



# **INTERNATIONAL E- CONFERENCE ON RESEARCH IN EDUCATION & LEADERSHIP (IECOREL2021) DECEMBER 15-16**

**“DIGITAL TRANSFORMATION IN EDUCATION”**

## **CONFERENCE PROGRAM**

**ORGANIZER**

**DEPARTMENT OF EDUCATION**

**SCHOOL OF SOCIAL SCIENCES & HUMANITIES**

**UNIVERSITY OF MANAGEMENT & TECHNOLOGY**

**LAHORE, PAKISTAN**

**International e-Conference on Research in Education and Leadership  
(IeCOREL 2021)**

**15-16 December 2021**

**Conference Program**

**Day 1, December 15, 2021**

Topic: IECOREL2021 Inauguration & Keynotes  
Time: Dec 15, 2021 08:45 AM Islamabad, Karachi, Tashkent  
Join Zoom Meeting <https://zoom.us/j/92719137264>

Time	Activity	Speaker
9:00 a.m. to 9:20 a.m.	Inauguration	Conference Secretary Dr. Sajid Masood
9:20 a.m. to 9:25 a.m.	Tilawat e Quran	Recording
9:25 a.m. to 9:30 a.m.	National Anthem	Recording
9:30 a.m. to 9:45 a.m.	Opening Remarks	Dr. Mumtaz Akhter Conference Chair, Dean SSS&H
9:45 a.m. to 9:55 a.m.	Welcome Note	Dr. Asif Raza Rector UMT
10:00 a.m. to 10:45 a.m.	Keynote speech I “Lockdown lessons: what the pandemic showed us about the digital transformation of education	Professor Dr. Martin Oliver Professor of Education and Technology Pro-Director: Academic development, UCL Institute of Education University College London
10:45 a.m. to 11:30 a.m.	Keynote speech II Digital adaptation of the educational system in Italy following covid-19.	Dr Francesca Umm Yahya (Bocca-Aldaqr), Associate Professor and Head of Department (Psychology) IOU - Italy.

## Panel Discussion

Time	Activity	Speaker
11:30 a.m. to 1:00 p.m.	Panel Discussion: <i>Digital Transformation and Social Inclusion: Challenges &amp; Opportunities</i>	Dr. Sajid Masood (Host) Conference Secretary, UMT
		Prof. Dr. Martin Oliver, Professor of Education and Technology IOE, UCL, UK
		Dr Anjum Bano Kazmi Professor of Education Iqra University Karachi
		Dr Nabi Bux Jumani Professor of Education & Vice President International Islamic University Islamabad
		Prof. Dr Shahida Sajjad Vice Chancellor Metropolitan University, Karachi
		Prof Dr. Muhammad Memon Chairman Board of Intermediate & Secondary Education , Hyderabad
		Dr. Dr. Shahid Farooq Professor & Chairman, Department of Advanced Studies in Education Institute of Education & Research University of the Punjab
		Ms. Noor Amna Malik Former Advisor Monitoring & Evaluation HEC, Islamabad
		Dr Riaz Ul Haq Tariq Professor of Education
		Prof. Dr. Robina Farooq Vice Chancellor Government College Women University

	Faisalabad
1:00 p.m. to 2:00 p.m.	<b>Lunch and Prayer Break</b>
2:00 p.m. to 3:30 p.m.	<b>Parallel Sessions</b>

**International e-Conference on Research in Education and Leadership  
(IeCOREL 2021)**

**Conference Program Day 2, December 16, 2021**

Topic: IECOREL2021 Keynotes

Join Zoom Meeting <https://zoom.us/j/93014578796>

Time	Activity	Speaker
9:00 a.m. to 9:05 a.m.	Inauguration	Conference Co-Secretary Dr Fariha Gull
9:05 a.m. to 9:10 a.m.	Tilawat e Quran e Pak	
9:10 a.m. to 9:15 a.m.	National Anthem	
9:15 a.m. to 10:00 a.m.	Keynote speech I Education and Leadership	Dr Shafiqur Rahman (PhD, Australia), Associate Professor & Head of Department (Business Studies) IOU - Australia.
10:00 a.m. to 10:45 a.m.	Keynote speech II Education Post-COVID: How Digital Transformation Can Lead Educational Change	Professor Dr. Rebecca K. Fox Director, Division of Advanced Professional Teacher Development and International Education, College of Education & Human Development George Mason University USA
10:45 a.m. to 11:30 a.m.	Keynote speech III Digital Knowledge: Machine Education for Human Learning	Dr. Jaehwa Choi Associate Professor and Director of Assessment, Testing, and Measurement Graduate School of Education and Human Development

	The George Washington University
12:30 pm to 2:00 p.m.	<b>Parallel Sessions</b>
2:00 p.m. to 3:00 p.m.	<b>Lunch and Prayer Break</b>
3:00 p.m. to 3:30 p.m.	<b>Closing Ceremony</b>

**Concurrent Sessions**

**Day 1, December 15, 2021**

**2:00 PM TO 3:30 PM**

**Concurrent Session: 01 Theme: Use of Technology and Digital Transformation**

<b>Session Chair:</b> Dr. Asma Nouman		<b>Moderator:</b> Mr. Arsalan Akhter Khan	
<b>Zoom link:</b> <a href="https://zoom.us/j/3567973485">https://zoom.us/j/3567973485</a>		<b>Date:</b> 15-12-2021	
<b>Time</b>	<b>Paper ID</b>	<b>Title of the paper</b>	<b>Presenters</b>
2:00 – 2:15	13IeCOREL	Enabling and Disabling Technologies in Higher Education: A Meta-Analysis of Impacts and Challenges of Limitations	Abdul Malik Irfan Bashir
2:15 – 2:30	15IeCOREL	Elementary Education in Real and Virtual Life in covid-19: Analysis of Present and Future Learning	Ghulam Haider
2:30 – 2: 45	IeCORE 16	Challenges of Online Teaching and Learning: Perspectives of University Students	Dr Rani Gul
2:45 – 3: 00	IeCORE 31	21st Century and Digital Transformation in Teachers' Education	Ayesha Karim
3:00 – 3:15	IeCORE 35	Identification of Reading Difficulties in the Subject of English at Secondary Level in Harappa: Proposing Digital Solutions	Hina Amin Maria Aslam



**Concurrent Sessions**  
**Day 1, December 15, 2021**  
**2:00 PM TO 3:30 PM**

**Concurrent Session: 02**

**Theme: Twist In Learning; Offline To Online**

<b>Session Chair:</b> Dr. Amna Arif		<b>Moderator:</b> Ms. Habeeba Saleem	
<b>Zoom link:</b> <a href="https://zoom.us/j/92512108214">https://zoom.us/j/92512108214</a>		<b>Date:</b> 15-12-2021	
<b>Time</b>	<b>Paper ID</b>	<b>Title of the Papers</b>	<b>Presenters</b>
2:00 – 2:15	IeCOREL67	Impact and challenges: To study the Quality of virtual learning and student’s satisfaction via e-learning at University Level	Dr. Rizwana Faseel Hussain Mr. Baber Khan
2:15 – 2:30	IeCOREL32	Perceptions of Undergraduate Students Regarding E. Learning during COVID-19	Dr.Irfan Ullah Khan
2:30 – 2: 45	IeCOREL44	The Learning Delivery Modalities in Catanduanes State University	Julius S. Antonio
2:45 – 3: 00	IeCOREL21	Challenges in e-learning for undergraduate university students	Dr. Bibi Asia Naz Rabia Khursheed
3: 00 – 3: 15	IeCOREL87	Effect Of Activity-Based Teaching On Students’ Academic Achievement And Creativity At Primary School Level	Mahrukh Sultan

**Concurrent Sessions**  
**Day 1, December 15, 2021**  
**2:00 PM TO 3:30 PM**

**Concurrent Session: 03 Theme: Assessment of what and how in era of digital transformation**

<b>Session Chair:</b> Dr. Irfan Bashir		<b>Moderator:</b> Ms. Zikra Faiz	
<b>Zoom link:</b> <a href="https://zoom.us/j/96055047643">https://zoom.us/j/96055047643</a>		<b>Date:</b> 15-12-2021	
<b>Time</b>	<b>Paper ID</b>	<b>Title of the Papers</b>	<b>Presenters</b>
2:00 – 2:15	IeCOREL 6	A Survey of Teachers Digital Assessment Literacy in Public Sector Universities of Punjab	Dr. Nasir Mahmood Nighat Ara , Dr. Naseer Ahmed Salfi
2:15 – 2:30	IeCOREL 9	Analyzing Students’ Attitude towards E-Learning—Empirical Evidence from Balochistan’s Higher Education Sector”	Manisha Motiyani
2:30 – 2: 45	IeCOREL26	Assessing Student’s Engagement On Social Interaction: Basis For Academic Intervention Program	Jann Elaine Barrera John Mark Labasano, Kristine B. Iran, Armand James A. Vallejo
2:45 – 3: 00	IeCOREL28	Assessing The Constructivist Approach In Museum To The Social Cultural Learnings Of College Students In Umtc	Marriel T. Bulawan Pamela C. Lubang, Vency Mae Paragoso , Armand James A. Vallejo
3: 00 – 3: 15	IeCOREL42	Formative Assessment Going Online from Face – to – Face: Students’ perceptions regarding the change in their Motivation	Fareeha Sherazi Dr .Irfan Bashir
3:15- 3:30	IeCOREL70	Digital Transformation Readiness, Exploration and Exploitation: The Perspectives on Academia	Hina Jalal



**Concurrent Sessions**  
**Day 1, December 15, 2021**  
**2:00 PM TO 3:30 PM**

**Concurrent Session: 04**

**Theme: Leadership for digital transformation**

<b>Session Chair:</b> Dr. Fariha Gul		<b>Moderator:</b> Ms. Tayyaba Mir	
<b>Zoom link:</b> <a href="https://zoom.us/j/94026376883">https://zoom.us/j/94026376883</a>		<b>Date:</b> 15-12-2021	
<b>Time</b>	<b>Paper ID</b>	<b>Title of the Papers</b>	<b>Presenters</b>
2:00 – 2:15	IeCOREL 7	School Leadership During Covid -19 Pandemic: Exploring The Researchers’ Experience	Dr. Jyoti Verma Dr. Sambit Kumar Padhi
2:15 – 2:30	IeCOREL61	Digital Skills in Higher Education During the COVID-19 Pandemic: Transforming Leadership and Institutions	Tahir Mahmood
2:30 – 2: 45	IeCOREL 5	Inter-Relationship of Leadership Behaviors, and Efficacy Beliefs of Teachers in Public and Private Schools	Dr. Sarwat Maqbool
2:45 – 3: 00	IeCOREL68	Influence Of Instructional Leadership On School Culture And Climate For School Improvement	Junaid Rafiq Dr. Fauzia Naheed Khawaja
3: 00 – 3: 15	IeCOREL22	Technology and its use in Education: Present and Future Prospects	Ameema Mahroof
3:15 – 3:30	18IeCOREL	Determinants of satisfaction from the loan: an impact analysis of selected beneficiaries from prime minister’s youth business loan scheme	Afshan Iram Muhammad Jamil Umaira Zafar



**Concurrent Sessions**  
**Day 1, December 15, 2021**  
**2:00 PM TO 3:30 PM**

**Concurrent Session: 05**

**Theme: Digital classrooms and social inclusion**

<b>Session Chair:</b> Fauzia Naheed Khawaja		<b>Moderator:</b> Dr. Afshan Naseem	
<b>Zoom Link:</b> <a href="https://zoom.us/j/99317261733">https://zoom.us/j/99317261733</a>		<b>Date:</b> 15-12-2021	
<b>Time</b>	<b>Paper ID</b>	<b>Title of the Paper</b>	<b>Presenters</b>
2:00 – 2:15	IeCOREL1	Social Skills and their Interaction with Students Non-Cognitive Predictors of Academic Performance at Secondary Level in Punjab	Muhammad Saleem
2:15 – 2:30	IeCOREL17	Role of Students' Perceived Social Support and University Life Adjustment in Their Academic Achievement	Saira Bano
2:30 – 2: 45	IeCOREL43	Influence of University Graduates' Personality Trait Factors on Technology Acceptance Model	Homan Memon Dr. Sadia Anwar
2:45 – 3: 00	IeCOREL49	Digital Tools: Panacea to Effective Chemistry Delivery in Senior Secondary School in the Face of Security Challenges	Michael Olugbenga La'ah Deborah
3: 00 – 3: 15	IeCOREL50	Study Preferences During the COVID-19 Pandemic: Comfort vs Community	N. Dubauskienė, V.Kumpikaitė-Valiūnienė,J. Barynienė, V. Jakštienė, A. Daunorienė, J. Vasauskaitė, V. Malinauskienė
3: 15 – 3:30	IeCOREL78	Merits and Demerits of Digital Classrooms in Teaching / Learning Practices	Dr Tamseela Naeem Shabana Zafar

**Concurrent Sessions**  
**Day 1, December 15, 2021**  
**2:00 PM TO 3:30 PM**

**Concurrent Session: 06**      **Theme: Inclusive Education and digital transformation**

<b>Session Chair: Dr. Abdul Hameed</b>		<b>Moderator: Ms. Ghazala Ishrat</b>	
<b>Zoom link:</b> <a href="https://zoom.us/j/92788489522">https://zoom.us/j/92788489522</a>		<b>Date:</b> 15-12-2021	
<b>Time</b>	<b>Paper ID</b>	<b>Title of the paper</b>	<b>Presenters</b>
2:00 – 2:15	IeCOREL 8	Online Current teaching practices of teachers of children with intellectual disability	Dr Hina Noor Misbah Waqar
2:15 – 2:30	IeCOREL12	Effectiveness of online Braille Methods using in Mathematics Instructions to Students with Visual Impairments due to Pandemic COVID-19 in Pakistan	Abdul Hamid Dr. Hafiz Tahir Jameel
2:30 – 2: 45	IeCOREL14	Challenges faced by teachers while teaching children with Physical disabilities in Govt. Special Education Centers in Punjab	M. Umar Mehmood
2:45 – 3: 00	REL19IeCO	A Phenomenological Study Of Rapid Shift To Online Teaching Mode For Students With Hearing Impairment: A Deaf Perspective	Ahmad Shakeel Fahad Munir Awan, Dr. Amna Arif
3: 00 – 3: 15	IeCOREL23	Role of Parental Involvement in Multidisciplinary IEP team meeting and it's Impact on Students' Learning Outcomes	Ayesha Gulraiz

## Concurrent Sessions

Day 2, December 16, 2021

12:30 pm 2:00 PM

Concurrent Session: 1

Theme: Inclusive Education and digital transformation

Session Chair: Dr. Faisal Anis		Moderator: Ms. Ayesha Afzal	
Zoom link: <a href="https://zoom.us/j/99264214273">https://zoom.us/j/99264214273</a>		Date: 16-12-2021	
Time	Paper ID	Title of the paper	Presenters
12:30 – 12:45	IeCOREL30	Challenges Faced by Parents of Children with Intellectual Disabilities studying in Government and Private Schools during Lockdown Due to COVID-19 in Lahore	Dr. Hina Fazil Hina Hadayat, Sidra Anser
12:46 – 01:00	IeCOREL33	Facilitating Inclusive Education through Integrating Digital Technology in 21st Century Educational Systems	Fr. Baiju Thomas
01:01 – 01:15	IeCOREL40	Special Education Teachers Perceptions and Motivational level about Inclusive Education for CWPDs in Govt. Special Education Centres in Punjab	M. Umar Mehmood
01:16 – 01:30	IeCOREL45	Instructional Strategies Used By Special Educators To Teach Reading To Students With Hearing Impairment	Madiha Shahzad Dr. Asmaa Nouman
01:31 – 01:45	IeCOREL53	Comparison Of Self-Concept Of Students With Congenital And Acquired Visual Impairment	Mubashar Shahzad Dr. Asma Azeem
01:45 – 2:00	IeCOREL95	Rubrics as effective feedback: the level of learning and practices as presented by prospective and in-service teachers in Punjab	Tayyaba Mir
2:15 – 2:30	IeCOREL 9	Analyzing Students' Attitude towards E-Learning—Empirical Evidence from Balochistan's Higher Education Sector"	Manisha Motiyani
2:30 – 3:00	Iecorel 96	Exploring the relationship between digital literacy skills and Technological Pedagogical and Content Knowledge (TPACK) among the secondary school teachers	Rozina Khan Dr. Fariha Gul

## Concurrent Sessions

Day 2, December 16, 2021

12:30 pm 2:00 PM

Concurrent Session: 02 Theme: Use of Technology and digital Transformation

Session Chair: Dr. Sajid Masood		Moderator: Ms. Sadia Haleema	
Zoom Link: <a href="https://zoom.us/j/96727283564">https://zoom.us/j/96727283564</a>		Date: 16-12-2021	
Time	Paper ID	Title of the paper	Presenters
12:30 – 12:45	IeCOREL37	A Case Study Of AIOU Five Years' Journey Of Digital Transformation	Dr. Afshan Huma Dr. Sidra Rizwan
12:46 – 01:00	IeCOREL56	Inducement Of Specialization On Postgraduate Scholars' Application Of Mobile Technologies For Learning	Sadia Sadiq
01:01 – 01: 15	IeCOREL54	Changing Dynamics of Media Research Design during Covid and After- Searching for an Alternative Approach	Dr. Rajesh Das Ms. Ipsita Banerjee
01:16 – 01: 30	IeCOREL46	A Study Of Online Classes At The University Level In Pakistan	Malik Allah Dad
01:31 – 01: 45	IeCOREL77	Assessing English Language Teachers' Understanding of their Role in Learning of Others Subjects	Miss Shazia Bibi Dr. Tanveer Iqbal Dr Musarrat Habib
1:45 – 2:00	IeCOREL51	Teachers' perception about quality of English text book Grade VIII in Public schools in (Punjab)	Nargis Bhatti
2:00 – 2:15	IECOREL74	A qualitative investigation of students and teachers perceptions of using innovative modern teaching strategies at higher level	Bushra Noor
2:15 – 3:00	Iecorel35	Online Current teaching practices of teachers of children with intellectual disability	Hina Amin

## Concurrent Sessions

Day 2, December 16, 2021

12:30 pm 2:00 PM

Concurrent Session: 03

Theme: Teaching and Learning

<b>Session Chair:</b> Dr. Shariqa Nasreen		<b>Moderator:</b> Ms. Malahat Siddiqui	
<b>Zoom Link:</b> <a href="https://zoom.us/j/6818047391">https://zoom.us/j/6818047391</a>		<b>Date:</b> 16-12-2021	
Time	Paper ID	Title of the Paper	Presenters
12:30 –12:45	IeCOREL34	Relationship of psychotraumatic problems and war hazards with academic achievement of secondary school students in north Waziristan	Dr. Matiullah Dr. Irfan Ullah Khan
12:46 –01:00	IeCOREL62	Impediment on Primary Schools and Teachers from Human Capital Utilization: A Conceptual Study of the Learning Process with Gender Discrimination Perspective	Mominah Tariq Dr. Sohaib-uz-zaman
01:01– 01:15	IeCOREL66	Experiences of Beed teacher in managing and disciplining college students in Davao Del Norte	Xyra Mae D. Cuizon Cheryl S. Presillas Cristy Mae P. Ortizarman James A. Vallejo
01:16– 01:30	IeCOREL69	Impact of reflective teaching practices on academic achievement of university students	Ghazala Shaheen Dr. Muhamamd Saeed Khan Dr Tehseen Tahir Dr Ambreen Ashfaq
01: 31–01:45	RELIeCO72	Challenges faced by Primary School Low-Cost Private School Teachers During Online Teaching	Kiran Qadeer Anum Arshad
01:45 – 2:00	IeCOREL25	Impact of climate change in higher education	Azra Abdul Majeed





**Concurrent Sessions**  
**Day 2, December 16, 2021**  
**12:30 pm 2:00 PM**

**Concurrent Session: 04      Theme: Inclusive Education and digital transformation**

<b>Session Chair:</b> Dr. Abdul Ghafoor		<b>Moderator:</b> Dr Irfan Bashir	
<b>Zoom Link:</b> <a href="https://zoom.us/j/92865571656">https://zoom.us/j/92865571656</a>		<b>Date:</b> 16-12-2021	
<b>Time</b>	<b>Paper ID</b>	<b>Title of the Paper</b>	<b>Presenters</b>
12:30 – 12:45	IeCOREL55	Challenges Faced by Higher Education Institutions in Including Students with Hearing Impairment	Qurrat-ul-Ain
12:46 – 01:00	IeCOREL58	Challenges Faced By The Visually Impaired Students While Doing Their Homework Assignments Using Braille	Shazia Farooq Mirza Dr Faisal Anis
01:01 – 01: 15	IeCOREL59	Quality of Special Education of Students with Hearing Impairment Perceived by Teachers at Elementary Level	Saira Zafar Dr. Hina Fazil, Hafiz Muhammad Afzaal
01:16 – 01: 30	IeCOREL60	Unveiling Teaching and Learning Issues of Special Education Schools during COVID -19 in Pakistan	Syeda Khadija Burhan
01: 31 – 01: 45	IeCOREL63	Challenges faced by Hearing Impaired Students in Online Learning during Covid 19	Tayyaba Naz
01:46 – 2:00	IeCOREL65	E-Learning Environment for Students with Hearing Impairment at Higher Education Level in Punjab	Zahra Mumtaz Dr. Mumtaz Akhtar

## Concurrent Sessions

Day 2, December 16, 2021

12:30 pm 2:00 PM

Concurrent Session: 05

Theme: Twist in Teaching: offline to online

<b>Session Chair:</b>	Dr. Yaar Muhammad	<b>Moderator:</b>	Ms. Arjumand Rauf
<b>Zoom link:</b>	<a href="https://zoom.us/j/3335802634">https://zoom.us/j/3335802634</a>	<b>Date:</b>	16-12-2021
Time	Paper ID	Title of the Papers	Presenters
12:30 – 12:45	IeCOREL11	Prospective Science Teachers' Views about Online Teaching during COVID-19: A Qualitative Study	Saeedullah Prof. Dr. Rafaqat Ali Akbar
12:46 – 01:00	IeCOREL57	Twist in Teaching: Offline to Online	Saima Yasmeen
01:01 – 01: 15	IeCOREL64	Twist in teaching during covid-19 pandemic and burnout of educators' teaching online in Lithuania	V. Kumpikaitė- Valiūnienė J.Duobienė, I.Žičkutė, V.Liubinienė, I.Ivinskytė
01:16 – 01: 30	IeCOREL73	Older Secondary School Teachers' Perceptions about Online Teaching: A Case of Private School Organization	Rabia Aslam Umme-Hani Farooq
01:31 – 01: 45	IeCOREL74	Code switching as Classroom Management, Content Transmission, and Interpersonal Relations strategy at Undergrad Level	Zainab Makki Rao Jaleel Ahmed, Dr. Irfan Bashir

01:45 – 2:00	IeCOREL92	English Language Teaching: Approaches & methods	Dr Amna Saeed
2:00 – 2:15			Sana Javed
2:15 – 3:00	IeCOREL 4	Identification of factors associated with job embeddedness among teachers at NUML Islamabad	Nabila Shakur

## Concurrent Sessions

Day 2, December 16, 2021

12:30 pm 2:00 PM

**Concurrent Session: 06 Theme: Assessment of what and how in era of digital transformation**

<b>Session Chair:</b> Dr. Amna Yousaf		<b>Moderator:</b> Usman Ali	
<b>Zoom link:</b> <a href="https://zoom.us/j/99870029420">https://zoom.us/j/99870029420</a>		<b>Date:</b>	
Time	Paper ID	Title of the Papers	Presenters
12:30 – 12:45	IeCOREL75	Analyzing the Students learning level of Biology Assessment According to the cognitive domain at the secondary level	Habiba Iqbal Dr Fariha Gul
12:46 – 01:00	IeCOREL76	Assessing the adoption of E-assessment in private universities: students' perspective	Bisma Hassan Dr Fariha Gul
01:01 – 01: 15	IeCOREL79	Using Technology to facilitate effective assessment for learning and feedback for higher education	Iqra Zahoor Dr Fariha Gul
01:16 – 01: 30	IeCOREL80	Teachers' Perception on Enhancing Formative-Assessment with the Use of Mobile Technology in Classrooms	Awaiz Asif Dr Fariha Gul
01: 31 – 01:45	IeCOREL82	Classroom Assessment Practice: A Survey Of Secondary School Teachers	Eman Tariq Dr Fariha Gul
01:45 – 2:00	IeCOREL93	Teachers' Readiness for digital skills-based teaching in 21 <sup>st</sup> century classrooms	Faiza Jaleel Aasma Zaheer Asma Kanwal
2:00 – 2:15	IeCOREL94	Relationship between English Language Proficiency and Academic Performance of Students at University Level	Syed Izzatullah Dr Fariha Gul



## Concurrent Sessions

Day 2, December 16, 2021

12:30 pm 2:00 PM

**Concurrent Session: 07 Theme: Assessment of what and how in era of digital transformation**

<b>Session Chair:</b> Dr. Fariha Gul		<b>Moderator:</b> Ms Habiba Iqbal	
<b>Zoom link:</b> <a href="https://zoom.us/j/94026376883">https://zoom.us/j/94026376883</a>		<b>Date:</b> 16-12-2021	
Time	Paper ID	Title of the Papers	Presenters
12:30 – 12:45	IeCOREL83	Perception of Teachers About Effectiveness of standardized test at board level	Erum Khursheed
12:46 – 01:00	IeCOREL84	Teacher’s view on the use of assessment for learning and data-based decision	Hania Shoukat
01:01 – 01: 15	IeCOREL85	Item Analysis Of Theory Examination For Subject Physics Of Class 9th Gujranwala Board	Janita Saeed
01:16 – 01: 30	IeCOREL86	Development And Validation Of Questionnaire For University Students Regarding Their Perceptions About Learning Environment	Maham Tahir
01: 31 – 01:45	IeCOREL88	Perception Of Students About Role Of Formative Assessment In Achieving Educational Goals Of Students	Samina Ikram
01:46- 02:00	IeCOREL90	Perception Of Teachers About Role Of Formative Assessment In Achieving Educational Goals Of Students	Uzma Shafi
02: 00 – 02:15	IeCOREL91	Re-engineering system of education through assessment and evaluation: perception of teachers	Amna Arif

# **Enabling and disabling technologies in higher education: a meta-analysis of impacts and challenges of limitations**

131eCOREL

**Abdul Malik**

**Irfan Bashir**

**University of Management and Technology, Lahore**

## **Abstract:**

The higher education system has information and communication technology (ICT) as a major and imperative part of it since the emergence of ICT. Perhaps the most effective use of ICT in the higher educational institutions, by teachers, students and administration has emerged during Covid-19, which has broadened their spectrum for their capacities in future. New challenges, in higher education have been addressed by new technologies which at the same time play role of enablement as well as disablement. Enabling / Disabling Technologies in Higher Education has played a major role to enhance the preeminence of higher education. This meta-analysis of researches, primarily published during covid-19, is aimed to discuss and explore the role of Enabling / Disabling Technologies for the improvement and enhancement of learning and teaching in Higher Education. In this regard, certain impacts, benefits, and perspectives related to Enabling / Disabling Technologies on Higher Education are highlighted along with the challenges and limitations it offers to the educational system.

**Keywords:** Enabling, disabling, higher education, challenges and technologies.

# **Elementary education in real and virtual life in covid-19: analysis of present and future learning.**

15IeCOREL

**Ghulam Haider**

**University of Sargodha**

## **Abstract**

Currently, institutions (schools, colleges and universities) in Pakistan only traditional teaching methods which is a sequel in the form of face-to-face conferences and in the traditional classroom. As long as the harmony of the study units that have high when we started on hearing this, many investors are still stuck with the old time. The war had a 19-Covid disease because the virus is called coronary heart through a world turned upside down. This is the reason he has defied the global system forced educators to switch to the mode of teaching and education to be online at the same time. As a result, the School Education Department (SED) has taken various steps to implement plans social isolation and willingly online education continues with the rapid change of the television program is a program (PTV), etc. Online radio can provide a dynamic that is convenient and dynamic teaching and learning environment. However, due to time constraints, the program to take place must change quickly and without proper preparation. When analyzed and collected for analysis based on the results, and future plans and recommendations made to contribute the policies and actions to improve performance and teaching and learning is to find the same. In each case for the power of the State, to give the power of the doctrine, manner of life, then, the habit of the seminaries of the whole of this line in the future, to use the more recent they bore it.

**Keywords:** coronavirus, COVID-19, education, online learning, SED, technology, PTV.



# **Challenges of Online Teaching and Learning: Perspectives of University Students**

IeCORE 16

**Dr Rani Gul**

**University of Malakand**

## **Abstract**

Online teaching and learning have become indispensable in the wake of covid-19 pandemic in which University teachers and students faced numerous problems. This study reports on factors influencing the process of teaching and learning during the covid-19 pandemic. This study used six indicators as a criterion to assess university students' readiness such as access to learning content, access to technological tools, ability to use technology, ability to purchase internet data, accessibility to internet signals, condition of students and aptitude of students. Data collected through a survey tool from 234 students from three universities: University of Malakand (n=82), University of Peshawar (n=77) and Abdul Wali Khan University Mardan (n=75) in Khyber Pakhtunkhwa, Pakistan revealed that 21% students did not have access to learning content, 24% had insufficient technology tools, 72% were poorly adapted at implementing technology during learning, 33% could not easily afford to purchase internet data, 34% had problem of internet signals and 38% of the students were less prepared for online learning. From the results it can be concluded that students were not ready for the implementation of the online learning policy.

**Keywords:** higher education, student readiness, online learning

# **21<sup>st</sup> Century and Digital Transformation in Teachers' Education**

31IeCORE

**Ayesha Karim**

**University of Management and Technology**

## **Abstract**

The Government is spending large number of resources to improve education in Punjab that is directly related to GDP growth of Pakistan. Innovation in education starts with a teacher so keeping in view Punjab government announce many capacity building programs annually to enhance content base knowledge and pedagogical skills. These programs are based on face-to-face lectures, activities, research and group. Variety of training programs are introduced in form of seminar, workshops or weekly programs over the span of 4 to 8 weeks. Now covid pandemic has changed the norms and turned to closure of all such face-to-face activities for students as well as for teachers. Digital transformation is the need of this era and all activities are shifted on technological interventions i.e; e-learning, EdTech and many more. In this research we have introduced a hybrid distance learning model that is designed and aligned with face-to-face activities of existing training practices. In this research we have taken a real time scenario and took a training sample to analyze all face-to-face activities and convert them into a digital mode were not ready for the implementation of the online learning policy.

**Keywords:** Online education, Digital Transformation, Teachers training

# **Identification of reading difficulties in the subject of English at secondary level in**

## **Harappa: students' perceptions**

IeCORE 35

**Maria Aslam**

**Hina Amin**

**Virtual University of Pakistan**

### **Abstract**

Language is considered a strong weapon to develop and build up the relationship between human beings. The main aim of language learning is to enable an individual to communicate in that particular language. Reading is one of the four macro skills to be developed as a means of effective communication in both first and second language learning context. It is a common observation that most of our students cannot read a text with proper speed and proper understanding. This study aimed to identify the reading difficulties of students in the subject of English in Harappa. This research followed the descriptive research design and survey research method was used to identify the reading difficulties in the subject of English at secondary level. All the students enrolled in secondary classes were considered as sample of the study. By using convenient sampling technique, 100 students were selected from secondary classes. Self-developed questionnaire was used to collect data from students. Data was analysed in SPSS. Findings of this research showed that reading difficulties faced by students in learning English resulting from students' reading behaviour's and lack of vocabulary. In addition, the content (textbook), teaching aids and teaching methods play an important role in removing reading difficulties. This research provides some suggestions to help the teachers and students for the improvement in of reading among the students.

**Keywords:** language learning, reading skills, reading difficulties, vocabulary

# **Impact and challenges: To study the Quality of virtual learning and student's satisfaction via e-learning at the University Level**

IeCOREL67

**Dr. Rizwana Faseel Hussain**

**Mr. Baber Khan**

**The University Of Karachi.**

## **Abstract**

With the covid-19 pandemic engendering massive socio-economic disruptions in an unprecedented manner, education system, and significant social institutions have been impacted worldwide in 217 nations. In this adversely nerves getting situation online learning has become the new norm in academia, it is critical to comprehend the elements that influence the programme performance. In the midst of the covid-19 epidemic in Karachi, This study is to look at the impact of covid-19 on the distant dweller and multicultural students of Karachi University. Objective of this research study is to explore the psychological and mental pressure of university students faced during lockdown. Quantitative methodology adopted as a tool for this research study. This quantitative study designed to explore the impact of covid-19 on the education of higher level students of Karachi University. The target population comprises of undergraduate and master level students.

The findings reveal that students faced a lot of difficulties to cope up and grasp certain concepts during e-classes. The students lacked internet access, prior guidance related to the usage of online platform, difficulties in grasping the concept, gaining knowledge and communicating with their professors etc. It was also analyzed that teacher provided all the necessary resources and feedback to the students. Due to immense number of online classes teachers have a huge workload on their part.



# Perceptions of Undergraduate Students Regarding E. Learning during COVID-19

IeCOREL32

**Dr.Irfan Ullah Khan**

**University of Lakki Marwat**

## **Abstract**

E-learning (Online Learning) is the need of the day. The purpose of the present study was to highlight the importance and need of online learning during fatal dilemmas like COVID-19. All Public and Private Higher Education Institutions in Khyber Pakthunkhwa, Pakistan were the population of the study in which all undergraduate students were taken as samples of the study according to John Curry Sample Size rule of thumb. Self-developed questionnaire of 6-Points Likert scale was used. Data was delimited to KP Province only. The collected data was statistically analyzed through SPSS by using t-test, One Way ANOVA, and Linear Regression. T-test was used for gender and institution wise comparison. One Way ANOVA was used to compare the perceptions of different respondents; and Linear Regression was used to know the effects of E-learning on Undergraduate students during COVID-19. Results and conclusions were drawn in which E-learning was found highly successful for undergraduate students during COVID-19. Some recommendations were suggested regarding maintenance, improvement and advancement of E-learning activities in future.

**Keywords:** E-learning, Undergraduate Students, KP Public and Private Institutions, Pakistan.

# **The Learning Delivery Modalities in Catanduanes State University**

IeCOREL44

**Julius S. Antonio, Ph.D.**

**Catanduanes State University Laboratory Schools**

## **Abstract**

The suspension of conduct of face-to-face learning has shifted the Catanduanes State University (CatSU) to flexible blended learning to deliver instruction and learning experiences to its students. With limited training on blended learning, the CatSU faculty members are prone to some limitations and drawbacks while implementing the adapted Learning Delivery Modalities (LDMs). As directed by the Commission on Higher Education, universities and colleges in the Philippines should adapt flexible blended learning. An investigation on the implementation of LDMs in CatSU revealed that faculty members used blended learning with the combination of online synchronous or asynchronous classes to offline modular distance learning. While the adapted flexible blended learning of CatSU faculty members include online learning, a few faculty members reported that they had trouble in contacting their students since either the students don't own mobile phones, or they don't have phone signals at home. Some faculty members considered having not provided with internet service at school as a minor problem. Possible solutions for the different problems encountered by the faculty members have been recommended in this study.

# **Challenges in e-learning for undergraduate university students**

IeCOREL21

**Dr. Bibi Asia Naz**

**Hazara University, Mansehra**

**Rabia Khursheed**

**University of Azad Jammu Kashmir**

## **Abstract**

Nowadays e-learning has a great role in the academic performance of students but being a developing country, learners are facing different challenges besides its importance. E-learning got more importance and became popular in Pakistan and all over the world after the expansion of covid-19. This study explored the challenges faced by undergraduate students in universities of Khyber pakhtunkhwa. The data was collected from 400 undergraduate university students, through a questionnaire consisting 19 items regarding challenges in e-learning. It was found that most of the students are facing technological, institutional, individual and domestic challenges in e-learning. E- Learning provides students with access to quality education anywhere and anytime with least energy, but students can't fully utilize it due to the above mentioned challenges therefore it is recommended that government may provide technological facilities i.e. uninterrupted internet and electricity, and technical skills opportunities to students. The universities may provide institutional support to students in adopting and carrying out their capabilities of in e-learning. Similarly parents may help their children in providing facilities at home for e-learning i.e. space at home for e-learning, basic facilities for e-learning, and may spare their time for learning.



# **Effect of activity-based teaching on students' academic achievement and creativity at primary school level**

IeCOREL87

**Mahrukh Sultan**

**University of Management and Technology**

## **Abstract**

This research study was based on the effect of activity-based teaching on student's academic achievement and creativity at primary school level. The basic purpose of this study was to investigate the difference of activity-based teaching and traditional teaching in English at primary school level. In this study, the instrument was one achievement tests (post-test). Two intact groups will be (control group and experimental group) will be selected as sample by using purposive sampling technique. Groups will be selected by a random assignment. There will be 20 students in control group and 20 students in experimental group. The control groups will be taught by traditional teaching method and experimental groups will be taught by activity-based teaching. First, the researcher developed lesson plans along with the relevant activities. The second instrument was achievement tests in the subject of English. Achievement test of English was constructed from the first four chapters of Grammar Skills (Nouns, Commas, Tenses and Paragraphs). Twenty MCQs will be constructed by keeping in view the Bloom's Taxonomy first three cognitive levels (knowledge, comprehension and application). For the pilot testing 20 students will be selected of one section of grade 5 from one private school, area of district Lahore. Independent-sample test will be conducted to find out the difference between control group and experimental group in English.

# **A Survey of Teachers Digital Assessment Literacy in Public Sector Universities of**

## **Punjab**

IeCOREL 6

**Dr. Nasir Mahmood,**

**Nighat Ara**

**Dr. Naseer Ahmed Salfi**

**University of The Punjab**

### **Abstract**

As the role of assessment in students' learning is broadly recognized, digital assessment literacy (DAL) has become an increasingly crucial construct for assessment stakeholders, particularly for university teachers. Digital assessment literacy is one of the basic skills of the teachers in the 21<sup>st</sup> Century. The purpose of the study was to assess the teachers' level of assessment literacy required in the digital environment. The study was quantitative in nature and a survey research design was employed. The Sample was selected using convenient sampling technique from the public sector universities of the Punjab, Pakistan. A total of 50 university teachers participated in the study. The data were collected using self-developed questionnaire through online survey form. The Questionnaire was based on statements related to Basic, Intermediate and Advanced skills required for DAL. The instrument was validated using experts' opinions and Cronbach's alpha value of 0.7 showed the questionnaire was reliable. The data were analyzed using statistical software using descriptive and inferential statistics. The findings and recommendations are discussed in detail.

**Key words:** Digital Assessment, Teachers' Digital Assessment Literacy

# **Assessing student's engagement in social interaction: basis for academic intervention program**

IeCOREL26

**JANN ELAINE A. BARRERA  
JOHN MARK N. LABASANO  
KRISTINE B. IRAN  
ARMAND JAMES A. VALLEJO**

## **Abstract**

The inability of individuals to interact with one another is a manifestation of communication gap. It resulted to misunderstanding especially when students are having a difficulty of knowing and comprehending the concepts taught in the four sides of the classroom. The problem of social interaction of the students' needs to address since it affects them academically. Using the descriptive quantitative research study, it explored the social interaction of the students in the University of Mindanao – Tagum College. The results revealed that the students perceived the student engagement of their self-presentation, social interaction, and enjoyment as high and were observed most of the time. It highlighted the students' engagement on social interaction. The researchers provided a recommendation that the school administrator may provide an avenue for students to improve their holistic well-being, social interactions, and enjoyment. These activities may boost self-esteem, self-improvement and promote positive social relationships.

**Keywords:** Student Engagement, Social interaction, Enjoyment, Self-presentation, University of Mindanao – Tagum College.

# **Assessing the constructivist approach in museum to the social-cultural learnings of college students in UMTC**

IeCOREL28

**MARRIEL T. BULAWAN**  
**PAMELA C.LUBANG**  
**VENCY MAE PARAGOSO**  
**ARMAND JAMES A. VALLEJO**

## **Abstract**

Some students are unaware of their ancestral learnings. They opted to die in the new generation of learning command to manifest self-fulfillment. The intent of this study was to determine the significant influences of constructivist approach in museum to the social cultural learning of college student in UM Tagum College. Assessing the constructivist approach needs to be addressed since it determines the social cultural learning of the college students outside the school promises. This study used a non-experimental quantitative research design with descriptive correlational technique. Mean, Pearson ( $r$ ), and Regression Analysis were the statistical tools used for the data treatment. Result showed high level of constructivist approach in terms of personal context, sociological context, and physical context. The study also showed high level of sociocultural learning in terms of logical memory, conceptual thinking, and self-regulation learning. Moreover, there was a significant relationship between constructivist approach and sociocultural learning of college student in UM Tagum College. UM Tagum College may conduct a one-day field trip for all college students to assess themselves to enhance their learning, gain new knowledge and share memorable experiences. The field trip will provide an outlet for the students as well as a tool for them to improve their learning and developed new knowledge.

**Keywords:** constructivist approach, sociocultural learning, college students, museum, University of Mindanao – Tagum College

# **Formative assessment going online from face-to-face: Students' perceptions regarding the change in their motivation**

IeCOREL42

**Fareeha Sherazi**

**Dr .Irfan Bashir**

**University of Management and Technology, Lahore**

## **Abstract**

This research describes relationship between online formative assessment and student's motivation level. In the present times formative assessment has gone online from face to face mode Due to COVID-19. In recent age formative assessment is considered as an essential component of the effective teaching learning process. This research reflects that Formative assessment typically provides the feedback and response toward the students' performance in order to motivate the students to improve their learning. The goal of this study is to look at previous researches on the use of formative assessment in an online learning environment, and establish a cross cultural validity of relationship between online formative assessment and students' motivation. The study also tried to find change between students level of motivation during face to face and online formative assessment. 150 undergraduate students were sampled using cluster sampling technique. Data was collected through online and in person by the researchers. Results of the study showed significant relationship and differences among students level of motivation and formative assessment through face to face and online mode.

# **Digital transformation readiness, exploration, and exploitation: The perspectives on academia**

**Hina Jalal**

**Department of Education, University of Education, Faisalabad.**

## **Abstract**

This study addresses the digital transformation readiness of faculty with exploration and exploitation under the perspective of academia. The social consequences resulted from digital transformation affect the value of higher education expansions. It is particularly significant as part of technological changes, dynamic digital innovation, and embracing abilities of educational technologies. The capabilities of digital transformation are used for faculty empowerment necessary for academic changes. Based on survey design, this study examined the digital transformation readiness of faculty members interplay within influential factors. The relevant data is collected from participants (166) through the digital transformation readiness questionnaire. The findings spotlighted that faculty empowerment is directed through proactive digitalization in higher education. The greater level of strength driven by digital transformation creates positional outcomes in terms of productive teaching and learning. Whereas the minimum level of transformative readiness makes them a forced change at institutions. Through digital transformation outcomes in academia a transformative turn out

# **School leadership during COVID -19 pandemic: exploring the researchers' experience**

IeCOREL 7

**Dr. Jyoti Verma**

**Dr. Sambit Kumar Padhi**

**Guru Ghasidas Vishwavidyalaya (A Central University) Bilaspur, Chhattisgarh**

## **Abstract**

COVID-19 has put a significant impact on all levels of education across the globe. Schools, colleges, and universities have been closed for a long time to control the coronavirus. School closure brings difficulties for students, teachers, principals, and parents. This paper aims to explore how principals of Indian schools are responding during COVID-19 and what forms of leadership are being operated and what are the leadership challenges faced by them to continue the educational activity. Many researchers conducted review studies to explore the genuine impact of the Covid-19 pandemic on the education system, but there is a dearth of review studies on Covid -19 and the school system. A comprehensive and systematic review was carried out of literature, papers, and scholarly work published on the internet by collecting the relevant papers. The key findings revealed that leadership is a dynamic concept, and it depends on the number of factors that varies from individual to individual, from time to time, from institution to institution and from place to place during Covid-19, school principals adopted the contextual, situational, distributed, and community leadership skills in order to manage the schools. Based on the literature, it is suggested that the participation of all stakeholders is essential for quality education for all. To respond to the COVID-19 Challenges in school education, a clear guideline is to be prepared by the government and proper training should be organized for the school principals and teachers so that they can able to handle the situation in a better way.

**Keywords:** Education System, and covid-19 crisis, and School Leadership.

# **Digital Skills in Higher Education During the COVID-19 Pandemic: Transforming Leadership and Institutions**

IeCOREL61

**Tahir Mahmood**

**Lincoln University College, Malaysia**

## **Abstract**

Education leadership research is becoming increasingly popular due to the unique conditions that the global community is experiencing right now (Covid19), especially at the higher education level, where a collaborative culture is being fostered that encourages experimentation, improvement, and often unexpected challenges (such as funding cuts). To manage a wide range of duties necessary under various circumstances, educational leaders must utilize transformational leadership styles that emphasize distributing leadership responsibilities among academics with different skill sets. Lincoln University College in Malaysia did a study on the existence of three distinct styles of leadership (transformational leadership, transactional management, and leadership to be avoided), which echoes this point of view. An inductive and descriptive analysis was used to interpret the data. This study shows that transformational leadership has a strong link to organizational success, while passive leadership has a negative correlation, suggesting that more effective leadership leads to happier employees. This correlation has been found to be valid by these findings. With a high level of passive management, there is also a high level of shoddy digital management.



# **Inter-relationship of leadership behaviors, and efficacy beliefs of teachers in public and private schools.**

IeCOREL 5

**Dr. Sarwat Maqbool**

**Allama Iqbal Open University, Islamabad**

## **Abstract**

The present research Study examined the relationship between the Perceived leadership Style of School Principals, and teacher's collective efficacy at selected secondary schools. The leaders behavior Description Questionnaire perceived Leadership style of the school Principals; The Minnesota Satisfaction level of the teacher; The Collective Teachers Efficacy Scale (CE-Scale) provided data that identified the teachers collective efficacy level 210 Public and private secondary schools were include in the study. A total of 820 questionnaires were distributed to public and private, Secondary School teachers located in Islamabad (Pakistan). 803 out of 820 Questionnaires were returned total response rate was 97%. Parametric statistical techniques including correlation, t-test and Regression were used to analyze the data. The key conclusions based on the descriptive and inferential statistical evidences of the study indicated that perceived leadership style of school principals and teachers' efficacy have a significant relationship. There was a strong correlation between public and private teacher's collective efficacy and job satisfaction. The results of the study indicate that both leadership styles were strong predictor for collective efficacy. "Overall" the findings from this study will help adequately prepare future school leaders with effective leadership skills that are imperative towards implementing an environment that sustains positive collective teacher's efficacy.

# **Influence of instructional leadership on school culture and climate for school improvement**

IeCOREL68

**Junaid Rafiq**

**Dr. Fouzia Naheed**

**University of Management and Technology**

## **Abstract**

Numerous initiatives have been arranged to advance the educational quality in every country to be reliable and applicable to globalization. By accomplishing these objectives, educational principals as school heads are a notable individual in leading change. To activate educational change usage, educational principals require to implement instructional leadership that can positively affect the advancement of the quality teaching learning process and conducive learning environment, which is the backbone of school excellence. Perceiving this requirement, policymakers profoundly focus on the requirement for instructional leadership practices among educational leaders to understand the effective plan of their particular nation's education. The function of instructional leadership is still significant and applicable in school improvement in the 21<sup>st</sup> century concerning stabilizing the nation's educational quality. The school principal can work as instructional leaders who organize the learning environment for student improvement. In that respect, recent research and conversation to explore instructional leadership practices to improve school culture and climate change are essential for school excellence.

**Keywords:** Leadership, Instructional Leadership, culture, and climate, school improvement

# **Technology and its use in Education: Present and Future Prospects**

IeCOREL22

**Ameena Mahroof**

**Program Manager, Punjab Information Technology Board**

## **Abstract:**

In this paper, researcher aimed to illustrate how technology plays a central role in education sector today. The role of technology is to facilitate the stakeholders (administration, teachers, students & staff) through increased efficiency and effectiveness. In last five years, Govt. of Punjab has launched various schemes to promote the use of IT. Some of the projects have been started as pilot projects that may or may not continue, depending on the success/failure of the project or on the availability of funds from governmental and international aid agencies. Other projects have been started under various policy initiatives . In this paper, researcher aims to discuss the current and future IT initiatives i.e. School Information System, Real- time monitoring of schools, e-transfers for schools & colleges , private registration of schools, Online College Admission System. These systems were launched and implemented to make the process transparent and efficient, to minimize human interference, and to facilitate administration, teachers and students.

**Determinants of satisfaction from the loan: an impact analysis of selected beneficiaries from prime minister's youth business loan scheme**

IeCOREL18

**Afshan Iram**

**Akhuwat College for Women Chakwal**

**Muhammad Jamil**

**University of Azad Jammu and Kashmir**

**Umaira Zafar**

**Fatima Jinnah Women University Rawalpindi**

**Abstract**

Welfare is considered as wellbeing of the people in both states socially as well as economically. Many economic development programs focus on enhancing the social welfare condition of the people through reducing poverty. To check the impact of microcredit on wellbeing different welfare indicators and measurement need to be considered. The existing study focused on the impact of prime minister's youth business loan scheme(PMYBL) on the socio-economic wellbeing of people in Islamabad and Rawalpindi. For this purpose, the questionnaire is designed and used to collect responses through random sampling technique from 120 microcredit beneficiaries. The estimation techniques used include descriptive statistics and non-parametric test. It is found that PMYBL scheme has significantly increase the income of the poor household and raised their living standard as well as Clients are satisfied with the loan facilities provided by PMYBL scheme. The overall empirical evidence substantiates the facts that microcredit impacts on well-being positively. As income increases and boosts households multidimensional well-being such as improvement in education, availability of better health facilities and the living standard. Due to increase in income, households are able to afford the requirement by enhancement in their consumption patterns as well increase in saving and asset. The overall study concluded that PMYBL scheme has significant impact on the socio-economic conditions of the borrowers. Microcredit investments in the enterprises lead towards the betterment of socioeconomic conditions and enable too poor to become entrepreneurs.

**Keywords:** *Microcredit, Social Wellbeing, Economic Wellbeing*

# **Social skills and their interaction with student's non-cognitive predictors of academic performance at secondary level in Punjab**

IeCOREL1

**Muhammad Saleem**

**University of Management and Technology Lahore**

## **Abstract**

The development of social skills constitutes a significant area of child development. Deficit, delays, or disturbances in social skills may be the cause or consequences of developmental delays in toddlers and youngsters. This study aim to measure the social skills and their interaction with non-cognitive predictors of academic performance of students at secondary level in Punjab. The areas of social skills consists of aggressiveness, assertiveness, haughtiness and loneliness (social anxiety). The non-cognitive predictors of students' academic performance were academic work, motivation for achievement, academic activities and social activities. The survey method adopted in this study. The population constituted government and private secondary schools of Punjab affiliated with Boards. Three divisions and six districts selected through simple random sampling from the province of Punjab. The schools (n=40) selected through non-proportional stratified sampling. The students (n=400) selected with simple random sampling. Adapted and developed survey questionnaires applied for quantitative data collection and analysis. The MESSY (Matson Evaluation for Social Skills with Youngsters) by Matson was adopted (Matson, 2010). For the measurement of academic performance of students a questionnaire develop based on the non-cognitive predictors of academic performance. Reliability and validity of both the instruments confirmed separately. Descriptive and inferential statistics applied for quantitative data analysis. In descriptive statistics mean scores were calculated. The t-test and ANOVA test applied for inferential data analysis. The SPSS 22 version applied for quantitative data analysis. The findings of the study are helpful for teachers as well as students. Future studies can be conducted based on the finding of this study for higher-level students.

**Keywords:** Social skills, Non-cognitive predictors, Students', Academic performance.

# **Role of students' perceived social support and university life adjustment in their academic achievement**

IeCOREL17

**Saira Bano**

Success at university is very essential for student's academic as well as social prosperity. Different researchers investigated different variables which affect academic achievement. The present study investigated the role of students' perceived social support (SS) and university life adjustment of students (ULAS) in their academic achievement. Objectives of the were to (1) examine the relationship among students' perceived SS, university life adjustment and their academic achievement (2) explore the effect of students' perceived SS on their university life adjustment (3) explore the effect of students' perceived SS on their academic achievement (4) explore the effect of university life adjustment of students on their academic achievement (5) explore the joint effect of students' perceived SS and university life adjustment on their academic achievement (6) determine mediating effect of university life adjustment of students in the relationship between students' perceived SS and their academic achievement. For the purpose of reporting students' perceived SS the scale was adapted from Zimet et al. (2010), while, reporting university life adjustment of students the scale was adapted from Aslan (2015). Convenient sampling technique was used to collect data. The study followed a quantitative survey research design. Out of 3520 students a sample of 343 students was conveniently selected from three departments (i.e. Department of Education, Department of English and Department of Botany) at four universities (i.e. Bahauddin Zakariya University, University of Gujrat, University of the Punjab and University of Sargodha). Collected data were analyzed in IBM SPSS 22, using descriptive statistics, Pearson correlation, regression and mediation. The finding of the study showed that there was positive significant correlation among students' perceived SS and ULAS; while, there was insignificant correlation among students' perceived SS and their academic achievement. Moreover, finding revealed that there was positive significant correlation among ULAS and their academic achievement. The findings of the study revealed significant effect of students' perceived SS

on their university life adjustment; while finding also showed insignificant effect of students' perceived SS on their academic achievement. Moreover, finding indicated significant effect of ULAS in their academic achievement. Furthermore, multiple regression revealed that effect of university life adjustment of students had weak effect on academic achievement, while students' perceived social support remained insignificant. The finding of the study revealed that there was significant mediating effect of university life adjustment of students in the relationship between students' perceived SS and their academic achievement. On the whole, it concludes that in Pakistan Higher Education Sector, university life adjustment of students as mediator enhanced their academic achievement through their perceived SS while without mediating variable of university life adjustment, students' perceived SS had no significant direct effect on their academic achievement.

# **Influence of University Graduates' Personality Trait Factors on Technology Acceptance Model**

IeCOREL43

**Homan Memon**

*Isra University, Hyderabad, Pakistan*

**Dr. Sadia Anwar**

*University of Sindh, Jamshoro, Pakistan*

The COVID-19 pandemic is the first and foremost health crisis. The decision to closure educational institutes created a critical dilemma for policymakers all over the world. Such decisions severely affect the students' learning productivity and personality as traditional learning converted into digital learning, which created a challenging situation for both the students and teachers. Thus, this research study explores the influence of university graduates' personality traits factors on the technology acceptance model. The major cause of this study is to highlight the turning point in the educational institutes of Sindh education. A survey was conducted to measure the technology acceptance rate of digital learning from 413 graduate students of public universities of Sindh. We applied quantitative methods based on cross-sectional data. The data were analyzed using structural equation modeling. The analysis of the study explores that the five factors of personality are positively associated with technological acceptance. The findings of this study can provide sight to the stakeholders of the public sector educational institutions to understand the consequences of traditional learning shifting towards digital learning during the pandemic.

**Keywords:** TAM model, digital learning, personality traits.



**Digital tools: a panacea to effective chemistry delivery in senior secondary school in the face of security challenges.**

IeCOREL49

**MICHAEL Olugbenga**

**Department of Educational Foundation and Curriculum  
Ahmadu Bello University, Zaria, Nigeria.**

**LA'AH Deborah**

**Department of Educational Foundation and Curriculum  
Ahmadu Bello University, Zaria, Nigeria.**

**Abstract**

The paper focused on how digital tools can improve chemistry curriculum delivery in the face of security challenges in Nigeria. It addresses the concept of curriculum delivery, chemistry curriculum, insecurity in schools and the place of digitalization in chemistry curriculum delivery in the face of security challenges. The paper concludes that it is imperative to incorporate digital tools in the delivery of chemistry in secondary schools to ensure that learning continues in the mist of lock downs and disruption of school calendar. The researchers therefore recommends that technology should be provided for proper delivery of chemistry in our schools, teachers should be exposed regularly to modern progressive and sophisticated tools for teaching chemistry, schools should devise means on how physical classroom can be transformed to a virtual classroom which can be operated from home.

**Keywords:** Progressive Curriculum, Traditional, Security and Digital Tools

# **Study Preferences During the COVID-19 Pandemic: Comfort vs Community**

IeCOREL50

**N. Dubauskienė, V.**

**Kumpikaitė-Valiūnienė,**

**J. Barynienė,**

**V. Jakštienė,**

**A. Daunorienė,**

**J. Vasauskaitė,**

**V. Malinauskienė**

**Kaunas University of Technology (LITHUANIA)**

## **Abstract**

Global COVID-19 pandemic forced a lot of traditional Higher Education institutions to consider unconventional ways of delivering education. Though there were obvious drawbacks in remote, online and similar ways of teaching during lockdowns and restrictions, some positive aspects of the experience can be found as well. In order to comprehensively learn the lessons of the pandemic, all stakeholders must be considered.

Our research aims to evaluate the perspective of the students - what do they find important and valuable in their study process, what aspects of their learning during the pandemic would they adapt in the future and what would they most like to discard.

For this purpose, we conducted focus groups with students in one university of Lithuania, the EU. Four focus groups per five participants were conducted in June of 2021. Undergraduate (two groups) and postgraduate (two groups) students from social sciences (two groups) and Chemistry and Electronics engineering (two groups) were explored. All these students had experienced both pre-pandemic studies and learning during different levels of restrictions, so they were in a good position to compare traditional studies, fully remote and partly remote education delivery and learning. First year students were excluded from the focus groups, as they had no previous experience in face-to-face learning in university context.

The results of the focus groups show, that students enjoy and find value in learning from the comfort of their own homes, especially in cases of more theoretical lectures, but missed the expected connections and relationships both with their peers and instructors. The lack of community impacted their enthusiasm and motivation to study. The insights gained from in this study can help ease the transition to the post pandemic higher education and ensure that the valuable lessons learned during the unfortunate but transformative pandemic period are not lost.

# **Merits and Demerits of Digital Classrooms in Teaching / Learning Practices**

leCOREL78

**Dr. Tamsila Naeem**

**Shabana Zafar**

**University of Management and Technology, Lahore.**

## **Abstract**

This quantitative study shows how digital classroom have affected education and how it increases teaching and learning process. This study also establishes some positive as well as negative aspects of digital classrooms. In the modern era of technological flux, the use of information technology is seen in almost every aspect of life. In the educational sector, there has been a consistent shift from the traditional teaching methods to digital teaching. In order to cope up with the demands of the hour, there is strong need to train our teachers in order to get benefits from the digital environment in the most effective manner. Furthermore, a digital classroom must comprise all the necessary digital equipment, which are used to support teachers as well as learners. In this regard, it is vitally important that the institute provide all the digital classroom applications, Web-based teaching and learning, Computer-based teaching and learning and digital collaborations, etc. The lectures are delivered via internet with the help of audio and visual aids, satellite television and Google etc. The data were collected from 110 faculty members, working in different departments at University of Management and Technology, Lahore. A questionnaire of 25 questions with “Yes” and “No” responses was devised and distributed among the selected faculty members. The collected data were analyzed by using SPSS. The analysis of the data showed that the digital classrooms are greatly helpful in teaching and learning process. However; there are some demerits of digital classrooms such as internet issues, lack of interest at students’ level and cheating in evaluation, etc. The study recommends that the educational organizations must be technologically developed in order to get proper benefits.

**Keywords:** *Digital classrooms, Educational technology, merits, demerits.*

# **Online Current teaching practices of teachers of children with intellectual disability**

IeCOREL 8

**Dr Hina Noor**

**Misbah Waqar**

**Allama Iqbal Open University**

## **Abstract**

The rapid change in the field of science and technology has brought many new learning and teaching methods including e-learning and online learning. Due to digitalized era, rapid growth in the use of technology, and several web-based means of communication have provided an opportunity to educators, all over the world to investigate the most suitable learning environment which may cater to the needs of the diverse learner. Technology innovation allows education to reach beyond the classrooms and facilitates students with better access and availability to various learning resources. The purpose of the study was to explore the online current teaching practices of teachers of intellectually delayed students. Population of the study was all government and semi government institutes of Pakistan. Sample was selected from Punjab and Sindh. Snow ball sampling technique was used. Google form was used as tool of the study. Constructs of the google form were content, methodology, activities and evaluation. It was shared in official group of semi government special schools and personally shared with government teachers. Percentages were calculated to analyze the data. The results indicated that the teachers had neither used online learning and nor were interested in using it as an effective learning strategy for students with special needs. Without training, without awareness, teachers were using online mode for that scenario to create some learning opportunity for intellectually delayed students. They were less attentive for the compulsion of interaction during online mode as they do in face-to-face mode. It was concluded that in Pakistan blended learning model means teaching in a classroom with supported activities via online mode.

# **Effectiveness of online braille methods using in mathematics instructions to students with visual impairments due to pandemic covid-19 in Pakistan**

IeCOREL12

**Abdul Hamid**

**Dr. Hafiz Tahir Jameel**

**Allama Iqbal Open University, Islamabad**

## **Abstract**

Mathematics always has great importance in education. Mathematics cultivates thinking and reasoning skills in students. The mathematical curriculum for blind students involves the same content areas as for the sighted students. However, the material and methods used are likely to be different. Due to the limitations imposed by loss of sight resulting in more reliance on touch and audition. But while teaching Mathematics to students with visual impairment some specific areas are considered complicated, which are omitted by the teachers. The main aims of this study were to review school Braille teachers build the math Braille learning self-esteem in students with visual impairment and to find out the Effectiveness of online Braille Learning methods using in Mathematics Instructions to Students with Visual Impairments during the pandemic situation in Pakistan. A sample of 15 school Math Braille instructors was selected from Punjab, Pakistan. In this study, a qualitative research approach was used. The semi-structured interview guide was developed to explore the Mathematical Braille's understanding of students with Visual Impairment. The interview guide was consisting of open-ended questions. The researcher personally conducted interviews with the school Math braille teachers selected after the pilot study. The researcher guided the participants about the interview guide after that, the researcher asked questions about the term Braille learning by using traditional techniques for students with visual impairment. The researcher coded all the data using the theoretical concepts identified during the literature review phase and used an interview guide, thus the analysis was explicitly analyst driven. The collected data were analyzed through Microsoft excel sheets and NVIVO

Software version 12. This study recommended that school Math Braille Teachers requested must to adopt all strategies and also held workshops for awareness of parents, teachers, and children must be organized. During online Braille Math Learning students and parents take an interest and highly motivate to see betterment in learning. In this way, they do some activities like reading, writing of mathematical sums; also this technique is very helpful to develop some skills like academic achievements, social interactions with others, , development of cognition,

**Keywords:** Mathematics Instructions, online Braille Methods, Pandemic COVID-19

# **Challenges faced by teachers while teaching children with Physical disabilities in Govt. Special Education Centres in Punjab**

IeCOREL14

**Muhammad Umar Mahmood**

**Govt. Special Education Center Pind Dadan Khan, Jhelum**

## **Abstract**

It has been observed that the Special Education Teachers while teaching CWPDs faced a lot of problems. The study was designed to investigate the challenges faced by teachers while teaching CWPDs in GSEC in Punjab. The objective of the study was to find out the solution of problems faced by teachers while teaching CWPDs. Being qualitative in nature, this study explored in depth response of teachers selected purposively. The participants comprises of teachers with specialization in the field of PHC from GSECs of District Jhelum. A semi Structured interview guide was used to elicit in-depth response of the 8 participants from 4 GSECs. The response were then transcribed and thematically analysed. Lack of provision of assistive devices (wheelchair, crutches, walker, sticks, easy chair, IT Devices) , sitting arrangements, easy access in uses of washrooms, lack of ramps in Centre, Lack of parents positive attitude and interest, social abusive behaviour and superstitious approaches regarding disability considered as challenges faced by teachers while teaching CWPDs. Whereas positive and active response from parents, provision of assistive devices in the centres, freedom of planning from the head while facilitating CWPDs in the classrooms, regular seminars for the society about education of CWPDs considered as solutions from the teachers to tackle the challenges faced while teaching CWPDs.

Key Words: CWPDs (Children with physical disabilities), GSEC (Govt. Special Education centres), PHC (Physical Handicapped Children), Assistive devices, abusive behaviour, superstitious approaches, seminars,



# **A phenomenological study of rapid shift to online teaching mode for students with hearing impairment: a deaf perspective**

IeCOREL19

**Ahmad Shakeel**

**Fahad Munir Awan**

**Dr. Amna Arif**

**University of Management and Technology**

## **Abstract**

This study investigated the experiences of students with hearing impairment during the rapid shift to online teaching mode. This was a qualitative study in nature. The sample of 23 students (M=16, F=7) in the age range between 19 to 23 years with mild to moderate hearing impairment. The objectives of the study included exploration of the positive and negative experiences of students, investigating the differences in the experiences of students between first and second online semester, highlighting the role of teacher during online classes and effects of online teaching on students' class participation. The data were analyzed by applying thematic analysis. The results revealed that majority of students reported that during online teaching-learning they have learned about the new technology but they also shared that they had internet issues and during online classes, their attention divert from slides to sign interpreters. They also said that they felt sad because they enjoy their face to face classes and then the second highest answer was about the confusion they faced while the transition. The teacher played a facilitator's role rather than just marking assignments and grading, teachers helped them to learn about zoom. Without the support of teachers, the students would not have been able to attend the online classes as smoothly as they attended. Majority reported that while staying at home, they felt alone and missed their interactions with their peers. They also added that at their homes, not all people use and make them sign language for the terms they were unable to understand, so it affected their level of understanding which leads to a lack of class participation. They further reported that as compared to first semester the level of confusion and difficulty was less in second semester and their results improved from first to second semester. Based upon their

experiences during online classes, majority of respondents recommended the customization of software to provide the support for sign language during online classes, training of students and sign language interpreters to use the latest technology and resources during online classes.

**Keywords:** Online mode, hearing impairment, students' experiences, the role of teachers.

# **Role of Parental Involvement in Multidisciplinary IEP team meeting and it's Impact on Students'**

## **Learning Outcomes**

IeCOREL23

**Ayesha Gulraiz**

**University of Management and Technology**

### **Abstract**

An Individualized Education Plan is also known as an IEP. This is a plan or program developed to ensure that a child with an identified disability receives specialized instruction and related services. The IEP is developed by a team of individuals from various educational disciplines, the child with a disability, Parents, and/or designated team members. This study tends to investigate the role of parents in an IEP multidisciplinary team meetings and its impact on students' learning outcomes. Major objective of the study was to measure the level of parental participation in multidisciplinary IEP meeting. The study was descriptive in nature, and furthermore it was a survey method. The sample of 98 parents of children with special needs for whose IEP was developed. The parents were taken through convenient sampling techniques from Lahore district. Two instruments were used for the data collection. One questionnaire was for the parents of the special children for whose individualized education plan was developed. The responses of the parents were taken on a four point likert scale. While researcher used the checklist for attaining the student's learning outcomes, the researcher checklist which was developed by Dr Linda Bone. The researcher personally collected data through arranged the meeting with parents at schools and via telephonic conversations. Both descriptive and inferential statistical techniques were applied to analyses the collected data. Due to the lack of finances and time, the study was limited to special schools of Lahore district. Results show that there is positive relationship between parental participation and student's learning outcomes. There is a significant difference between parents' opinion regarding the level of awareness about IEP.

**Keywords:** Individualized Educational Plan, Special Education, Individuals with Disabilities Education Act, Multidispilinary IEP team

# **Challenges faced by parents of children with intellectual disabilities studying in government and private schools during Lockdown due to covid-19 in Lahore**

IeCOREL30

**Dr. Hina Fazil**

**Hina Hadayat**

**Sidra Anser**

**University of the Punjab, Lahore,**

## **Abstract**

The present study was conducted to find out the challenges faced by parents of children with intellectual disabilities due to lockdown during COVID-19 across Lahore, Pakistan. It was included a sample of 67 parents (59 = mothers and eight = fathers). Parents of children with intellectual disabilities living in Lahore were the population of the study. A purposive sampling technique was employed to select the sample of the course. The researchers used a self-developed questionnaire, including six perspectives related to challenges faced by parents of children with intellectual disabilities during lockdown due to COVID-19 in Punjab. Researchers have applied descriptive and non-parametric analysis procedures through the SPSS. Mean value (30.2090) of Medical perspectives of parental challenges and mean value(22.8209) of Professional needs-based parental challenges of children with intellectual disabilities revealed that to a great extent, parents of both government and private schools are facing severe difficulties in arranging supplementary aids related to the medical and professional services for children in Punjab during lockdown due to COVID-19. It is concluded that there was no association between parental education and facing challenges, and parents of both government and private schools were facing almost the same kind of challenges.

**Key Words:** Challenges, COVID-19, Intellectual Disabilities, Lockdown, Parents

# **Facilitating inclusive education through integrating digital technology in 21<sup>st</sup> century educational systems**

IeCOREL33

**Fr. Baiju Thomas**

**Ramakrishna Mission Vivekananda Educational and Research Institute,  
Faculty of Disability Management and Special Education,  
Vidyalaya Campus, SRKV Post, Coimbatore – 20**

## **Abstract**

The present study addresses on facilitating inclusive education (IE) through integrating digital technology in 21<sup>st</sup> century education systems. Learning approaches had to adjust to this shift in student populations as education providers strove to be more inclusive. School systems must now demonstrate that they are serving all of their pupils' learning needs. Any learner who does not progress or demonstrate their potential must be provided with sufficient training and technological assistance by the schools. For educators, IE means focusing on students' individual needs and aiding them in eliminating any barriers that are impeding them from reaching its full potential. Schools are responsible for providing a broad and diverse curriculum to all students. With the introduction of digital technology into the classroom, educators might rethink their teaching-learning methods. Digital technology, according to the study, can aid inclusive practise in a variety of ways, including empowering children and enhancing their interest in learning. This statutory inclusion declaration outlines with approvals for establishing an IE that delivers all children with required and challenging educational experiences. In particular, integrating technologies provides an opportunity to reassess teaching-learning methods. Digital technology, it is said, can generate a new learning-teaching environment when applied effectively. However, seeing technology as a panacea for creating inclusive classrooms and educational equality is fraught with danger. With these conflicts in mind, this post examines the foundations of inclusive learning, narrates the evolution and scope of digital technology used in the classroom to promote IE, and highlights some of the potential concerns. When it comes to establishing an inclusive learning environment, all learning facilitators must put the needs of each

individual student first. Educators must provide an IE in its broadest definition, which encompasses learners with different learning needs, those who are alienated, and those who are slow to access. The authors examine the resources and abilities needed to reach every student in 21st-century educational systems in order to successfully integrate IE into the present classroom through digital technology integration.

**Keywords:** Inclusive Education, Digital Technology, Integration, 21<sup>st</sup> Century, and Educational Systems.

# **Special education teacher's perceptions and motivational level about inclusive education for CWPDS in govt. Special education centres in Punjab**

IeCOREL40

**M. Umar Mahmood**

**Govt. Special Education Centre Pind Dadan Khan, Jhelum**

## **Abstract:**

Punjab is the largest province of Pakistan. Its department of Special Education has also has the highest number of students with disabilities (all Categories) is 36,000. There are 320 plus special education centres in Punjab with 7% physically challenged students among all. Students with physical disabilities are primarily considered to be included in the inclusive system. The main objective of this study was to identify the perceptions and motivational level and approach of special education teachers working in Special Education centres of the Punjab for about Inclusive Education for SWPD. As Normally it was found that parents move forward to Special education centres for the education of their CWPDS. It's upon, Special education Teachers; they managed these CWPDS in Special Education centres or motivate parents towards IE. Qualitative research approach had been used to conduct this study. The data was collected from Special Education Teachers working in Special Education centres of the Punjab. The teachers had been selected from centres of District Jhelum by using purposive sampling strategy. Open ended interview schedule was used as data collection tools. Through thematic analysis it was found that teachers working as special education Teachers have clear concept of Inclusive education. They always try to convince parents for accommodation of CWPDS in General education set up for their better education and socialization. Furthermore Special education teachers were of the view that parents complains about negative behaviour from General Education schools especially public sector. Special Education teachers further recommended for development a comprehensive roadmap for IE in general education setup from Government for General Education Set up.

**Keywords:** Motivation, CWPDS (Children with Physical disabilities), IE (Inclusive Education), PD (physical Disability),

# **Instructional strategies used by special educators to teach reading to students with hearing impairment.**

IeCOREL45

**Madiha Shahzad**

**Dr. Asmaa Nouman**

**University of Management and Technology, Lahore**

## **Abstract**

Perception of sound is called hearing and the person who is unable to perceive sound due to any anatomical reason in auditory system is called hearing impaired. Reading is to understand the written text and to get message from it. Reading comprehension is one of the major challenges to the hearing-impaired student, the ability of reading in students with hearing impairment noticed to be so poor as compared to the reader with normal hearing. This study used qualitative study approach, traditional ethnography used as research design and is aimed to explore the Instructional Strategies used by Special Educators to Teach Reading to Students with Hearing Impairment which they used to develop reading skills in students with hearing impairment of primary special education school of Lahore also aimed to find out the challenges faced by teacher to teach reading and reported some suggested solutions of the particular problems to make teaching of reading effective by the teachers. 15 teachers from Public primary special education schools were selected using Criterion based convenient sampling technique. Teachers agreed to be the voluntarily participant of the study. Data were gathered through a self-constructed, semi-structured interview guide containing six dimensions Prior knowledge, Sign language, Visual representation, Vocabulary, Social Context, Metacognition. Interviews of each participant was conducted individually and recorded as well. Thematical method of data analysis was used to analyses data by using Microsoft excel. Findings reveals that teacher working so hard and used many common teaching strategies but are not using or aware of any specialized technique to enhance reading skills of students with hearing impairment, some of them perceive that there is no use of teaching reading to them as they cannot. The study



recommends that there should be training programs for the teacher of the deaf and hard of hearing to change their perception regarding learning abilities of hearing impaired and a drop-down change is needed in the techniques used by teachers to develop reading in Student with hearing impairment.

**Keywords:** Hearing impairment, Reading, Instruction, Teaching Strategies

# **Comparison of self–concept of students with congenital and acquired visual impairment**

IeCOREL53

**Mubashar Shahzad**

**Dr. Asma Azeem**

**University of Management and Technology**

## **Abstract**

This quantitative study embarked to compare the self- concept of students with visual impairment (SVI) of grade 6<sup>th</sup> to 8<sup>th</sup> at public and private special education schools in Lahore on the basis of onset of disability, age, grade, type of institute and gender. 120 students were selected through purposive sampling technique and data was collected through questionnaire. The reliability of the questionnaire was 0.896. The study has found a significant difference in the self- concept of congenital and acquired visually impaired students. There is a significant difference in the self- concept of students with visual impairment on the basis of age and grade level while no significant difference on the basis of gender and type of institute is found. This study is significant for the parents, teachers and curriculum developers to understand the self concept of the students with visual impairment.

**KeyTerms:** Self Concept, Visual Impairment, Congenital Visual Impairment, Acquired Visual Impairment

# **Rubrics as Effective Feedback: The level of Learning and Practice at Present by the Prospect and In-Service Teachers in Punjab**

IeCOREL95

**Tayyaba Mir**

**University of Management and Technology, Lahore.**

## **Abstract**

The purpose of the study at hand is to address the need to investigate and explore the perceptions, experiences, and intentions for future of both the prospect and in-service teachers related to the effectiveness of rubrics in primary and secondary classrooms. The research will be conducted through a survey for mixed methods design (a combination of both quantitative and qualitative approaches). The reason for selecting this survey instrument is to collect the data quickly and reach a large number of participants efficiently through google form and emailing. The potential participants for the study at hand will be the prospect teachers currently studying in the education department of a university in Lahore as well as the in-service teachers in the private schools of some cities in Punjab. The prospect participants selected through the snowball sampling technique. The study intends to receive evidence on the receptiveness of the prospect and in-service teachers on feedback of assessments from rubrics with an active learning and practice into their assignments and classrooms. It will also investigate the responses of the participants on the level of teaching and the taught material on rubrics during their university courses. The foreseen implication includes the inefficacy and inefficiency of the teaching materials and instructional methods to teach and practice rubrics as effective feedback. It may also point towards the teachers own perceived level of comfort and expertise on using the rubrics. This study will serve as the basis for further relevant studies to explore the possible solutions for the effective implementation of rubrics instead of the traditional assessment methods across the school levels for achieving the higher order learning outcomes through aligned learning activities.

# **Analyzing Students' Attitude towards E-Learning—Empirical Evidence from Balochistan's Higher Education Sector**

IeCOREL 9

**Manisha Motiyani**

**Szabist Education Department**

## **Abstract**

The focus of this research is to examine student's attitude towards e-learning with empirical evidence from Balochistan's Higher Education institutes. In present post-Covid era, e-learning has become an essential component of education, especially at the higher education level In Pakistan. Researchers have worked on student's attitudes towards e learning, but in local context use of technology was not very common and frequent in educational institutes, so there are very few researches available. Researchers are working on related topics but still very little work has been done on students' attitude towards the use of e-learning, specially in Balochistan, but now in this pandemic situation where e-learning has arisen as a recourse and institutions shifted their teaching learning process to blended or online learning process. It is important to know that how students are dealing with e-learning and what is their attitude regarding e-learning process. This study is quantitative in nature, the population was students of BS or MS of the University of Balochistan. In this situation when all institutes were closed, questionnaire was formulated on Google forms and was sent to the students groups indicated by the heads of institute and teachers. Data was collected through structured questionnaire after calculating its reliability through SPSS and validity through expert opinion. 200 samples were collected through convenience sampling technique. For analyzing the result, frequency distribution has been done in the SPSS and for hypothesis regression analyses was used. The results of this study shows that e-learning has a positive impact on students' attitude towards e-learning and there is no difference between the attitude of male and female students regarding e- learning. It is recommended that proper training should be given to the learners and teachers both, so they can use this medium of learning in an expert way for the benefit of students.

**Keywords:** Analyze, Students, Attitude, Higher Education, E-Learning, Independent Learning, Teacher, Feedback, Learning Material

## **A case study of AIOU five years' journey of digital transformation**

CORELIE37

**Dr. Afshan Huma**

**Dr. Sidra Rizwan**

**Allama Iqbal Open University**

### **Abstract**

Allama Iqbal Open University is one of the oldest distance education universities which was established in 1974. It is a mega university with 1.3 million students coming from all accorss Pakistan as well as overseas. The University has 48 regional offices in all parts of the country including- Punjab, Balochistan, KhayberPakhtunkhawa, Sindh, Azad Jammu and Kashmir, and Gilgit Baltistan. The University offers more than one hundred and fifty academic programs from Matric to PhD levels, comprising more than 1800 courses. From the year 2012-13 to 2015-16 the university had a collaboration with San Jose University, USA to transform its academic activities from tradition Open Distance Learning to online and blended Open Distance Learning. It was discussed and deliberated over the years that why where and how the programs can be completely transformed into online distance education mode and where do we need a blended approach. During the years 2016 to 2019 all M.Phil and PhD programs had gone to online mode and only two components of the course were left to be conducted face-to-face as the synchronous online learning was not yet feasible. Other programs had a mix of traditional as well as blended approach being used. The university leadership changed in 2018 and the new vice chancellor comes from the background of Information Communication Technology. The new leadership prioritized the need of digital transformation and during 2019 huge investment was made into the development of infrastructures. The collaboration of SJSU had already enabled the university faculty to use tech-resources for academic activities. Therefore during 2020 when sudden lockdown was imposed because of COVID-19; the university completely shifted on online ODL mode. This is a journey of 5 years

within which data is recorded through participant observation, interviews and online analytics, the data is then analyzed and reported as a case study. It opens up many dimensions of digital transformation. Keeping in view the technology acceptance and adoption models, this paper presents an analysis of how the teaching and non teaching staff of the university perceived, responded, accepted, adopted and utilized the new resources and modes of operations in digital transformation. This paper also provides a time and task analysis of how the work hours, work load and job descriptions changed especially for the university teachers. It also reports on how the professional knowledge, professional behaviors and professional communication changed while going online. The analysis brought out the challenges and changes within academic and non academic functioning of a university and its clients. The students of AIOU not only come from urban or developed parts of the country, rather they come from far flung areas. Some parts of the country are yet much underdeveloped and the students faced totally different challenges in those areas. The issues of access and equity within spring semester of 2020 emerged. There are yet some resolved issued and some unresolved issued on the desks of management and teaching faculty. Some of the students who never had to travel to AIOU from their residential area, travelled to Islamabad for learning and knowing about the shift and how to make effective use of it. This was an alarming situation that the regional network of AIOU that has been working to support students in a scattered population were not able to provide the kind of support needed in this transformed form of open distance learning. Hence a university that is more than 40 years old is having teething issues in academic and non academic functions, and there are many hiccups in the structural changes as well. Recommendations are then given in the form of lessons learned in pre-planning, planning, implementation and evaluation phase.

# **Inducement of specialization on postgraduate scholars' application of mobile technologies for learning**

IeCOREL56

**Sadia Sadiq**

**National University of Modern Languages (NUML)**

## **Abstract**

Most students could be adopting the mobile technologies available but may not be for learning purposes. This study investigated the postgraduate students' application of mobile technologies for learning and examined the differences in the application of mobile technologies by postgraduate students based on their area of specialization. The study was a quantitative research design. The population comprised all postgraduates' students of NUML out of which 750 of them were purposively sampled across eleven departments based on accessibility. The data for the study was gathered using a Researchers-developed questionnaire. Statistical form of Mean was used to answer the research questions while Kruskal Wallis H-Test was used to test the hypothesis. A coefficient reliability of 0.87 was obtained on the instrument. The finding among others were that, postgraduate students in the information and communication specialization apply mobile technologies for their learning and research more than other postgraduate students' counterparts; and there was significant difference among postgraduate student' utilization of mobile technologies for learning and research purposes based on specialization. The study concluded that, the thoughtful utilization of mobile technologies by postgraduates could be of enormous benefit towards their learning within and outside the classroom settings and also facilitate their research knowledge, training and skills. It was however recommended among others that most of the course lectures by postgraduate students as well as their research should be embedded in mobile technologies.

**Keywords:** Postgraduate Students, Mobile Technologies, Stimulus, Application, Specialization.

# **Changing dynamics of media research design during COVID and after - searching for an alternative approach**

IeCOREL54

**Dr. Rajesh Das**

**The University of Burdwan, Burdwan, West Bengal**

**Ms. Ipsita Banerjee**

**Research Assistant (ICSSR IMPRESS) Ministry of Education**

## **Abstract**

Since early 2020 the world has witnessed sea changes in its daily livelihood, social lifestyle including its working ecology in business or any organisation. Accordingly, the educational pedagogy has shifted to the ‘online mode’ or ‘online class’ followed by ‘e - assignments’ or ‘online examination’. Not only class teaching or examination process, an unprecedented challenge has come in social –scientific research work in general and media research in particular. In general a media research on either text or audience or organization, is based on primary data like survey, in depth interview (IDI), case studies and focus group discussion (FGD) along with supportive secondary documents. Now, in the post pandemic even if the lockdown ceases to exist there can be travelling restrictions all over the world. Moreover, it is hard to say if the Covid-19 virus will be under complete control in the next few years or not due to its rapid mutating nature and thereby can lead towards a persisting risk. This makes it necessary to think about what would be the mode of primary research or if the researchers are at all planning to apply this method in media research. If the presumed scenarios exist in the near future then media researchers will face a far more complex and difficult situation if they plan to collect primary data for their research. Hence, this research also presumes that in post pandemic the fear element can further affect the people of these areas, making it difficult to collect first hand data.

On the contrary, with the use of online mode it is possible to collect primary data with the help of online interviews, surveys and FGD. These online data can also be analysed through the transcriptions of their recordings and using “natural



language program” for thematic analysis instead of transcription of FGD done manually. This research will thereby evaluate if the academicians and social science researchers will prefer to work on this online mode of primary data collection or not in this post pandemic phase. This research will use a mixed method where in-depth interviews will be conducted with the research scholars who are presently associated with any media research programmes along with a number of media academicians in different media Universities and institutions. The findings from this primary data will be further evaluated with the help of “Regression” in order to identify if the researchers and academicians will prefer the online mode of primary research or not in the post pandemic phase. In addition to this, a systematic literature review will be done with selected peer reviewed research articles to identify the types of data collection methods followed by existing researchers since March, 2020. These data will be qualitatively analyzed following Grounded Theory by using constant comparative technique for qualitative data analysis. The research results will help to assess the methods used in media science research since the outbreak of pandemic. It will also help to analyze the changing dynamics of research methods which are going to be taken up by social scientists in the upcoming years.

**Keywords:** Post pandemic, media research, primary data collection, regression, Grounded Theory.

## **A study of online classes at the university level in Pakistan**

Malik Allah Dad

District Education Officer Nankana Sahib

### **Abstract**

Covid-19 forced to revolutionize educational system in whole of the world, particularly in Pakistan at university level. The break of covid-19 jammed all the activities of life to lockdown level and all the educational Programmes at university level stopped due to strict lockdown. The only option to continue educational activities, left with the universities, was online classes. The rest of the world had already started online classes to save the educational future of the students. The main purpose was to restore the educational activities of the students to secure their future. The first objective of the research was to measure the success rate of the online classes and the second objective of the research was to know about the problems faced by students during online classes. Research questions were; firstly, “Were online classes useful for the students?”, secondly, “What sort of problems were faced by students during online classes?” This research has a vast scope for national and international, teachers, students, scholars, administrations, schools, colleges, universities and all stake holders in general. Due to lockdown, only online data collection was possible. Time and financial constraints were also involved. The data was collected online by using likert scale based google forms by using mixed methodology. SPSS was used for analysis of the collected data. Initial population size was all the universities of Pakistan. This research shows that students faced multiple problems during online classes but instead of all that, online classes were useful for the students. This research concludes that online classes saved the time, money, semester and CGPA of the students. This research implies multidirectional improvements in online classes. Future researches can be conducted on other multiple aspects of this research.

**Keywords:** Educational Activities; Online Classes; Problems; Students; Universities;

## **Assessing English language teachers' understanding of their role in learning of others subjects**

IeCOREL77

**Miss Shazia Bibi**

**Dr. Tanveer Iqbal**

**Dr Musarrat Habib**

### **Abstract**

Language proficiency is vital for learning. If students have poor language skills then they have problems understanding other subjects like science, mathematical problems and social studies. ASER survey 2018 revealed that Pakistani children are behind in language in grade level as primary five children are not able to read primary two books (ASER, 2018). English language teacher can influence student's reading and writing skills which consequently facilitate understanding of other subjects at all levels. English language teachers do not realize the importance of language in learning other subjects. This study was designed to explore English language teachers' understanding of their role in learning. The objectives of the study were: (1) To find out English language teachers' understanding of their role in learning others subjects (2) To investigate gender-wise difference of English language teachers' understanding of their role in learning others subjects. (3) To find out qualification-wise difference of English language teachers' understanding of their role in learning others subjects. The descriptive research design was applied to assess English language teachers understanding of other subjects from grade 1- 10. All Elementary and secondary schools teachers were the target population of the study. Cluster Stratified sampling technique was implemented to select 70 school teachers (35 male and 35 female) of seven government and seven private schools from Lahore City. Self develop questionnaire consisted 35 items to collect data. Frequency, percentage, t-test and ANOVA were used for data analysis. The results revealed that the perception about understanding level of male was better than female teachers. The results showed that higher qualified teachers have better understanding of their role for learning other subjects.

*Keywords.* Language proficiency; English language teachers; Elementary; Secondary; Private; Public

# **Teachers' perception about the quality of English textbook Grade VIII in Public schools in (Punjab)**

IeCOREL51

**Nargis Bhatti**

**University of Management and Technology Lahore**

## **Abstract**

English has become a tool of international communication in the era of globalization and technological development, in different areas such as education, business, politics, commerce, science, and technology throughout the world, therefore English has become a language which is being most widely taught in the world as a part of curriculum. Moreover, there are many issues related to its quality and effectiveness.

This paper was an evaluation of the English textbook of class eight for public school in Punjab (Pakistan). Teachers and students responded to 27 items. Teachers and students expressed their perception about textbook. Teachers were interviewed and students were asked through questionnaire to gain insights into the use of the textbooks. Findings revealed that majority of students and teachers were positive about English text book of eight class in public schools, only in some aspects, they were negative respondents and suggested to bring change in it as they emphasized that listening, speaking, understanding and communicative skills, should be improved through English text book. They said that the current topics included in English text book were not interesting and effective, therefore they should be changed and bring new topics consisted on daily use conversations and creative activities. They also said that English is a global language but topics included in English text book do not have global importance. They also pointed out that this is a digital era but digital facilities are fully

ignored in teaching process of English language in schools of Punjab Pakistan. Audio video clips can be used for improving pronunciation, vocabulary, annotation and accent of students in English. Audio video clips can help not only students but teachers also can take help in improving their knowledge and skills of English teaching. So audio video clips should be prepared, consisted on every lesson of text book and sent in schools with text books, to help teachers and students to improve teaching and learning process. Suggestions by teachers and students were presented for the future revision and designing the textbooks for young learners of English.

**Keywords:** Textbooks, Evaluation; National Curriculum; Elementary Level.

# **A qualitative investigation of students and teacher's perceptions of using innovative modern teaching strategies at a higher level.**

IeCOREL74

**Bushra Noor**

**National University of Modern Languages Islamabad**

## **Abstract**

Modern teaching strategy educates students well and makes them understand clearly. In this era, there is increased usage of the internet in educational applications; this could mean that students and teachers will increasingly make use of technology within open and flexible learning systems. Modern teaching strategies plays an important role in enhancing and developing our learning system by producing smart education system. Intended outcomes as well as unintended results of using modern teaching strategies for teacher professional development need to be explored. Certain skills and capabilities of using different Modern Teaching strategies are necessary for students as well as teachers. The aim of this paper was to assess students and teachers experience about modern teaching strategies at university level and to study the perceptions of teachers and students about modern teaching strategies at university level. The qualitative approach was used to understand the real experiences of university students and teachers. Samples were collected from 16 participants. Open-ended interview questions were conducted. Major themes like challenges and opportunities were emerged in data analysis. The finding revealed that teachers and students were ready to learn with modern teaching strategies involving smart technologies. Participants believed that using modern strategies is highly effective in raising the academic performance at higher level.

**Keywords:** Modern teaching strategies, academic performance, achievements, e-learning

# **Relationship of psychotraumatic problems and war hazards with academic achievement of secondary school students in North Waziristan**

IeCOREL34

*Dr. Matiullah,*

*Dr. Irfan Ullah Khan*

*University of Lakki Marwat Khyber Pakhtunkhwa,*

## **Abstract**

*War hazards caused psychotraumatic problems in North Waziristan that badly influenced all citizens of North Waziristan. Here the purpose of the study was to examine the relationship of Psychotraumatic Problems and War Hazards with the Academic Achievement of Secondary School students in North Waziristan. The design of the study was descriptive in nature. All Secondary School students (boys and girls) in North Waziristan were the population of the study. All 10th Class students were taken as target population of the study. The total numbers of (n = 403) including (202 boys and 201 girls) were taken as samples of the study. The key objective of the study was to examine the responses of the respondents regarding the relationship of psychotraumatic problems and war hazards with academic achievement of secondary school students in North Waziristan. The study was delimited only to District North Waziristan. Data were collected through questionnaire of 5-Points Likert scale. Data were analyzed through SPSS by using Pearson Correlation to know the relationship between psychotraumatic problems and war hazards with students' academic achievement at Secondary school level in North Waziristan. It was revealed in the light of the findings, results and conclusions that psychotruamic problems and war hazards had bad impact on students. Some recommendations were suggested for the government, education department, students, parents and all citizens of Pakistan especially North Waziristan to tackle such traumatic situation.*

**Keywords:** Psychotraumatic Problems, War Hazards, Secondary Schools Students, Academic Achievement, & North Waziristan

# **Impediment on primary schools and teachers from human capital utilization: A conceptual study of the learning process with gender discrimination perspective.**

IeCOREL62

**Mominah Tariq**

**Dr. Sohaib-Uz-Zaman**

**University of Karachi, Pakistan**

## **Abstract**

Pakistan is a developing state with an extreme need to provide primary students with the greatest available educational opportunities. The purpose of this research was to discover that female teachers are more beneficial for the primary students because of their nurturing and caring nature. Also, the impact of HR practices i.e., Job satisfaction on the commitment of teaching with gender discrimination perspective. The study was conducted among a Pakistan, sample drawn from Karachi. An online survey was conducted from government and private sector schools in Pakistan. 205 teachers of various districts of Karachi, Pakistan were randomly selected, irrespective of gender, age, work experience and dispensed with a questionnaire. Chi-square test analysis was used because gender is a categorical variable. The result of the study reveals that a female teacher is more committed to the teaching profession. Also, primary students are more comfortable with the female teacher due to the nurturing, caring, and loving nature of this gender. Female teachers are more satisfied with the schooling job and enjoyed it. On the other hand, male teachers are less satisfied with school jobs due to many reasons like less pay, a monotonous work routine, etc. Hence, we accepted all the hypotheses of a study.

**Keywords:** HR practices, Job satisfaction, Gender, Commitment to the teaching profession, Female teachers.



# **Experiences of Beed teacher in managing and disciplining college students in Davao del Norte**

IeCOREL66

**Xyra Mae D. Cuizon**

**Cheryl S. Presillas**

**Cristy Mae P. Ortiz**

**Arman James A. Vallejo,**

## **Abstract**

The Bachelor of Elementary Education teachers teaching college students have a difficulty in handling the unruly college students. They have experienced insult and disrespectful. The researchers used the phenomenological approach to know and understand the situation of the teachers in the academe. It was also set one's sights on how to find out the underlying reasons of most habitually stated issues of implementation from the teacher's perspectives. We conducted a qualitative research and interviewed 14 participants, 7 for in-depth interview and 7 for focus group discussion. Triangulation of data was made through the data sources of the In-depth Interview, Focus Group Discussion, and first hand observation. The findings were classified into essential themes and core ideas on the experiences of BEED teachers. Teacher experiences handling the college students such as professional gap, minimal class participation, attendance, and tardiness, handling matured students, building rapport, and anxiety. Furthermore, teachers' coping mechanism are class rules, cooperative learning, and assessment. Lastly, the insights of the teachers revealed that they have to ease of handling college students, sensitivity, Importance of discipline and continuous learning. These findings enrich the knowledge on the field of BEED Teachers in managing and disciplining college students specifically about the techniques that used which will also broaden the perspective of individuals in terms of handling college students.

**Keywords:** BEED teachers, Learning, Experiences, Disciplining, Managing, University of Mindanao –Tagum College

# **Impact of reflective teaching practices on academic achievement of university students**

IeCOREL69

**Ghazala Shaheen**

**Dr. Muhammad Saeed Khan**

**Dr Tehseen Tahir**

**Dr Umbreen Ishfaq**

## **Abstract**

This study aimed to examine the effect of reflective teaching practices on students' academic engagement and achievement on university students. The major research questions of the study were: (i) what do university teachers perceive about using of reflective teaching practices in their classroom? (ii) what do university students believe about their academic engagement? The research study is quantitative, predictive non-experimental in nature and data was collected by survey method. The sample of the study consisted of 66 teachers (33 males and 33 females) and 330 students by using simple random sampling technique. The two questionnaires used in the current research. Two questionnaires were used for the collection of the data. One questionnaire was used to collect the data from teachers and other was used to collect data from students. Both tools made validated and made reliable through pilot testing. The data collected from the respondents. Afterwards, the data analysed by using SPSS (Statistical Package for Social Sciences) version 16. This study gained the results of the reflective teaching practices of the teachers which affect students' academic achievement and academic competencies. It can be concluded that university teachers received professional training regarding the use of reflective teaching practices that can be affected in terms of bringing improvement in their teaching practices and academic achievement of students. Therefore, it can be recommended that university authorities may initiative such programs that involves the teaching faculty to learn more about reflective teaching practices

**Keywords:** Reflective Teaching Practices, Academic Engagement, Academic Achievement

# **Challenges faced by Primary School Low-Cost Private School Teachers during Online Teaching**

IeCOREL72

**Kiran Qadeer**

**Anum Arshad**

**Ayesha Khan**

**Haider Javed Tambra**

## **Abstract**

This study aimed at exploring challenges faced by primary school teachers in low-cost private schools while shifting to online teaching, implemented during COVID-19 pandemic. In developing countries like Pakistan, acceptance of digital education is not high because schools lack technological gadgets like lack of electricity, computer and internet facilities. Teachers are not highly qualified and they do not possess technological literacy and skills. Teacher & student don't know the usage of online technology. Time wastage for them teacher and students if proper training is not done then Quality of Education is compromised in the field. The study intends to find out problems faced by teachers while teaching students with limited access to digital resources. The core areas addressed in this study are amount of content, class engagement and online assessment. The study was conducted using qualitative research design. The study group consisted of primary school teachers teaching online during the 2020-2021 academic year. Data collection was conducted using semi-structured interviews. Therefore, it is suggested to provide gadgets and technology to economical families and schools.

**Keywords:** Low-Cost Private Schools, Lack of online Gadgets, Poor Technological Skills, Online Teaching.

# **Impact of climate change and higher education**

IeCOREL25

**Azra Abdul Majeed**

## **Abstract**

As we know, climate change has a direct influence on education. This article discusses the values of climate change. As global warming increasing day by day the need of the time to mitigate their issues by wakefulness of society. Opportunities for climate change mitigation and adaptation education are critically examined by interviews from students of different universities. We discovered the affiliation between university teachers' knowledge, apprehensions, and mental state of responsibility about climate change and the possibilities for this subject to identify this topic in their tutorial room curriculum. We focused on research survey questions from highly educated people. Research methodology, in this study we used qualitative research methods. Findings; used of advanced technology, global warming, Industrialization and deforestation, need to rise their curricular contributions on climate, student teacher's role, introduce subject of environmental sciences from primary level, campus operation and organization, aware people by media and seminars. Conclusion; we concluded that climate change has highly impact on our education system and need to mitigate environment related problems.

**Keywords:** climate, higher education, organization, environmental, scientific and social problem.

# **Challenges Faced by Higher Education Institutions in Including Students with Hearing Impairment**

IeCOREL55

**Qurrat-ul-Ain**

**University of Management & Technology, Lahore Pakistan**

## **Abstract**

Inclusion at higher education is a recent initiative of Higher Education Commission, Pakistan. Students with hearing impairment and students with visual impairment are welcomed by several HEIs in Punjab. However, the case of students with hearing impairment emerged as very challenging because of limited communication between teacher and taught and ill preparedness of HEIs to accommodate these students. Several studies indicated that students with hearing impairment face multiple problems such as getting admission support, diversified learning, social adjustment and modified assessment procedures. Similarly, there are very few opportunities available for higher education to students with hearing impairment in limited number of institutes. This study was conducted to identify the various types of problems faced by students with hearing impairment in HEIs. For this purpose, survey method was used to collect data from 48 teachers and 246 students with hearing impairment studying in 10 different higher education institutes of Punjab. All teachers and students were included in the sample. Findings of study indicate that students with hearing impairment enrolled in various programs i.e. B.A, B.S, M.A and M.Phil. are facing problem in academics such as reading, writing, availability of interpreter, lack of adaptive study material, and inappropriate assessment system.

**Keywords:** Higher Education, Quality Education, Academic Problems, Students with Hearing Impairment.

# **Challenges faced by the visually impaired students while doing their homework assignments using Braille**

IeCOREL58

**Shazia Farooq Mirza**

**Dr. Faisal Anis**

**University of Management and Technology**

## **Abstract**

The purpose of this study was to explore the challenges faced by the Visually Impaired Children in doing homework assignments using Braille. This Quantitative study is descriptive in nature and it took place in 6 public and private special schools of Lahore. Survey method was adopted for the data collection and a self-developed validated questionnaire with 15 items was used as an instrument. 30 Visually Impaired students of grades 4-10, ages 10-22 filled the questionnaire initially as a pilot testing to ensure the reliability of the instrument. 177 Visually Impaired Children took part in this study voluntarily and they were selected randomly from 6 public and private special schools of Lahore. Data was analyzed using SPSS and its interpretation was done. Findings revealed that Physical stress, Readiness, Braille knowledge, Braille skill and Communications are reported as the challenges faced by the Visually Impaired Children, and out of these, Physical Stress, Braille skill and Communications are found as major challenges.

**Keywords:** Challenges, Braille, Visually impaired children, Homework assignments.

# **Quality of Special Education of Students with Hearing Impairment Perceived by Teachers at Elementary Level**

IeCOREL59

**Saira Zafar**

**Dr. Hina Fazil**

**Hafiz Muhammad Afzaal**

**University of the Punjab, Lahore.**

## **Abstract**

The purpose of this study is to find out the quality of special education for the students with hearing impairment perceived by teachers at elementary level in all over the Punjab province. Quantitative paradigm will be used to conduct this research. Teachers of students with hearing impairment who are working in government special education institutions will be considered as a population of this study. Multistage random sampling technique will be used to select the sample of this research. The sample size of 100 teachers of students with hearing impairment in Punjab province will be selected to conduct this study. Dynamic model of educational effectiveness will be used as a framework of this study. Self-made questionnaire will be developed based on dynamic model against five point likert scale and this instrument will be used to collect the data. Data will be analyzed through SPSS. Parametric statistics will be used to analyze the result. Discussion and recommendations will be observed after analysis of data.

**Key words:** Quality of Special Education, Students with Hearing Impairment.

# **Unveiling teaching and learning issues of special education schools during COVID - 19 in Pakistan**

IeCOREL60

**Syeda Khadija Burhan**

**Forman Christian College (A Chartered University).**

## **Abstract**

With COVID-19, all educational institutions in Pakistan were closed in the middle of March 2020 and many schools shifted to virtual or blended teaching. This was the time when we should have not neglected our children with special needs. Children with disabilities are also entitled to a free appropriate public education in all circumstances. For them to coping up with this situation required special measures, tools and approaches. This could be best achieved if those working at grassroot level were involved at all decision levels.

The aim of this study was to examine how special education institutions run by the Government managed the teaching and learning process during the pandemic. This was a qualitative study and purposeful sampling method was used to select the participants for the study. Twelve special education teachers from Lahore were interviewed. These teachers were handling students (a) hearing impaired, (b) blind (c) Physically Disabled and (d) emotionally disturbed. All the students were from ages 9 to 14 studying in grades 1 to 5. The data was collected through semi structured in depth interview. The results have shown that though efforts were made to keep the teaching and learning process on the move in one way or the other, for main stream institutions; the special education sector was completely neglected All policies are made keeping in mind the main stream schools; which are at times not workable for a special educational institution. The general themes identified through the data were; Neglect at higher level, lack of resources and lack of training.

**Keywords:** Pandemic -19, Special Educational Institutions, Disabilities, Training, Resources



# **Challenges faced by Hearing Impaired Students in Online Learning during Covid 19**

IeCOREL63

**Tayyaba Naz**

**Dr. Hina Noor**

**Allama Iqbal Open University, Islamabad**

## **Abstract**

During the pandemic students with disabilities have been suffered a lot especially in their studies. The study was conducted to analyze the challenges faced by students with hearing impairment in online learning after the covid 19. Data were collected from 100 students with hearing impairment studying at college level from classes 1<sup>st</sup> year to 4<sup>th</sup> year (graduation). Both male and female students took part in the survey. Study was quantitative in nature and a Likert scale questionnaire was used for data collection purpose. The results of the survey suggested that majority of students were not satisfied with the online pattern of learning. They reported that to understand the written instructions is very difficult for them, and they were unaware of many online applications used for teaching learning process worldwide. Especially female students with hearing impairment reported that they have not much exposure about online mode of learning hence they were unable to follow the instructions and class routines during the pandemic. The study recommended for future researchers to introduce a variety of learning modes in online classes of hearing impaired students especially in higher education classes.

# **E-Learning Environment for Students with Hearing Impairment at Higher Education Level in Punjab**

IeCOREL65

**Zahra Mumtaz**

**Dr. Mumtaz Akhter**

**University of Management and Technology Lahore.**

## **Abstract**

This research investigates the enriched infrastructure embedded with an E-learning environment for hearing impaired students at higher education level in Punjab Pakistan. The provisioning of E-learning environment in education includes a wide range of students, and this incorporates the hearing impaired too. A few alteration or improvement must be actualized inside the E-learning environment, based on the needs or the adaptability of the hearing impaired students appropriately. Hearing impairment limits one's ability to communicate in that it affects all areas of development, particularly speech. This study intends to examine the E-learning environment for the hearing impaired students at higher education level in Punjab Pakistan by using semi-structured interviews, a qualitative research technique. For this purpose, a semi-structured interview was conducted by the researcher and 13 participants (Deans, Hod's & senior professors) from 7 public & private universities were included. In the process of data collection, participants were contacted and interviewed online due to Covid-19 restrictions. Participants' responses were divided into 13 main themes included enriched infrastructure, E-learning technology, hearing impaired students' challenges, professional's developmental programs, competency standards, access of HI students to internet, advanced system of education and practical steps towards hearing impaired students educational advancement in regard to the qualification & experience of participants. The findings of this study contribute to an important part in the research field by concluding the diverse aspects about the improper enriched infrastructure at all universities in Punjab Pakistan, internet technology is available but access, unfortunately for hearing impaired/ deaf fellow's community isn't available, moreover just

provision of internet isn't sufficient but the sign language interpreters are also  
the need of an hour

**Keywords:** E-learning, hearing impaired, enriched infrastructure, competency standards,  
challenges of Hearing impaired-students.

# **Prospective Science Teachers' Views about Online Teaching during COVID-19: A**

## **Qualitative Study**

IeCOREL11

**Saeedullah**

**Prof. Dr. Rafaqat Ali Akbar**

**University of the Punjab, Lahore**

### **Abstract**

Pandemic of COVID 19 adversely affect the educational systems of allover the world. To maintain the social distance online learning is introduced all over the world. This new drive of online learning is facing lot of challenges in its application. The major objective of the present study was to explore the views of prospective teachers' of science during COVID-19. Qualitative research approach was applied and semi structure interviews were conducted to know the views of prospective teachers regarding their online learning experiences. Twenty students (10 male and 10 female) of Bachelor of Education (B.Ed.) program studying at Allama Iqbal University were conveniently selected to collect the data. A semi-structured interview protocol was developed for data collection. Interviews were recorded and transcribed for thematic analysis. After thematic analysis, themes were generated. Majority of the participants were of the opinions that online teaching is insufficient to get mastery of teaching of science subjects. Moreover, they faced the issues connectivity to learning management system portal during online classes. Provision of good internet services for students during online teaching was recommended

**Key Words:** COVID-19, Learning problems, Prospective Teachers, B.Ed.

# **Twist in Teaching: Offline to Online**

IeCOREL57

**Saima Yasmeen**  
**Sargodha, Pakistan**

## **Abstract**

The purpose of the study was to find out the effect of online vs. offline teaching at secondary level in the schools of Punjab. The learning management system shifts from traditional class room to online class room due to Corona Virus pandemic. The Government schools cannot start online classes due to less availability of technology and funds but the other side private schools shift their learning management system from traditional class room to online class room. The research was conducted to find out the challenges faced by teachers and parents in adapting online education. Teachers belong to private sector told that institutes provide them professional training before taking online classes and students are also equipped with technology (laptop smart phone, tabs). Their point of view about student participation was that it is difficult to engage student in online class and students are less motivated in online classes. Students do not participate in online classes regularly and technical problems also disturbs online classes. Teachers' opinion about parents' participation was that parents play their role during online classes but students do not complete their school work in time. Physical activities are ignored in virtual classes and students learn socialization during online classes. Many teachers disagreed that virtual education give practical understanding of subject. Teachers' point of view about quality of education was that online education is not quality education. Most of the parents had opinion that they were not satisfied with the technique of learning planned at their child's school during covid 19. Students did not pay attention during studies. It is difficult to use online learning tools for children. Parents had also opinion that teacher cannot motivate students to learn in current model. Some of the parents had opinion that daily testing system is functioning well, should continue and also improve online examination system. Most of the parents had point of view that online system should be improved.

**Keywords:** Learning Management System, Pandemic Corona virus pandemic, Socialization, Technology, Online education, Traditional Class room

# Twist in teaching during covid-19 pandemic and burnout of educators' teaching online in Lithuania

IeCOREL64

V. Kumpikaitė-Valiūnienė,

J. Duobienė,

I. Žičkutė,

V. Liubinienė,

I. Ivinskytė

Kaunas University of Technology (LITHUANIA)

## Abstract

On the 16<sup>th</sup> of March 2020, educational institutions in Lithuania were closed and studies moved to virtual platforms. In the majority of cases, institutions did not have any previous experience of teaching online. This influenced educators work change and made an additional stress. Regular stress can result in professional burnout (Burke & Mikkelsen, 2006), which could be defined as a syndrome of psychological problems experienced as a result of chronic work stress (Milfont, Denny, Ameratunga, Robinson, & Merry, 2008), what happened during COVID-19 transition from offline to online learning. **Methodology.** Burnout was evaluated using the Copenhagen Burnout inventory. We took the original instrument of 19 questions and evaluated personal, work related and student related burnout of educators. In total, 1,851 respondents educators participated in the survey conducted online. **Results.** Results revealed that educators felt personal and work related burnout teaching online during the first lockout during pandemic. They felt tired physically and emotionally. Moreover, teaching online, they felt giving more for students than receiving from them. To prevent educators from burnout and from a decision to change their profession, educational institutions need to collaboratively develop educators' well-being plans and employee support techniques. Moreover, school administrators need to provide a supportive environment and instructional guidance to teachers from the top-down.

# **Older secondary school teachers' perceptions about online teaching: a case of private school organization**

IeCOREL73

**Rabia Aslam**

**Umme-Hani Farooq**

**B.Ed. Student, Department of Education, Benazir Bhutto Shaheed University  
Liyari, Karachi.**

## **Abstract:**

School closures during the COVID-19 pandemic have left many of the school students and teachers dependent on online teaching and learning. Online teaching and learning are an unprecedented experience for most teachers and students; consequently, they have limited experience with it and most of the older teachers have never experienced online teaching before. Online teaching is the process of educating others via the internet. This study examines the problems and experiences of older teachers with online teaching. 34 private secondary school teachers of above 50 age participated in semi-structured interviews to discuss their experiences with the practices in online teaching. The themes generated in this study indicated that the participants were initially confused when first asked to implement online teaching; however, their understanding developed over time. There were also barriers to implementation which were a lack of training, equipment, financial issues, students' behavior, lack of family support, and workload from the institution. The findings suggest that older teachers need the training to teach online professionally, to learn online teaching methods, older teachers should buy equipment for teaching online and learn its use. Institutions may motivate older teachers to learn new things and utilize their abilities with technology.

**Keywords:** Online teaching, older teachers, Internet expenditure, Digital equipment



# **Code switching as classroom management, content transmission and interpersonal relations strategy at undergrad level**

IeCOREL74

**Zainab Makki**

**Rao Jaleel Ahmed**

**Dr. Irfan Bashir**

**University of Management and Technology**

## **Abstract**

Code switching is a common phenomenon in every day teaching – learning situations. Both students and teachers switch code for various purposes. The study tries to explore teachers and students perceptions about macro and micro functions of code switching for classroom management, content transmission and interpersonal relation at under grad level. Population of the study consists of all undergrad students from both public and private universities of Lahore. Cluster sampling technique was used to collect data from 2 public and 2 private sector universities. A researchers' made Likert type scale (consisted of 24 items with alpha reliability .84) was used for data collection. Data was collected from 68 teachers and 437 students. The study showed certain differences and similarities between the opinion of the students and teachers based on gender, faculty and sector. The study suggested certain measures to use codeswitching as an effective strategy for classroom management, content transmission and interpersonal relation.

# **English language teaching; approaches and methods**

IeCOREL92

**Dr. Amna Saeed**

**Institute of Education and Research**

## **Abstract**

The English language is acknowledged as the language of laureates in Pakistan. Students face many problems in learning the English language because it is taught as a subject instead of skill. Grammar Translation Method and Direct Method are two extensively used method of teaching English language. There are many controversies about their utility and aptness of these two methods. The current study explores the effectiveness of different methods in the teaching English language at the intermediate level and graduate level. This research explores the effectiveness of these methods with students' performance. A questionnaire was developed to see the efficacy of Grammar Translation Method, Direct Method, Audio-lingual Method and Communicative Teaching Approach. Simple random sampling technique was used for data collection. Data were collected from the students studying in the colleges, male and female participants took part in this research. After data analysis, it was found that the Grammar Translation Method and Communicative teaching approach was most effective for teaching English language. It appears most useful and practical in teaching English language. Thus, it suggests that the Grammar Translation Method and Communicative teaching approach must be followed in teaching English language at Intermediate level and Graduate level. In Pakistani classrooms, an eclectic approach should be adopted by using both the methods appropriately keeping in view the learners need.

**Keywords:** Teaching Approach, Grammar Translation Method, Direct Method. Communicative Method.

# **Analyzing the Students learning level of Biology Assessment According to the cognitive domain at the secondary level**

IeCOREL75

**Habiba Iqbal**

**Dr. Fariha Gul**

**University of Management and Technology Lahore.**

## **Abstract**

In 1956 the Benjamin Blooms developed the three domain which is cognitive domain, affective domain and psychomotor daomain. Cognitive domain was deliberate in analyzing a student's cognitive excellence during the written assessment within the classroom. The purpose of the study was to analyze the assessment levels of students' learning pursuant to the cognitive domain of Blooms' Taxonomy. The study measured the cognitive levels of questions that teachers asked in examination to evaluate students' learning. Question papers of the biology of 10 classe were collected to analyze the cognitive levels. The researchers used experimental research, and t-test on one group of pupils to analyze the students' learning level according to Bloom's taxonomy for data collection purposes; one public school was visited. The teacher-made test was used to obtain data from 100 students from one School in Lahore. The teacher-made test was analyzed with the help of Bloom's taxonomy, and then analyzed Student's results. . The findings shows that different pedagogies used to teach the students. Still, the examinations were limited to the lower level of learning because there is only a lower level of question in the biology book. Most of the questions in the exercise section had no information about the cognitive domain (evaluation and synthesis). The question paper analysis and the students' results revealed that most of the questions were on the lower level (knowledge, comprehension, and application). Only a few were on an analysis level. The results revealed more focus on lower levels of learning. After the test, students' results show there are only two test items that need modification. There was less implementation of the higher level of questions. In nub, the Punjab textbook

board should provide the good questions' criteria in the exercise of the chapter, and focus on improving the Assessments, secondary level students are not kids anymore and have highly critical minds with a heavy outpour of emotions and racing hormones. So our Expertise should be a focused on the chapter's Exercise Part which is the main cause of the lack of a higher level of learning in students.

# **Assessing the adoption of E-assessment in private universities: students' perspective**

IeCOREL76

**Bisma Hassan**

**University of Management and Technology Lahore**

## **Abstract**

An essential component in teaching and learning that advances the knowledge and measures or certify results is known as assessment (Clements & Cord, 2013). Information technology is now being used in multitudinous ways to assess the performance and measure student learning. Although there are multiple conventional ways to assess the students such as paper-pencil based examination, assignments, presentations etc. but E-assessment can a helpful tool as students can receive feedback instantly (Nwosu, 2017). Use of E-assessment implies that technology can be used to deliver and manage the assessment which an be in the form of diagnostic, summative or formative assessment (University of Bristol, 2002-2017). The purpose of this paper is to understand what are the benefits and what complications are may arise when the universities switch from traditional assessment to E-assessment. The aim of this paper will be to take students' perspective on E-assessment and its impact. This paper will investigate the challenges and benefits of incorporating E-assessment. For this, a small sample size of about 100 university students will be taken from private universities. Convenient sampling technique will be used. Quantitative research methodology will be used and a questionnaire will be developed for data collections. Data will be analyzed through inferential analysis. This paper will also explore if the students faced any health or safety issues during online assessment. A conclusion can be drawn that the students will have mixed views about E-assessment, as adoption of E-assessment might add stress since some students mighty not be comfortable using it.

# **Using Technology to facilitate effective assessment for learning and feedback for higher education**

IeCOREL79

**Iqra Zahoor**

**Dr. Fariha Gul**

**University of Management and Technology Lahore.**

## **Abstract**

The aims or objective of this paper are to examine and critically evaluate a selection of different technological methods that were specifically chosen for their alignment with, and potential to enhance, extant assessment for learning practice. The underpinning perspectives are that: (a) both formative and summative assessment are valuable opportunities for learning, and (b) using technology may enhance learning in assessment and feedback processes. Drawing on the literature and empirical evidence from a research study in a UMT, the advantages and drawbacks of using technology are examined. It is asserted that, by adopting a flexible approach and taking small incremental steps, the use of different types of technology can be beneficial in facilitating effective assessment for learning and feedback in higher education.

**Keywords:** Technology, effective assessment, higher education

# **Teachers' Perception on Enhancing Formative-Assessment with the Use of Mobile Technology in Classrooms**

IeCOREL80

**Awaiz Asif**

**University of Management and Technology, Lahore**

## **Abstract**

This qualitative research focuses on the view of teachers, using mobile phone as a tool to conduct formative assessment in classrooms. Education has undergone drastic improvements over the previous few decades, however there still remains the significant challenge of assessing the quality of knowledge delivered to the students. Educational assessment can be defined as assessing the content and depth of the student's knowledge. With teachers delivering course material and conducting traditional formative assessment it is nearly impossible to assess each individual present in the classroom keeping in view all the constraints that the teacher has to abide by, of which the greatest one being time. Much hope is placed in technology in an attempt to overcome this prevailing problem, mobile phones for example. In order to draw out the in depth understanding of teachers' views and experiences a qualitative study will be conducted using Phenomenological research design to extract commonalities among them about using mobile phones as a tool to conduct formative assessment in classrooms. Teachers will be selected using purposive sampling and data will be collected through semi-structured interviews. Mobile phones, initially had the primary purpose of communicating but with advancement in technology and emerging applications can serve as a great benefit for education. Since everyone now a days carry a mobile phone hence it can be used to check individual learning as well as keeping the results of all the students confidential and will ensure the positive and productive use of mobile phones in classrooms. This will help teachers assess student as well as students to assess themselves, areas of difficulties can be identified easily and promptly and will enable students to advance their understanding of those topics. This study will serve as an evidence

to the previously conducted studies that affirm the use of mobile phones to conduct formative assessment in classroom as well as a base for further researcher who would want to conduct similar researches in different and diverse environments with various other samples.

**Keywords:** formative assessment, mobile phones, mobile technology, learning outcomes, self-assessment.



# **Classroom assessment practice a survey of secondary school teacher of Lahore**

IeCOREL82

**Eman Tariq**

**Dr. Fariha Gul**

**University of Management and Technology Lahore.**

## **Abstract**

The present study shows discrepencies between teacher perceived skills and use of classroom assessment practice. exploratory factor analysis generating four factors from “Thoughts about Assessment” and six factor for skills and use of classroom assessment practice. Lahore teachers hold positive belief about both mastery and performance orientation to student assessment. Teachers are ensure about the adequacy of their assessment training but indicate that they need future training in assessments. The results also shows that secondary teachers particularly those with only a certificate need more skills training in assessment application and criterion referenced testing. The most experience teachers are the more day agree with performance orientation and the more they have perceived skills and use of desirable classroom assessment practice factors are related to teacher characteristics of educational level, subject taught, teaching level, years of teaching experience and assessment training. Understanding the believes students performance can be used as a framework for a identifying education resources mean to help both school and students to perform policy maker are aware of teachers believes regarding mastery. They can teachers to formulate assessment practice that promote critical thinking skills and mastery. A mentoring program to match new and experienced teachers to share reciprocal knowledge and skills on classroom assessment practices can be develop in schools. Teacher educators may consider overhauling their program to have courses for pre-service teachers. Teachers should be sent for in- service training in assessment on regular basis to ensure that they maintain current classroom assessment skills. Classroom assessment practice and skills in present study questionnaire is made to sample of 100 secondary school teachers in Lahore to

survey their thoughts about classroom assessment and identify classroom assessment practices teachers perceived to be skills and those they used most.

## **Time management skills of students at higher education level**

IeCOREL93

**Mishal Noor**

**Sana Tahir**

**Faiza Jaleel**

**University of the Punjab, Lahore**

### **Abstract**

Education plays a significant role in modern era. The aim of the current research was to determine the time management skills of students at higher education level. Time management is very important and it may actually affect individual's overall performance. Time management practices have been proven to be some of the top indicators toward achieving a high level of academic success and performance. The purpose of the study was to know about time management skills of male and female students at higher education level. It was a descriptive study. A self-developed questionnaire was used comprised of 21 questions. A sample of 300 students was selected from different educational institutions of Lahore city. Purposive sampling technique was used to select the sample. Independent sample *t*-test showed that there was significant difference in time management skills of male and female students at higher education level. It was concluded that time management skills gradually increased as age increased.

**Keywords:** Time Management Skills, Students and Higher Education Level.

# **Relationship between English Language Proficiency and Academic Performance of Students at University Level**

IeCOREL94

**Syed Izzatullah**

**Dr. Fariha Gul**

**University of Management and Technology**

## **Abstract**

Many empirical studies indicate that English proficiency plays a crucial role for students in completing their studies in English-medium institutions, especially for those students whose first language is not English. The purpose of this study is to understand the relationship between English language proficiency and academic performance of students at university level in public and private universities of Lahore. The study is quantitative in nature and correlation method will be used in this study. The sample will be collected from the students of public and private universities in Lahore city. The subjects of the study will take an English Proficiency test and will reported their test scores, demographic information (gender, institute type) along with their grade point averages through a questionnaire. Descriptive statistics and Pearson correlation  $r$  will be used to analyze the data.

**Keywords:** English Language Proficiency, Academic Performance

# **Perception of teachers about effectiveness of standardized test at board level**

IeCOREL83

**Erum Khursheed**

**University of Management and Technology Lahore**

## **Abstract:**

The purpose of this study is to investigate teacher's perception about effectiveness of standardized test at board level.

Testing makes school systems, schools, and teachers more accountable for students learning. Test data can be used as feedback to shape classroom instructions. Testing sets meaning full standards to which school district, schools teachers and students can aspire. A standardized test is a method of assessment built on the principal of consistency, all test are required to ensure the same questions and all answers are graduate in the same, predetermined way. Most standardized test consist of multiple choice and true and false question. Standardized testing has effects on teaching and learning process and teachers classroom paintings. Teachers' efforts to improve students learning, and develop student attitudes towards learning. Teachers also report that their school administrators to provide practice materials to improve their students test- taking skills and practice again and again before board exam.

# **Teacher's view on the use of assessment for learning and data-based decision**

IeCOREL84

**Hania Shoukat**

**University of Management and Technology Lahore**

## **Abstract**

This dissertation enlightens and emphasis on classroom assessment, assessment of learning and data-based decision manufacture in secondary education. The research will explore that teachers uses many varieties of assessment such as weekly paper based, pencil test is used and asking interrogations from students. Furthermore, in this research teachers indicated that 10% to 20% of their lectures used data-based decision for teaching. An optimistic attitude to assessment for learning was measured vital. The study examines the teacher and student perspective the activities that are used by teachers in the classroom. Data based decision also emphasis on the summative assessment data in command to bring enhancement in student's accomplishment.

**Keywords:** - Summative assessment, assessment for learning, Data based decision

**Item analysis of theory examination for subject physics of class 9th gujranwala board  
year 2016 (morning), 2018(evening)**

IeCOREL85

**Janita Saeed**

**University of Management and Technology**

**Abstract:**

The main objective of this study was explore the qualitative item analysis of theory examination for subject Physics of class 9th Gujranwala board. In the first phase, researcher randomly selects past papers of class 9th physics and collect data about item analysis. An item analysis rule was used to analyze data (papers) as annual assessment for checking how much we follow these rules for checking students learning outcomes. The mix method research design was used in this. The study was descriptive and quantitative in nature. A randomly selected paper year 2016 (group I), 2018(group II) for subject physics of 9th class. The recommendation of the study included that to make sure our assessment system policy follow these rules for constructing the tested items, for the effective student learning outcomes. Finally, study found majority of faults that we neglected when we construction of an assessment paper.

# **Development and validation of questionnaire for university students regarding their perceptions about learning environment**

IeCOREL86

**Maham Tahir**

**University of Management and Technology**

## **Abstract**

The aim of this research study is to develop and validate an instrument on perceptions of students about learning environment at university level. The instrument will be developed through extensive literature review. The factor and sub-factors identified through literature will be validated through expert opinion, after that the statements will be developed and in order to confirm construct validity and reliability of the instrument, data will be called from 200 university students. The students will be selected through simple convenient sampling. The data will be analyzed through factor analysis and calculation will be based on Cronbach alpha value. The results will be explained based on findings of statistical test.

**Keywords:** Perceptions, Learning environment



# **“Perception of students about role of formative assessment in achieving educational goals of students”**

IeCOREL88

**Samina Ikran**

**Dr. Fariha Gul**

**University of Management and Technology Lahore.**

## **Abstract:**

Assessment is an integral part of the teaching & learning process. One of the most important factors of student perception is the learning process in achieving student educational goals of formative assessment. Formative assessment is directed at steering and fostering the learning of the students by providing feedback of the learner. To explore student perception of formative assessment in achieving educational goals of students. It will be quantitative research. 100 students of undergraduates will be complete a 40 items questionnaire on their experiences of assessment. The questionnaire included an item on the purpose of the assessment on the nature and demand level of the task which will assess the achieving goals of student's assessment. Formative assessment is our independent variable and achieving educational goals is our dependent variable.

Increased acceptability and the effective implementation of formative assessment structure students' perspectives on feedback, a supportive learning environment, and credibility of feedback are important in this process.

**Keywords:** Assessment, Evaluation, Formative Assessment, Perception of students, Education Goals.

# **Perception of teachers about role of formative assessment in achieving educational Goals of students**

IeCOREL90

**Uzma Shafi**

**University of management and Technology Lahore**

## **ABSTRACT**

The purpose of study is to examine the role of formative assessment in students academic achievement attitude towards lessons and self-regulation skills in classroom formative assessment has potential to support teaching and learning in classroom this study reviewed the literature on formative assessment to identify prerequisites for effective use of formative assessment by teachers the review sought to be address the following research question –what teacher prerequisites need to be in place for using formative assessment in their classroom practice the review was conducted using a systematic approach a total of 45 studies are included in this review the results shows that (1) knowledge and skills (for example data literacy)(2)psychological factors (social pressure) (3)social factors (collaboration)influence the use of formative assessment .the prerequisites identified can inform professional development initiatives regarding formative assessment as well as teacher education program

Formative Assessment is about meeting the needs of all students by collecting data on what they know and what they do not know often teachers do assessment that gets information record data and move on the result is not formative but summative

# **Re-engineering system of education through assessment and evaluation: perceptions of teachers**

IeCOREL91

**Anna Arif**

**University of Management and Technology Lahore**

## **Abstract**

Discipline of engineering is well placed to lead a revolution that applies the human sciences. Engineering undoubtedly originally focused only on the application of the physical sciences, there is now increasing recognition of the importance of the human sciences (Somasundaram, 2019). It was engineers who translated paradigm shifting discoveries in the physical sciences four centuries ago into the industrial revolution. Now after pandemic it's necessary to re-engineer the education system through assessment and evaluation. This paper will have three interrelated goals, firstly to identify those old and dysfunctional educational strategies which were of no use during pandemic, secondly to re-engineer those old assessment practices and update them just to improve the entire system of education And thirdly to put flesh on this bone by suggesting some new emerging strategies which remain effective in all type of situations. The qualitative research design will be use and the targeted population will be 10-15 primary school teachers of a private school. And data will be analyze through thematic analysis.

**Key words:** Re-engineering, education system, assessment and evaluation, teachers' perception.

