of technology, especially through social media platforms, it has become easier to spread information worldwide in a matter of seconds. Due to this, terrorist organizations and violent extremists groups have also changed traditional modes of war fighting, and shifted the focus towards radicalization of social media users in order to prompt war against the state actors and military domains. This has blurred the line between peace and war, as the terrorist organizations continuously keep flooding disinformation and propaganda in order to create divide between different ethnic and religious groups and to create chaos. Social media users especially students also become part of terrorist propaganda in disguise. Military domains and policy makers have been using Artificial Intelligence techniques in order to disrupt terrorist propaganda; however there is a dire need to make national level policies and strategies to sensitize public regarding cyberspace, hybrid warfare and to prevent them from attacks of hybrid terrorist organizations. A dialogue and coordination between military domains, public policy makers, civil society, and academia shall be made for decision making in order to achieve goals in a result oriented way. This paper uses qualitative research methodology to explain the vital role of educational institutions and research sector to identify extremist groups, de-radicalize youth and spread awareness among public in order to neutralize hybrid warfare.

Keywords: Hybrid Warfare, Digital, Violent Extremism, Educational Institutions, De-radicalization

About Author:

Miss Haleema Zia has done MS in Management Sciences from Riphah International University. She has more than 8 years of professional experience working with development sector and also has significant contributions for countering terrorism. She is currently holding honorary position of Director Communications – Adal Foundation and is also working as an independent researcher in the fields of management sciences and counter terrorism.

**Title: Critical Analysis of National Educational Policies 1992 &1998 and 2009 of Pakistan
with a specific focus on examination reforms in Sindh Boards:**

Research Scholar: Dr. Sajida Parveen

Abstract:

Examination is the pivotal point around which the whole system of education revolves and the success or failure of the system of examination is an indicator of the success or failure of that particular system of education. The two basic assumptions of any examination are, (a) it should be valid and (b) it should be reliable. The two are distinct concepts. An examination is said to be valid if it performs the functions for which it is designed to perform. The concept of reliability, of course, refers to consistency of measurement. In actual fact, the prevailing system of examination and its mode of conduct defy both these assumptions. The system has degenerated to an extent that its validity and reliability are questionable. Examination is no longer regarded as a test for evaluating the performance of the scholastic attainment of students. The system of examination needs review and reformation.

The objective of the study was to analyze the educational policies of Pakistan with specific focus on examination reforms during 1992 to 2009. The scope of the study focused on the recommendations made by the policy makers regarding examination reforms which were included in the educational policies of 1992, 1998 and 2009, but for one or other reasons could not be implemented. This paper also reviews the observed phenomenon of service delivery failures in public examination in Pakistan although various initiatives, programs and policies since 1947 were introduced. Review of the literature raises the following questions?

- Are the Boards of Education performing to the satisfaction of students, teachers and the institutions of higher learning?
- What administrative and academic measures are required for the improvement of examination system by the Board to improve the quality?
- How far Education policies have provided guidelines for the improvement of examination system?

In response to the questions, the researcher set the following specific objectives,

- To identify the recommendations of Educational policies on different aspects of Examinations.
- To find out Relevance between the Policy guidelines and the examination system.
- To point out the role of administrators and teachers in the conduct of examinations.
- To identify the weak areas of administration and academics of the Boards of examination.

- To identify the issues faced by the Board administration during examinations.
- To recommend strategies for the improvement of quality of examination and develop public confidence on the Boards.

This was a mix-method study using a phenomenological approach for which a questionnaire and interview protocol were designed to collect the data. Participants were identified through stratified random sampling design in which teachers were included from secondary and Higher secondary level schools/colleges. Different hypotheses related to teachers and students perceptions about the quality of examinations particularly in administrative and academic areas were developed to have a clear picture of the examination process and the function of Boards.

Teacher's perception:

Teachers:

Hypothesis 1

There will be no significant difference in the implementation of administrative aspects of the examination process in Sindh Board as viewed by the Male and Female Teachers.

Hypothesis 2

There will be no significant difference in the implementation of administrative aspects of the examination process in Sindh Board as viewed by the rural and urban area teachers.

Hypothesis 3

There will be no significant difference in the implementation of administrative aspects of the examination process in Sindh Board as viewed by more experienced and less experienced teachers.

Hypothesis 4

There will be no significant difference in the Quality of academic aspects of the examination process as viewed by the male and female teachers in Sindh Board.

Hypothesis 5

There will be no significant difference in the Quality of academic aspects of the examination process as viewed by the rural and urban area teachers in Sindh Board.

Hypothesis 6

There will be No significant difference in the Quality of academic aspects of the examination process as viewed by more experienced and less experienced teachers in Sindh Board.

Student's perception:

Hypothesis 1

There will be no significant difference in the implementation of administrative aspects of the examination process in Sindh Board as viewed by the Male and Female Students.

Hypothesis 2

There will be no significant difference in the implementation of administrative aspects of the examination process in Sindh Board as viewed by the Urban and rural area Students.

Hypothesis 3

There will be no significant difference in the implementation of administrative aspects of the examination process in Sindh Board as viewed by the S.S.C. and H.S.C. students.

Hypothesis 4

There will be no significant difference in the implementation of academic aspects of the examination process in Sindh Board as viewed by the Male and Female Students.

Hypothesis 5

There will be no significant difference in the implementation of academic aspects of the examination process in Board as viewed by the Urban and Rural area Students.

Hypothesis 6

There will be no significant difference in the implementation of academic aspects of the examination process in Sindh Board as viewed by the S.S.C. and H.S.C. Students.

As the population of the respondents was too large and was scattered on vast geographical area of about 140914 kilo meter square of the province of Sindh hence technique was used select the sample which was 2900.

Three different sets of questionnaires were developed for teachers, students and administrators. The questionnaires for teachers contains 40 closed-ended questions on the Likert Scale of 0.5 and addressed the administrative areas like planning, organizing, staffing, implementing and monitoring steps and academic areas like preparation of question papers, modification, assessment of answer scripts and evaluation steps that are some of the important activities of the whole examination process and system. Whereas, the second questionnaire prepared for students had 30 closed-ended questions on the same pattern of Likert Scale and give full understanding of strength and weakness and need room of improvement in this process . The third set of questionnaire developed for 18 top executives of the six boards of Sindh had 19 open-ended questions related with the education policies of Pakistan and its impact on the examination system of the Boards. During the study 71 secondary, higher secondary schools and colleges were visited based on random sampling technique. About 5000+ questionnaires were distributed to teachers and students out of which about 2900 were collected (60%) and the sample was found satisfactory for the conduct of this study.

Validity of the measuring instrument was established through Expert opinion. A pretest with 12 active renowned, experienced, educationist, working as principals, Centersuperdents, Head

examiners, Head checker was conducted. Data analysis was carried out under three major categories:

1. Responses of Teachers and Students from Sindh boards (Hypotheses Testing)
2. Responses of All SindhBoards' Executives
3. Document Analysis

t- Test was used for the analysis of data and through content analysis and it was revealed guideline regarding improvement of examination system were not effectively implemented. On the basis of review of literature, findings and conclusions recommendations in each administrative and academic weak areas and for examination system over all were prepared for consideration by the administration of the Boards of Pakistan i.e. (IBCC), Provincial and Federal ministries of Education, Educational administrators, researchers and planners for the improvement of the examination system with well-defined role, strategies and working of the Board.

Keywords: Assessments, Evaluation Board, National Education Policy, validity, reliability, transparency. Malpractice

About Author:

Professional Experience:

- *Development of Action Plan with National Democratic Institute.*
- *Research Analysis of Pakistan Board's Paper Held in Aga Khan University Examination Board an EdlinkUSAID .*
- *Institutionalization of Gender Mainstreaming in Public Sector Institution, SIGRAP, ADB.*
- *Workshop attended organized by H.E.C , ON CURRICULLUM DEVELOPMENT OF PAKSTUDIES.*

Qualification:

- *Ph.D: - University of Karachi., Dept. Public Administration And Management Sciences.*
- *M.Sc. - University of London Wyne College., Dept. Rural Development.*
- *M.A. - Allama Iqbal Open University., Dept. Education Planning and Management.*
- *M.Sc. - University of Karachi., Dept. Zoology.*
- *DHMS , Registration No. 1149.*
- *B.ED - Allama Iqbal Open University.*

Employment History:

- *Associated with PAF.KIET.*
- *Deputy Director (Inspection) Directorate Colleges, Region Karachi, Karachi*
- *Deputy Director (HR) Directorate Colleges, Region Karachi, Karachi.*
- *Inspector of Colleges, Board of Intermediate Education Karachi.*
- *Lecturer (Zoology), Govt. of Sindh Education Department*
- *Deputy Director, Director (CCRD), SBTE*

Title: The impact of content knowledge of teachers in their written competency on students' achievement in English textbook III

Research Scholar:Shabana Shaikh

Co-Researcher(s):Zahida Khan &Dr. Abida Siddiqui

Abstract:

Content Knowledge is the most essential pillar of a teachers' proficiency in a subject they teach and plays a key role on students' achievement. So, the purpose of this study was to investigate the Proficiency of Primary School Teachers' Content Knowledge in their written competency in English Textbook III. The objectives of this study are; 1) To assess the proficiency of Primary School Teachers' Content Knowledge in their written competency in English Textbook III. 2) To analyze the relationship between Proficiency of Primary School Teachers' written competency and Students' Achievement in English Textbook III. The study also comprises on the research questions as:

1) what is the proficiency level of Primary School Teachers' Content Knowledge in their Written Competency as: Reading Comprehension, Formal & Lexical Aspect of Language and Writing Skill with the reference to English Textbook III? 2) What is the achievement level of Students in their Written Competency as: Reading Comprehension, Formal & Lexical Aspect of Language and Writing Skill with the reference to English Textbook III? 3) What is the relationship between the PSTs' Proficiency in Content Knowledge and their Students' Achievement in English Textbook III? It is a descriptive type of research and the follow up method was used. The scope of this study was limited to the Government Girls Primary School those were under the jurisdiction of District Education Officer Primary Hyderabad. The sample size was derived from systematic random sampling technique.

The two types of tools were developed for data collection: 1) **Proficiency Test for Primary School Teachers**, 2) **Achievement Test for Students**. The quantitative approach was used to analyze the collected data and presented through descriptive (Mean, tables and graphs) and inferential (Correlation Coefficient) statistics. The findings of the study identify that the impact of Content knowledge of Primary School Teachers in their written competency on their Students' Achievement in English Textbook III is very much sufficient. Primary School Teachers are not proficient enough in their Content Knowledge in Textbook III while the Students' Achievement depends on the Content Knowledge of PSTs in English. The result of the study indicates the critical position of PSTs in their Content Knowledge. The recommendations of the study provide the measures for all the concern i.e. Primary School Teachers, Donor Agencies, Education & Literacy Department, Curriculum and Textbook Developers and Professional Institutions, School Administration and Managers for the improvement of Content Knowledge of Primary School Teachers in English Textbook III especially and English Textbooks generally.

Key words: Content Knowledge, Written Competency, Students' Achievement and English Textbook III

About Author:

- **Master of Philosophy in Education**
- **Master of Education (M.ED)**, Educational Management and Supervision
- **Master of ART (M.A)**, English literature
- **Early Childhood Education (ECE) Course**
- Currently working as Head Mistress at SELD, Govt: of Sindh

Title: A study of the effectiveness of teachers training for secondary schools in Sindh Province

Research Scholar: Dr.Safia Urooj

Co-Researcher(s): Rubina Usman Ali & Wahaj Muhammad Khan

Abstract:

This research study looks into the effectiveness of teachers training program for private secondary schools in Sindh. Technology integration is far behind in Pakistani Schools as a consequence of ICT deficiency, absence of in-service teachers training. ICT has tremendous potential to prepare students for the workplaces globally and improve educational systems, if it's integrated wisely into a curriculum. ICT Teacher Training is being sorted out at distinctive levels for the educators to outfit them with essential most recent information and abilities to make them great ICT educators by the Government of Pakistan and Education Department; in this study the relationships between in-service ICT teachers training and changes in teaching behavior will be investigated. The sample of study comprised of randomly selected 1000 teachers from 100 private secondary schools of 10 districts of Sindh. An effective questionnaire having 30 items developed and validated using Likert Scale. Regression and correlation will be used as analytical tools for the empirical estimation. Reliability test showed all items are reliable. Shapiro-Wilk test showed that the data was not distributed normally. Correlation analysis test revealed the positive linear relationship between independent and dependent variable. On the other side testing of hypothesis has been checked by regression through SPSS latest version. Results showed that there's a significance relationship among teachers' training and changes in teaching behavior through ICT integration. This study has a positive impact on educational side. As the whole world faced pandemic and education sector suffered a lot. In Pakistan public and private both sectors faced technology crises due to poverty. Most of the private schools did not have technology devices computer labs and ICT trained teachers at every level from K-12. This study recommends ICT training across the country because teachers and students can achieve academic success by integrating ICT in every subject at every level. Technology helps educators to develop 4Cs communication creativity collaboration and critical thinking. Students can face the challenges of 21st century with these 4Cs. This study supports student centered culture.

Keywords: Training Effectiveness, Teachers Training, Information communication Technology (ICT), Technology integration, teaching behavior.

About Author:

Associate Professor
Department of Education University of Karachi

Title: Developing communicative skills in early years classes through story telling

Research Scholar:Salma Nazir

Co-Researcher(s):Tabassum Azra Siddiqui

Abstract:

Tell me a fact and I'll learn. Tell me the truth and I'll believe. But tell me a story and it will live
in my heart forever." -Indian Proverb

This study is qualitative in nature and aimed to explore the development of communicative skills through story telling in early classes, storytelling is not new idea in every culture in all eras it is the part of life, every language has storytelling a tradition, many researchers work in this regard and used story telling as teaching strategy in early years and jot down the progress in reading and writing skills and then used in communication skills, storytelling is a big source of vocabulary that's why it is a great support in developing communicative skills at all levels, this study was focused English communicative skills at early years. Story telling allows teacher to bring the conversation of values and attitudes to where students are most likely to appreciate. The main objective of this study was to investigate teachers' role in adopting storytelling as teaching tool to develop language skills of English as second language and to explore the effectiveness of storytelling as teaching tool. Find out relationship between Storytelling and language development through theories and practical examples. Explore the power of storytelling to improve communicative skills. To collect desired data 4 teachers of early classes from different schools of Karachi were selected. Interview method was adopted as research tool. A set of questions were asked from them in an interview and detailed description was transcribed and on the basis of these responses it found that all students in all classes showed great interest in storytelling. In a classroom setting, the teacher is the narrator; students are the audience, Storytelling increases oral language proficiency. It revealed through responses that, children enjoyed storytelling because they easily understand the topic. Storytelling also helped in some special cases where the listening comprehension skills are challenged in terms of concentration difficulties. On the basis of findings such recommendations were made that as a teaching strategy storytelling may increase student's vocabulary at early level so teachers should use it properly to develop language skills. Stories are a natural mode of thinking; before formal education begins, children learn stories from Aesop's fables, fairy tales. Indeed, some researchers have even claimed that all knowledge comes in the form of stories (Schank & Abelson, 1995)! It is generally agreed that stories are a powerful structure for organizing and transmitting information, and for creating meaning in one's lives and environments. For centuries storytelling has been used a

powerful communication vehicle. It is also useful in classroom teaching to enhance self-esteem, develop critical thinking, model behaviors, and to teach cultural sensitivity and communication skills. It is also recommended that reading is all about expression, so teacher should tell a story with different expression in his/her tone, accent, pitch and frequency so students will be able to use in their daily life and their communicative skills may enhance.

Key words: Communicative skills, storytelling, early years

About Author:

Lecturer
Federal Urdu University of Arts, Science and Technology

Title: Continuous Professional Development of Special Education Teachers

Research Scholar: Prof. Dr. Shahida Sajjad

Co-Researcher(s): Dr. Afshan Rahat

Abstract:

Introduction.

Effective teaching and learning in classrooms are making increasing demand on the capabilities of teacher and only that teacher can shoulder these heavy responsibilities that have sound professional competencies. Many ill-equipped teachers fail to respond satisfactorily to modern demands. Continuous Professional Development (CPD) is necessary for all the professions including that of teachers. According to Campbell, McNamara and Gilroy (2014) "All teachers are needed to involve in professional development to meet the changes and better work performance". Therefore, professional development provides opportunities to teachers to enhance their existing teaching and progress forthcoming teaching (James & Connolly, 2009). The importance of CPD of teachers was also supported by changes in performance appraisal systems (James & Colebourne, 2004).

The study will help the teachers to enhance their knowledge and skills through professional development strategies and the new scholars can gain awareness about professional development.

Objectives of the study.

This quantitative study was designed to explore the need of Continuous Professional Development (CPD) of teachers in special education at primary level and to find out what problems are being faced by teachers in special education in their day to day teaching due to lack of skills and knowledge.

Research Methodology.

The present descriptive study included 50 primary school teachers (five teachers from each school) drawn from 10 special schools in Karachi by using the purposive sampling method. These schools included two schools each for children with; mental retardation, visual impairment, learning disabilities, hearing impairment, and children with different disabilities studying together in the same set up. Research instrument was a structured questionnaire designed based on literature study and under the guidance of experts in the field of special education. The responses were collected on the spot by the researcher and the results were analyzed by percentages method.

Results:

The results indicate that majority of the teachers lack skills and knowledge at their master level course in special education they studied from their respective Universities. Various problems faced by teachers in day-today teaching included; assessment of special need of children suffering from various disabilities, managing behavior of children with special needs, giving speech therapy to children having speech and hearing problems. Most of teachers mentioned various topics like; speech therapy, behavior modification, autism, learning disability, Attention Deficit Hyper Activity Disorder (ADHD), and counseling of parents as the need of CPD for updating themselves.

Conclusion:

There is a need to improve the quality of university education to match the requirement of teaching at primary level and to introduce further training courses for the teachers in special education as a requirement of their professional development to enhance their knowledge and skills to fulfill their job.

Suggestion for Implementation

This study suggests introducing refresher courses for the professional development of teachers to fulfill their job requirements and improve their masters' degree courses and provide more time for practical work.

Keywords: Continuous Professional Development, Special Education Teachers

About Author:

Professor. Dr. Shahida Sajjad is currently serving as the Vice Chancellor, Malir University of Science & Technology, Karachi, Pakistan. She has worked as Dean Faculty of Education at University of Karachi, at Federal Urdu University of Arts Science & Technology and Dean Faculty of Social Sciences & Humanities at Greenwich University. She took part in many International and National conferences, training programs, workshops, and seminars in different countries round the globe as a keynote speaker, panelist, paper presenter, and trainer.

Title: Professional Development of Teachers and Trainers - 33 Approaches

Research Scholar: Prof A. G. Saeed

Co-Researcher(s):

Abstract:

Theme: Professional Development of Teachers and Trainers

Paper Title: 33 Approaches to Training and Development

Name of Presenter: Prof. A.G.Saeed

Affiliations: IBA Karachi 1963-84 (Full Time); 2001-2 (Visiting Professor); Director, Executive Development Centre (EDC): 1984-97; Hamdard University (1998-2000); International Marketing Institute at Harvard Business School (Summer 1967); International Center for Advancement of Management Education, Stanford University, USA (1967-68); Training of Trainers Program, sponsored by International Trade Center, Geneva, at Istanbul University, Turkey (1977); Member Governing and Academic Bodies of various institutions (1955-2021)

Introduction: This training program is based on author's book: Six Lanes on the Super Highway to Success

Objective: To introduce Postgraduate Diploma and Degree Programs in Education.

Methodology: Distance Learning; Educational Excursions; Experiential Learning; Field Work Guidance & Counseling; Innovation; Integration of Contemporary Knowledge with Islamic Teachings and Traditions; Internship Program; Joint Degree Programs; Mutual Consultation; Online Learning; Report Writing; Research Assignments; Training Need Assessment (TNA); Virtual Participation

Keywords: Teacher, Trainers, Training, Skills, Islamic Teachings

About Author:

This document is based on the author's experience of teaching at undergraduate, graduate and post-graduate levels at IBA (Karachi) and HIMS (HU) for 24 years, as well as designing and directing hundreds of teacher, trainer and executive training and development programs for: Afghanistan Rural Enterprise Development Program (Kabul); Cadet College, Larkana; Centre of Excellence for Training & Development (HIMS); Commerc Institute of Business Education (CIBES); Dadabhoy Institute of Higher Education (DIHE); Defense School of Business Education; Executive Development Centre/AED; Gallup; HEC/ University of Karachi; Institute of Leadership & Management (Lahore); International Islamic University (Islamabad); MIBST; Pakistan International Schools (Saudi Arabia); Raunaq-e-Islam Girls Schools; Sukkur Institute of Business Administration; TCS (in fourteen cities of Pakistan); The Education Foundation; The Scholars Foundation; United Medical and Dental College; and about 50 other organizations, during 1968-2018.

Title: Mental well-being of adults with an Autism Spectrum Disorder in social settings

Research Scholar: Fouzia Rehman

Co-Researcher(s): Prof. Dr. Shahida Sajjad & Dr. Saira Saleem

Abstract:

Introduction

Every individual in the world is unique and different from one another e.g., their nature, their personality, their fingerprints, etc. Similarly, Autism Spectrum Disorder (ASD) is a unique disorder that cannot be easily identified as well, but every individual with ASD is different from another individual with ASD. Autism Spectrum Disorder is a combination of chronic neuro-developmental impairment & pervasive difficulties that involve impairment or lacking social communication, restricted interest, repetitive behaviors, sensory issues in early life (Adamou, et al., 2021; Kõlves, et al., 2021; APA, 2013). But there is no specific cause of ASD in individuals, different types of perceptive anatomical and functional changes had been observed in the post mortem studies (Lord, et al., 2020). By the time being the worldwide prevalence rate of ASD was about 1 billion population of the world (WHO, 2020) though this ratio is increasing day by day. Mental well-being is a dynamic condition of self-acceptance that relate to the individuals' own ability to acquire their potential ability, meaningfully & creatively, life-satisfaction, develop positive, strong, and beneficial relationships with other individuals as well as impart to the society or their community (Beddington, et al., 2008).

Objectives

The study was designed to evaluate the mental well-being of adults with an Autism Spectrum Disorder in social settings.

Research Methodology

This descriptive study used a quantitative approach and the data was collected from 14 big cities of Pakistan selected through purposive sampling. The sample included 90 adults with ASD aged seventeen years (17) or above selected through purposive sampling. Warwick-Edinburgh Mental Well-Being Scale (WEMWBS-14 items) was used to collect the data that was analysed through descriptive statistics using Statistical Package for Social Sciences. During the COVID - 19 period, online survey was used to collect data.

Results

The results showed that the majority of the adults with ASD had low mental well-being on all aspects of WEMWBS but the highest mean score show that the behaviour that was pointed out by most of the students with relatively low scores was their feelings for being loved (mean 2.44, SD, 0.913) followed by their interest in different or new thing (mean 2.41, SD, 0.806), and their feelings being optimist about their future (mean 2.39, SD, 0.896).

Recommendations

It has been recommended that the social barrier of stigmatization or labeling should be removed through awareness programs at different levels. At an early age the child should know how to deal with autism spectrum disorder and other disabilities in social settings, without stigma and labeling.

Keywords

Mental well-being, Adults with an Autism Spectrum Disorder(ASD), Social settings

About Author:

Education: M.Phil. (Sp.Ed), B.Ed. / M.Ed., MA (Sp.Ed)

Current job: Dow University of Health Sciences (from 2018 till date)

- Student counselor at DUHS

- Teaching profile at DUHS; Teach Psychology and Behavioral psychology courses..

Teaching Profile: Taught multiple courses at different universities (UoK, FUUAST, Greenwich University and AIOU) related to Education, Psychology, Teachers' Education, Counseling, and Special Education.

Title: A Qualitative Study On Challenges That Post- Graduate Students Face In Research Proposal Writing At University Level.

Research Scholar:Rida Batool

Co-Researcher(s):

Abstract:

Students face many challenges and obstacles during their research work and proposal writing is itself a challenge. The main purpose of the study is to highlight those challenges and to make recommendations that how to overcome these challenges. The research design of the study is qualitative. The population of the study is postgraduate level students. The sampling techniques used in the study is purposive non random sampling. The sample has been taken from the Mphil scholars of 4 Universities ; University of Karachi, Sindh Madrasatul Islam University, Iqra University and Agha Khan University. The sampling size of the study is 10 students of Mphil Level. The data is collected through interview method. The data is analyzed by using thematic analysis. The overall results of the study indicate that students face several challenges when they write their research proposals at post graduate level In which some major Challenges are selecting a research topic, understanding with the research supervisor, lack of guidance, lack of knowledge about research methodology, Lack of knowledge about appropriate paraphrasing techniques and avoiding plagiarism etc.

Keywords: Challenges, Post- Graduate , Research Proposal , University.

About Author:

I am Rida Batool. I am currently pursuing M.Phil in Education from Department Of Education , University Of Karachi. I completed my Masters degree in education from University of Karachi in 2019. I also completed my Bachelor degree in Education with 2nd position in department of education (2018). I have an experience of Volunteer ship at The Indian School UAE in which I altered their E-learning Curriculum in 2020. I presented my first paper as a co-author in 2020 at International Conference organized by Shaheed Benazir Bhutto University Benazirabad. Being an Educator my goal is to give services to the field of educational research and bring innovation in it.

Title: Relationship between Information Seeking Skills and Research Self-Efficacy of

Postgraduate Students

Research Scholar:Hariza Hussain

Co-Researcher(s):

Abstract:

The study aims to examine the correlation between information seeking skills research self-efficacy of postgraduate (Master) students. A sample ($n = 63$) of postgraduate students enrolled at University of Karachi was utilized for the purpose of study. The study adopted descriptive correlational research design. Two validated scales, Research Self-Efficacy Scale developed by Holden, Gary, K. Barker, T. Meenaghan, G. Rosenberg (2007), and Information Seeking Skills Questionnaire constructed by Meerah et al. (2011) was administered to gather data. For analyzing the data, the descriptive statistics were applied to find out the levels of research self-efficacy and information seeking skills. Furthermore, Pearson's Product Moment Correlation (r) was used to analyze the correlation of the variables. The study concluded that the mean scores of information seeking skills of the postgraduate students was 3.73 while their research self-efficacy score was 3.446. Moreover, the results indicated that there is a positive and significant relationship between information seeking skills and research self-efficacy ($r = 0.491$, $P < 0.001$). In line with the obtained results, it is recommended that the information seeking skills should be incorporated and practiced in research courses as well as students should be motivated to take part in research projects to improve their research self-efficacy.

Keywords: Research Self-Efficacy, Information Seeking Skills, Information Seeking, Postgraduate Students

About Author:

Hariza Hussain Kanjiani is currently pursuing M. Phil. in Education at University of Karachi. She has completed her Master (M.A.) and Bachelor (B.A. Hons.) in Education in 2019 and 2018 respectively with first position in both the degree programmes at Department of Education, University of Karachi. She has particular interest in the fields of educational research, curriculum development and Early Childhood Development (ECD). She has worked as Senior Research Assistant at Aga Khan University-Institute of Educational-Development for a research project for Karachi region and also assisted in developing Artificial Intelligence (AI) course for a UAE-based school, Pakistan Higher Secondary School Ras Al Khaimah. Furthermore, she has been offering voluntary services as a teacher at community center for last 7 years.

Title: Impact of the challenges faced by postgraduate students during thesis writing
at Department of Education, University of Karachi

Research Scholar: Syeda Hareem

Co-Researcher(s):

Abstract:

The post graduate students faced different issues while writing thesis with adjusted quality. To gain the better understanding of these issues the limited survey conducted at the department of education, University of Karachi. This study is to identify the challenges and obstacles for post graduate students while writing and to investigate the impact on quality of study. This study has significant impact on student's writing quality. It is most important to realise the issues and to find suggestions for the enhancement of research quality. The quantitative research by survey method designed to collect data due to shortage of time. The responses were collected through close ended question based questionnaire by the research students from department of Education, University of Karachi. The study highlighted few of the important factors at the different stages of thesis writing. This study suggests the ethical remittal techniques to develop this area of student interests.

About Author:

Diploma holder Islamic Banking and Finance
B.Com M.A. Education
M.A. Economics
M. Phil (Uok)
Motivational Speaker
HR Consultant in previous time
Professional Graphic Designer, Animator.

Title: The Perception of Bullying in the Light of History

Research Scholar:Dr. Muhammad Ishaq

Co-Researcher(s):

Abstract:

The overall purpose of the study was to know the historical background of the study. The researcher is enthusiastic about the first work done against bullying. He wants to know types and different context where bullying is rampant. For this purpose the researcher has got the help from different books, dictionary and website for the collection of data. It has been concluded that bullying behavior is not only the problem of the third world country but also the problem in advanced countries, so it was concluded that anti bullying campaign may be launched and public may be made aware through electronic and print media to curb this unsocial behavior as many individual in schools in particular and generally in society committed suicide on account of this curse.

Kay Words: *Perception, History, Bullying*

Title: The evolutionary journey of The Turkish education system, and a comparative study with Pakistan's education system.

Research Scholar:Dr. Mufti Nisar Akhter

Co-Researcher(s):

Abstract:

Turkey is one of the most important Muslim states in modern era. Turkey is one of the Muslim countries where the literacy rate is much better than other Muslim countries. If it is said that Turkey can be an example for modern Muslim countries, this statement would not be an exaggeration. According to the UNESCO report, Turkey's literacy rate in 2016-17 was 96.17%, while the literacy rate for 15 to 24 year-olds was 99.62%, this suggests that Turkey is one of the most developed countries in the world.

In this article we analysis the Turkish education system and try to find out how Turkey achieved these victories in the field of education. After analyzing the Turkish education system, this system has been compared with the education system of Pakistan, and the fundamental flaws in Pakistan's education system have been identified in the context of Turkey's education system, and the steps to be taken for their best solution have also been discussed.

About Author:

Ph.D Islamic Studies, M.Ed, B.Ed, MA Islamic Studies, MA Arabic, Specialization in Islamic Jurisprudence, Scholar and Hafiz e Quran.

HOD department of education Trust Jamiat Taleem Ul Quran

Lecturer as avising faculty school of Law, University of Karachi.

Tutor MA Islamic Studies Allama Iqbal Open University Islamabad.

Articles

Title: Special Education Teaching in Ontario, Canada

Research Scholar: Naseema Khan

Co-Researcher(s):

Abstract:

My name is Naseema Khan, and I am a retired teacher. I taught for 30 years, and I am affiliated with the Toronto District School Board, teaching at Kipling Collegiate Institute. For a long time, my teaching subjects were math, general sciences, and biology. Then, I completed my training in special education. For twelve years, I taught low and mild intelligence disability students. The special needs of students can range from communication issues, autism, or speech therapy. Using several tests, teachers like myself help categorize each individual and their issues. We create proper course selection to tailor to their strengths, and students often have different courses than their peers. Due to this, the teaching methodology varies based on the student and their disability.

Many students cannot retain their knowledge for long periods of time. They need more repetition to improve their memory and more hands-on assignments to help them understand topics. Each teacher needs a high level of patience to be working in special education. Most students need technology to aid their writing, basic mathematics, and for some, communicating skills.

Some students have a very special intelligence that relates to their disability. An example of this can be seen in the movie “Rain Man”, where Dustin Hoffman’s character, who is autistic, memorized a large portion of a phonebook in a short period of time. Students can express this special intelligence in other ways as well. Some are incredibly skilled artists or musicians. Other students have different needs, such as wheelchairs or special computers to help their vision.

Many of special needs students end up working in restaurants, grocery stores, and libraries. Some students have the capabilities to study at college or acquire skills to work in the trades. Many students go on to work very well-paying jobs in fields such as construction. It is the job of the teachers to show the capabilities of each student, capitalize on them, and put them on a path to succeed.

Title: Systems of Education in Ontario, Canada

Research Scholar: Abdullah Butt

Co-Researcher(s):

Abstract:

The province of Ontario has a diverse population of students studying each year in its three distinct levels of education spanning a twelve-year period. Each grade lasts around ten months, giving students a large break between school years. Schools are separated by their age groups, with primary school students covering grades one to five, intermediate school covering grades six to eight, and secondary school covering grades nine to twelve. At the primary level, students are taught the basic reading and writing skills, mathematics, science, and social studies. Much of the activities in classrooms are fun and help work on co-operative skills, problem solving, critical thinking, and communication. Basic testing is done, with more emphasis on understanding rather than marks.

The transition to intermediate school is a slight jump in content, asking more out of students in the math and sciences, but generally continues to build on critical thinking. Students learn to set goals and are encouraged to improve their grades, striving to become better students. Students are expected to still cover all subjects in a linear manner.

Secondary students are given much more freedom in course selection, as they have become familiar with what subjects they excel at. A basic set of pre-requisite courses are laid out for students to successfully graduate, with the students filling out most of their own timetables. Content covered in classes becomes much more complex, preparing students for post-secondary options. The last two years of secondary school is crucial for aspiring post-secondary students, having a large emphasis on marks to be accepted into institutions.

The methodology of teaching shown in Ontario schools is structured almost the same through each level of education. Students begin a class with a lesson covering a new topic for around thirty to forty minutes. Teachers then test the student's new-found knowledge and go over questions on the topic to solidify their learning for around ten to twenty minutes. The rest of the

class period is left to more practice on the lesson, often with assigned work that should be completed by the next class.

Basic grading schemes for secondary students is as follows: 70-80% of a grade is determined on in-class activities, projects, and tests. The remaining 20-30% is determined via end of semester examinations covering majority of class content. Post-secondary institutions look for students with high grade point averages in their final two years of secondary school, leading to much more competitive grading. Teachers in eleventh and twelfth grade design their course structure to allow students to create more opportunities in achieving their desired marks. One week is usually given to students to prepare and write exams, with a short break between semester shifts.

The guardian(s) of a student are often brought in for student-teacher nights discussing learning goals, progress, and overall behaviour. Secondary students are expected to be more self-motivated by the age of fourteen, so these nights are not heavily focused upon. Schools are kept safe in Ontario with recurring lockdown drills and safety protocols multiple times a year, with students following a coordinated plan. Any safety issues or drug related incidents are instant grounds for police and parental involvement, with teachers monitoring students on school premises.

Overall, the Ontario education system has a well thought out format that emphasizes on students building the necessary skills to succeed. Students are encouraged to plan out their goals and strive to new heights that may have seemed unreachable. The twelve years in the education system thoroughly prepares students for the many avenues that are open after secondary school is completed.

About Author:

Former Peel District School Board student, current University of Toronto, Mississauga Student.

Posters

Poster Presentation - MU Students
Farah Batool and Ujala Sajid

- 1) The Impact of Online Learning on Students' Psychological Well Being
- 2) Lack of Facilities in Education System in Pakistan
- 3) Mental Health of Students In COVID-19 Crisis
- 4) Role of Educators Under the Shadow of COVID-19

Training Programs

Title: Quran Studies for School Children

Research Scholar: Dr. Mohammad Ishaq Mansoori

Co-Researcher(s):

Abstract:

This Course is for school children grades 6 -10 and the parents who would like learn the basics of Quran with complete translation & quiz exams.
Al Quran Bahasiyat-e-School Nisabi Kitab.

COURSE OBJECTIVE:

The purpose of this Course is to give essential knowledge to the participants about reading Quran with understanding the basic concepts of Islamic teachings

About Author:

Ph.D Arabic Language & Literature
Chairman Arabic Department
University of Karachi
(2003 - 2006)

Title: TAP Project

Research Scholar: Syed Wazir Ali Qadri

Co-Researcher(s):

Abstract:

"تبدیلی کے لیے تبدیل ہونا ضروری ہے" ٹیپ پراجیکٹ کا آغاز یکم جنوری 2010 میں ہوا جس کی بنیاد سید معظم علی قادری مرحوم نے رکھی۔ بانی ممبران میں پراجیکٹ ہیڈ سید وزیر علی قادری اور ڈاکٹر نسیم احمد (پی ایچ ڈی) شامل تھے۔ اس پروگرام کا مقصد 10 سال سے 17 سال کے لڑکوں اور لڑکیوں کی کونسلنگ (مشاورت) کرنا تھا۔ اسی لیے اس کو اسکولوں میں چھٹی کلاس سے میٹرک ('O' لیول) معترف کرایا گیا۔

طریقہ کار کو اپناتے ہوئے اسکولوں میں وزٹ کر کے ان طلبا و طالبات کو اعتماد میں لے کر ایک ریسرچ بیس سوال نامہ بھروا کر اس سے حاصل معلومات کی روشنی میں ان کی ہر سطح کی کمزوریوں کو دور کرنا مقاصد میں شامل تھا تاکہ مستقبل میں معاشرے کا مفید اثاثہ ثابت ہوں۔ اس کے لیے 3 اسٹیپس لیے گئے۔ ایسے مسائل جو مشترکہ ہیں، ایسے مسائل جس کا سبب تو شکار نہیں ہوتے لیکن جو بھی اس سطح پر پریشان ہوں اس کو دور کرنے کے لیے گروپ بنائے جاتے ہیں تیسرا اور سب سے اہم بات انفرادی نوعیت پر مبنی مسائل ہیں جن کو ایک ایک طالب علم یا طالبہ کو مشورے دینے کا عمل شامل ہے۔

پاکستان کا سب سے بڑا شہر جہاں اس کی بنیاد رکھی گئی وہ کراچی مرکز بنا ، اس کے ساتھ ہی بلوچستان میں ویندر اور بیلا پر اس کام کو بڑھایا گیا۔ الحمد للہ پنجاب میں رحیم یار خان، شیخوپورہ کی تحصیل رحمان آباد کے گاؤں ڈیرہ ملا سنگھ پر کام جاری ہے۔ یہ ہی نہیں صوبہ خیبر پختون خوا کے پشاور شہر سے منسلک باڑہ ، لنڈی کوتل میں واقع اسکول تک رسائی حاصل ہوئی۔ یہ ہی نہیں قبائلی علاقے باجوڑ میں سیکنڈری اسکولز میں کام جاری ہے جس میں الامنہ اسکول سرفہرست ہے۔

یہ پروگرام اپنی نوعیت میں منفرد مقام رکھتا ہے۔ اس کے ذریعے اسکولوں میں بغیر کسی اضافی اخراجات کے بہت سی اصلاحات نافذ کی گئیں۔ ان میں کھیلوں کا انعقاد، لائبریری کا قیام، پی ٹی (ورزش) کا اہتمام اس پراجیکٹ کا خاصہ کہلانے۔

یہ پروگرام 2010 سے جون 2021 تک بغیر کسی عطیات کے جاری ہے۔ کوشش ہے کہ دائرہ کار کو بڑھانے کے لیے استعداد رکھنے والے معاونین سے اعانت کے لیے کہا جائے۔ اس سلسلے میں ایک خوبصورت کتابچے کی شکل میں پریزنٹیشن تیار کی گئی ہے۔

پراجیکٹ کے ذریعے طلبا و طالبات ، اساتذہ اور انتظامیہ کے دیرینا مسائل سامنے آئے اس کی روشنی میں ان میں جو تبدیلیاں رونما اور محسوس کی گئیں ان میں صبح کا ناشتہ ، دوپہر و رات کا کھانا کھانے کے اوقات کار اور بھوک نہ لگنے والی شکایات کا ازالہ کیا گیا۔ پانی کی مقدار میں اضافہ کیا گیا۔ ٹی وی چینلز ، سماجی ذرائع ابلاغ اور موبائل فون کے بے جا استعمال سے اجتناب کی ترغیب دی گئی۔ شعور کے ساتھ زندگی گزارنے کے ڈھنگ کو استوار کرنے کے لیے کھیل کو بنیادی حیثیت قرار دیا اور کلاس رومز میں ان طلبا و طالبات کو جنہیں بات کرنے میں جھجک محسوس ہوتی تھی انہیں فرنٹ میں بلا کر تقاریر کا موضوع دے کر اپنے ساتھیوں سے بلا تکلف باتیں کرنے کا حوصلہ دیا۔ 50 قوتہ نماز، قرآن حکیم کی تلاوت و روز مرہ کی دعاؤں کو یاد کرا کر انہیں معمول کا حصہ بنایا۔ یہ ہی نہیں وہ طلبا و طالبات جنہیں کچھ مضامین خشک محسوس ہوتے تھے اور سوال و جواب یاد یا زہن نشین نہیں رہتے تھے کچھ ٹپس دے کر بہتر کیا گیا۔ یہ ہی نہیں طلبہ و طالبات میں مطالعہ کا شوق بڑھانے کے لیے "بستہ لائبریری" © کو معترف کرایا گیا جس میں ہر طالب علم کے اسکول بیگ میں ہر وقت ایک کہانی یا اس سے ملتی جلتی موضوعات پر مبنی کتاب ساتھ رہے کا اہتمام کیا گیا۔ اس کی خوبی یہ ہے کہ جب ایک طالب علم وہ کتاب پڑھے تو وہ دوسرے کو آگے بڑھائے گا اور اس طرح وہ کئی طالب علموں کے گھروں تک پہنچ جائے گی اور اس سے دیگر بہن بھائی و دوست استفادہ حاصل کرسکتے ہیں۔ اس کی ایک خوبی اور بھی ہے کہ اس کتاب میں ایک ورق چسپاں کیا گیا ہے جس میں اس کا نام ، کلاس، اسکول وغیرہ درج ہوتا ہے جس سے اس کے اندر ایک خوشگوار احساس پیدا ہوتا ہے کہ جو بھی اس کتاب کو کھولے گا تو سرورق کے بعد اس کی نظر اس ورق پر پڑے گی جس نے یہ کتاب سب سے پہلے مطالعہ کی تھی۔ اس طرح قوم اور ملک کو مستقبل کے معماروں کو ہر لحاظ سے تیار کر کے مفید حصہ بنانے کا سہرا الحمد للہ تعمیر اخلاق پروگرام (TAP PROJECT) کو جاتا ہے۔ ان تمام باتوں کو ایک سلوگن کے ذریعے اجاگر کیا گیا اور زندگی کا اصل مقصد کیا ہے باور کرایا گیا۔

"تبدیلی کے لیے تبدیل ہونا ضروری ہے" یہ بھی ایک احسن قدم ہے کہ مستقبل قریب میں مزید کاموں میں شامل ہونے کے لیے اس کا دائرہ کار مختلف پراجیکٹس تک بڑھا دیا گیا ہے اور اب یہ TAP FOUNDATION کے پرچم تلے ملک و قوم کی خدمت مزید بہتر انداز میں کرسکے گی۔

مرتب: سید وزیر علی قادری

About Author:

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 زیلی 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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Email: dr.hashmiiba@gmail.com
Facebook: Dr. Hashmi IBA - HIBA

WhatsApp: +1 905 580 3152
www.101cmc.com/olc