



# NOTRE DAME INSTITUTE OF EDUCATION

Affiliated with University of Karachi

## NEWSLETTER



This January – June 2021 bi-annual E-Newsletter showcases contributions from nine ‘aspiring authors’ (students of different cohorts) who share key events experienced during the semester. Inspirational conversations with a student and an alumna/faculty who have achieved milestones in their professional pursuits follow. The abstract of a recently completed institutional research highlights the smooth transition of NDIE graduates in the workplace, while the commencement of the four-year B.Ed (Hons) Elementary programme at NDIE is yet another accomplishment. These are positive precursors in the lead-up to the institute’s 30th year of upholding its mandate to bring about a positive change in teacher education. For this I am indebted to the faculty and staff for their support and to the students who continue to reach out to us.

Dr. Sherwin Rodrigues,  
Director

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**EDITOR:**  
**GILLIAN RODRIGUES**

## 1 ASPIRING AUTHORS

## Teaching: Online or Onsite?

Fatima Aamir  
B.Ed (Hons) 2019

The COVID pandemic has changed perceptions of teaching and learning completely. The former school of thought was that teaching and learning processes were confined to the classroom and that teaching could not occur outside the classroom. However, during this pandemic schools came up with different ideas and strategies to cope with the increasing academic loss which was owing to the students missing out on regular face-to-face classes due to complete lockdown and other safety measures.

To address the challenge of suspension of regular teaching, different strategies were explored, introduced and implemented worldwide. For example, online lectures, Zoom classes and video lectures were evolving into a norm. Teachers had to update their knowledge and competencies in order to use and access these technologies, as there was no other option available. All content and assignments were given online. Thus, for a substantial period of time, media and technology supplanted traditional books and the regular face-to-face mode of teaching all over the world.

Now, when we are slowly overcoming this pandemic, we need to carefully consider which teaching-learning style is more safe, durable and effective for learners.

## COVID-19: Here to Stay?

Aisha Nurullah  
B.Ed (Hons) 2019

I still remember that bright 'normal' morning when, as usual, I got ready to leave for my classes at NDIE. Just as I was about to leave I received a WhatsApp message that the institute will remain closed for three days as per the announcement by the Sindh Education Minister. This was only the beginning ... we are 1.5 years into this pandemic already but COVID-19 does not seem to be going anywhere.

The teaching and learning scenario all over the world became unpredictable, came to a halt and then changed altogether. Formal face-to-face (on campus) classes turned into Google Meet virtual interactions. Administration, School Heads, teachers, parents along with students were quite clueless initially.

However, the teaching fraternity all over the world including Pakistan put their heart and soul in learning new skills. In the Pakistani context, before the pandemic, there were many teachers who never incorporated ICT tools in their teaching.

Nevertheless, they too took it up as a challenge for the sake of their students and for the love of teaching. Teachers reached out into the homes of their students to teach them. Some teachers even took up ICT courses to cope with the increasing challenges.

Such a pandemic had not occurred in centuries. So, like others, teachers too were not equipped to deal with it initially. We are in the third wave now. This pandemic has surely stayed much longer than we expected it to stay. So, is this really the 'new normal'? Moreover, is the teaching fraternity prepared to revert solely to face-to-face teaching once the 'old normal' is back?

## My Journey from Online to Face-to-Face Classes

Elishba Alwin George  
B.Ed (Hons) 2020

Learning can take place anywhere and at any time as learning is a part of life. Through learning we grow and enhance our skills and it is this learning that helps us change our mindsets on the path to becoming better human beings. In the pandemic situation, though learning assumed new forms, it continued to play important roles in our lives.

My experience of returning to in-person, physical classes at NDIE is characterized with joy. This return to in-person classes was beset with challenges such as following safety precautions, adhering to SOPs and maintaining social distancing. However, the good it entails outweighs the challenges involved. Since the pandemic, teaching and learning has been time and again tested with transitions from online to in-person and in-person to online classes. If there is one thing we are sure of right now it is the uncertainty that looms ahead.

Although NDIE halted all physical classes thrice already in compliance with the government's directives, teaching and learning has never stopped altogether whether we are taking classes at home or at the institute itself. I really appreciate the efforts of the leadership and faculty which reflect how seriously this institute takes its responsibility towards their learners.

Attending online classes can be stressful due to too much exposure to screens and the interruptions and distractions of our home environments. For example, when the television is on or other unexpected noises from our surroundings such as the calls of the sabzi wala and the presence of our family members such as children attaching themselves to mothers like myself while I am trying to attend a class. This is an integral part of reality, the reality of attending classes from home.

Sometimes when I am reading for an assigned task or class, my mum calls out to me to give her a glass of water and in that case I sometimes really do not know what to do. Should I give her a glass of water or continue reading? This becomes a dilemma for me. Most of the time electricity plays games with us such as through load shedding and breakdowns which further challenge regularity and punctuality in online classes. These are not complaints; this is reality, the reality of challenges that not only students but also facilitators experience in teaching and learning from home.

The above argument provides strong reasons in favour of face-to-face classes instead of online learning. In physical classes there are more opportunities for collaboration, socialization and participation instead of sitting alone at home. However, now face-to-face learning has many added difficulties such as everyone has to follow SOPs and wear a mask when presenting or sitting in class in extremely humid Karachi weather.

Coming back to NDIE is a delightful feeling because I can pay attention during teaching and discussions. It has now been over a year that COVID-19 has been around and some of us have become lazy. I do not like to walk much and prefer to do everything from home. Attending classes at home somehow has made me gain weight. Nevertheless, with the resumption of face-to-face classes, my journey in the morning now starts with the walk from the school entrance gate to the third floor of the institute and climbing the stairs which count as healthy exercise for me. I have missed this exercise!

While the pandemic has opened doors of opportunities for education with a massive boost of skills in integrating technology in teaching and learning, it has also exposed many issues that hinder teaching and learning in distant learning contexts. I end with a quotation by George Brendon Shaw on the necessity of change, “Progress is impossible without change, and those who cannot change their minds cannot change anything.”

## **The Interesting and Boring Debate of Science**

Abdul Hafeez  
B.Ed (Hons) 2021

Science is interesting ... Science is boring. There are two different views about science in general. In just the first week of being enrolled at Notre Dame Institute of Education (NDIE) we were scheduled to go for a field trip which I was excited about but was less sure regarding the destination. However, the moment we stepped into The Dawood Foundations’s Magnifi Science Lab, my curiosity increased and excitement crept in. This place promotes science literacy and critical thinking through experiential learnings. The first step on the premises was intriguing as it was surprising to see many science experiments defined in entertaining and informative forms.





A floor filled with science experiments. Literally that is what I saw! There were models defined in such detail that would spark the interest of all ages. The guides educated us of the working and outcomes of those experiments, which we see, feel or experience in many forms in our daily life but never knew that there was a bit of science behind them all.





I was hypnotized in the world of optical illusions. An interesting experience for me was seeing my shadow on a phosphorus wall. We further observed the formation of waves and how current change occurs. Over and above we saw, yes saw sound through the “Chladni Plates” where we sprinkled salt on the plate in an irregular pattern and the plate is strummed and begins vibrating while creating a high-pitched tone. The fun did not end there; rather we experienced the working of a miniature of our Karachi Port system which was way too interesting seeing how the machinery picked a container and placed it at another position with heavy magnets.





At the end of this whole experience, I believe that this is just the beginning. There needs to be many more such activities across our country. This is one good initiative which can allow any and many to feel science. The Foundation is planning for a bigger facility very soon which I am waiting eagerly to visit after its inauguration.

## Excursion to the Magnifi Science Studio: A Reflection

Shigufta Naz  
B.Ed (Hons) 2021

The Magnifi Science Studio is an exciting and exceptional place for children; it has multiple games and experiments which make science fun. During this visit, I found different scientific materials which were on display. The materials covered the three most important branches of science, that is, Physics, Chemistry and Biology. I observed and reflected that “electronic technology” has made life easier for us. Technology provides us tools used in many scientific studies and experimentation which makes learning more interactive and collaborative and this can help engage students better with course materials.



Another important realization is that “water is everywhere”. At the studio, I observed and learnt that water may be used to demonstrate many scientific concepts. Water was used in the Resonance Bowl, Pump up water, Xylophone, water vertex, etc.





Other interesting things that caught my attention were “make a bridge,” the walk on planks, alphabet caught on shoulder, container-crane and the Tsunami Table, etc. I really enjoyed the walk on the plank. At first I felt it was difficult to walk on the plank but with the encouragement of my fellows, I successfully walked on the plank.



The Container Crane was also exciting. I was very eager to pick up the load. How was I to ever move the handle? However, after repeated attempts I was finally able to do it.

Through this excursion I came to realize how science could be brought to life and I am convinced that in the near future I will try my best to teach science through activities such as these.



# Feast Day Celebrations, 2021

Amanda Jones

B.Ed (Hons) Elementary (Semester I)

The feast day celebration of Notre Dame Institute of Education (NDIE) was held on 25th March 2021 as it is the feast day of the patron saint of the institute that is, Our Lady. The day was full of invigorating activities and events. Unlike last year when the outbreak of the pandemic made celebration impossible, this year's celebration took place in full swing while maintaining social distancing and the compulsory wearing of face masks. All participants presented different, attention-grabbing performances that kept the audience attentive throughout.

The event was inaugurated with the Eucharistic Celebration, where Revs. Faryad (the Chief Guest) and Zeeshan Qamar (a student of the B.Ed (Hons) 2019 programme at NDIE) explained the importance of the Feast of the Annunciation by situating the feast in a historical and biblical context. The sermon seemed to capture the interest of all as there were a couple of new learning points for everyone.



While the Feast Day held importance of its own, there was another achievement that the Institute was proud to announce. Fatima Zohra, an alumnus of NDIE, had successfully obtained 3rd position in the annual examinations held at the University of Karachi. Her perseverance and hard work had given the staff, faculty and the director – Dr. Sherwin Rodrigues – a sense of inexplicable pride. Fatima's speech was full of gratitude for the academic staff, the Director, the Academic Programme Coordinator and support staff, as well as to her peers; planting seeds of motivation in all the students present there, to continue to strive for the best even in the face of adversity. As a token of appreciation, the institute presented a shield to Fatima to congratulate her and cheer her on for future endeavours.



The students were then ushered into the corridor to be seated for a delectable lunch, followed by mouthwatering kulfi, as dessert.





After lunch, the fun-filled activities began. The very first performance was by two students of B.Ed (Hons) Elementary (Semester 1), who danced to the song 'Colors' by Jason Derulo and Qurut-ul-Ain Baloch. The context behind it was to display NDIE's acceptance of diversity and acknowledge the vast cultural representation of students and faculty members present there. The audience indulged in the performance as well, by swaying their hands and applauding the participants.



The next performance was by the students of B.Ed (Hons) 2019 where they had prepared a play in accordance with the biblical event of the Annunciation of the Virgin Mary that was most befitting the feast day. They concluded with a beautifully sung hymn.



After that the cohort of B.Ed (Hons) 2020 hosted a general knowledge quiz that thrust everyone's brain in active mode. Alongside that, there was a showcasing of many talents, inclusive of singing while playing instruments and dancing. The smiles and sounds of laughter reverberated in the room and the entire atmosphere brimmed with joy.

The event concluded at around 4:00pm with a vote of thanks by the director. He appreciated the efforts of all those involved in orchestrating the event and encouraged everyone's active participation in future as well.



## Role of Teachers to Create Fairer Futures through Empowerment

Natasha Dias  
B.Ed (Hons) 2020

I support feminism because I believe that we are equal in a nation. One of the famous books that I have read of Karl Marx has given me a glimpse of what I visualize in a society, where women's liberation in labour is also significant in domestic and social spheres. I firmly believe that it is important to instil good values consisting of commitment, fairness, altruism and so forth in our learners. We should not be denied of our rights just because of our race, language, gender and so on. We are autonomous souls that have a right to choose and dwell in a meaningful engagement. I am writing this because I have seen some women in our society denied of their rights to education which is a basic human right. We are future teachers that need to inculcate awareness among the people of our nation to promote education and liberty among every individual. As a progressing nation, we should at least let people decide for themselves, educate themselves and inspire others. We rank the second lowest in the world for gender equality at number 148 out of 149 countries.

Conversely, I have seen progress. A handful of women have also gone on to travel space, fly fighter jets, become doctors, engineers and much more. Today women are riding bikes, contributing to the family expenditures and playing all types of sports; we are not different. Social media has given us a platform to voice our opinions, thoughts and empower others. Great women like Muniba Maazari and others have made their way irrespective of challenging circumstances. So too can we!

Gender mainstreaming is a new perspective which professionals have adopted at workplaces in order to promote equality and social justice for all genders. We should adopt it too, so that we all can enjoy mutual rights and respect.

I am a prospective teacher and I believe that the generation to come should have an awareness of equal rights, creativity, choice of their own career paths and much more. I do not expect to clone my students to think alike or allow them to misuse liberty. We, as teachers, can shape the personality of learners to help them promote education and understand their rights.

We are free to work outside our homes and are free to choose our path because we all have proportional rights that will benefit the society. In our society we have many dropouts; however, there are solutions for it. We can have campaigns that promote awareness and offer free education to everyone. Teachers promote literacy and prepare the learners for real life situations and resolutions. We make our students leaders of the future, when we are old, we reminisce in the past thinking how we shaped their life and what they have become. Hence, we have the opportunity to change the world. It is in our hands. We can encourage learners to think broader rather than focus only on trivial issues. Therefore, there is a need to contribute to the society and utilize the opportunity to educate all before it is too late.

## World Book and Copyright Day

Iffat Allana

B.Ed (Hons) Elementary (Semester I)

In the bright morning hours of 23rd April 2021, the NDIE family gathered to celebrate The World Book and Copyright Day 2021 – a tradition since 2013. After a brief welcome and introductory note by the Head Librarian, the celebrations commenced with the distinguished guest speaker, Mr. Muhammad Omar Iftikhar, sharing his insights on the importance of reading and how it develops one holistically through a presentation titled Mind Waves. The audience in the room nodded in agreement as he spoke of how reading aids the vocabulary, expands problem solving skills, and develops a sense of open mindedness and acceptance.





Muhammad Omar Iftikhar is a writer and columnist with over 16 years of experience. It was impressive to discover that he has over 750 articles published in various print publications covering diverse topics. With over twelve years' experience of working in the field of communication, he is currently working as Assistant Manager, Public Relations, at the Institute of Business Management (IoBM), Karachi.



After the presentation, Mr. Omar presented Dr. Sherwin, our respected director, with his first sci-fiction debut novel, *Divided Species*. They shook hands and in turn the guest speaker for whom this was the second visit to NDIE, was presented with a shield and a vote of thanks.



The second segment of the programme, the certificate distribution ceremony, was the one that I was looking forward to the most. Students and faculty were awarded with certificates of appreciation and a book under four categories, namely: Frequent Library Visitor, Frequent Book Reader, Exemplary Library User, and Frequent Online Library Reader.

Then, the exciting part arrived. It was finally time for the highlight of the occasion – the ‘If I were an Author’ activity results. This competition had been announced a week ago and all interested participants were asked to submit a sheet depicting the cover page and description of a book that we would write, if we ever had the opportunity to do so. I sat there with my hands clasped in impatient anticipation. I had titled my book ‘Celebrating the Period’ and dedicated it to all who bleed for five days, and not die. It was about the essential biological process, which is one of the causes of discrimination against women in the society, despite it being crucial for the creation of human life.

The prize distribution ceremony began with fifteen consolation prizes, and ended with my friend and classmate, Amanda Jones, winning the first prize. As I joined the entire hall in the applause and cheer, I could not be happier for her. It was heartwarming to see my buddy win!

Next, appreciation certificates were presented to the library and office staff, following which Fozia Gulab, the Academic Coordinator, delivered the closing speech. To conclude, group photos were clicked, to lock in the moment as a memory to look back on.



## Guest Speaker's Message on World Book and Copyright Day

Kainat Khawaja  
B.Ed (Hons) Elementary (Semester 5)

On 23rd April 2021, Notre Dame Institute of Education celebrated World Book and Copyright Day. The event was led by NDIE's library team and Mr. Muhammad Omar Iftikhar was the guest speaker for this event.

World Book and Copyright Day promotes a love for books and reading. Therefore, the event focused on the importance of reading in our lives. We all should read to become "PICASSO" where 'P' stands for personality development, 'I' stands for imagination, 'C' stands for curiosity, 'A' stands for awareness, 'S' stands for skill development, 'S' stands for speech improvement and 'O' stands for organization of thoughts. These are the skills that a person develops when s/he starts to read.

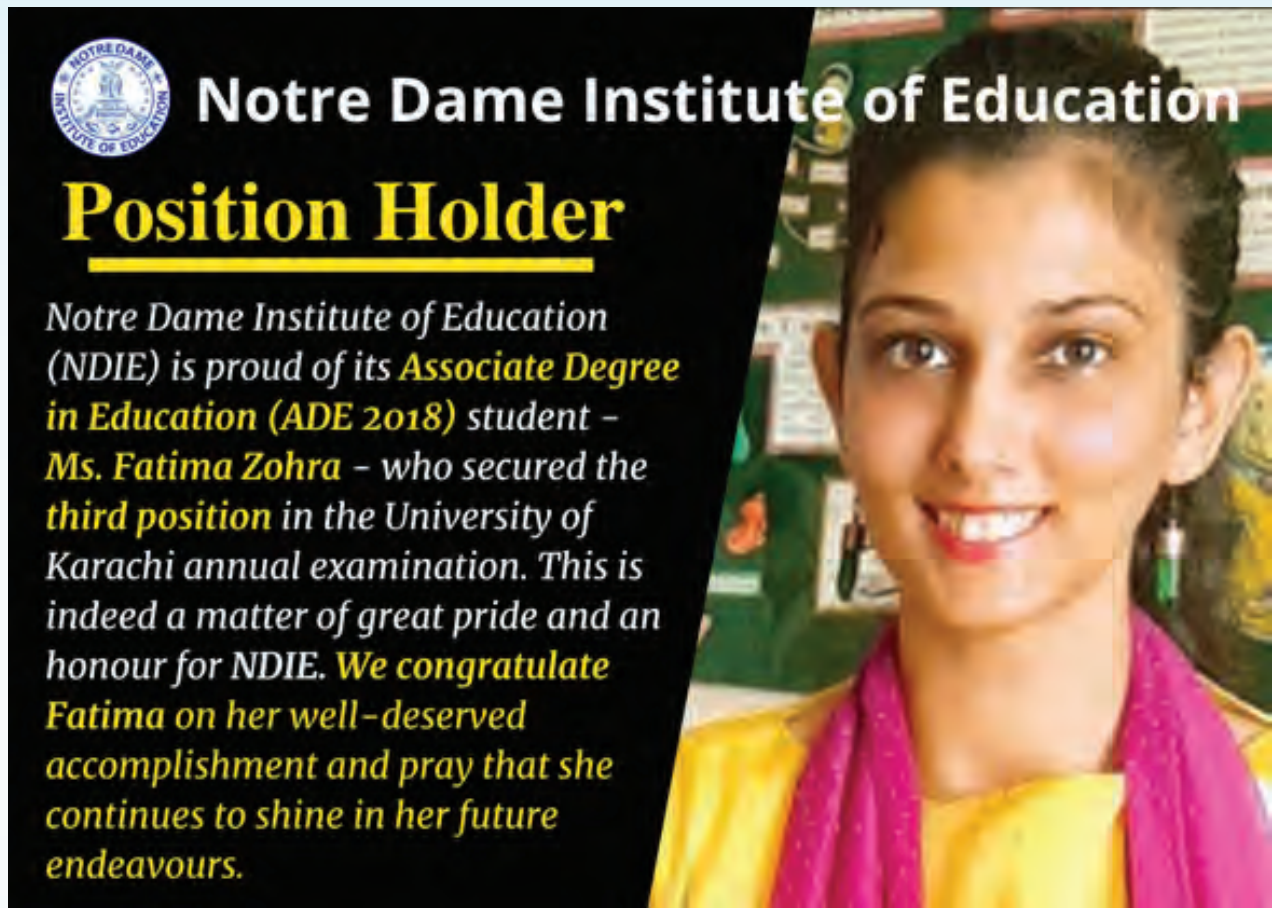
Reading makes a person skillful; it exercises their comprehension and analytical abilities. Reading helps individuals to exercise mentally and broaden the expanse of their thinking. Further, reading makes a person more focused, enhances memory, improves cognition, develops curiosity for more exploration and enhances one's vocabulary. Reading generates new ideas in an individual; ideas to speak and write. It develops an individual personally as well as professionally. Reading develops one's speaking and writing abilities, it helps a writer to develop expression and style in their writing. Reading also gives us a look at the world to reflect on what is happening around us; it enables us to see things from several perspectives. Reading is a great source of knowledge and information. It gives us life lessons and lets us learn basic values and morals. These were among the main ideas that I got from Mr. Omar Iftikhar's presentation.

The overall session was very informative and it helped me to learn new and interesting things about reading. To encourage students and faculty to read, Certificates of Appreciation were awarded to readers at NDIE for different reasons. Students who participated in the 'If I were an Author' activity competition were awarded first, second and third prizes.



## 2 INSTITUTIONAL ACCOMPLISHMENTS

### In Conversation with our Student – Fatima Zohra Farooqi – who Secured a Position



<https://www.ndie.edu.pk/2021/03/20/psade2019/>

**1) Two to three things that you had hoped to achieve when you had enrolled in the ADE programme at NDIE.**

I had wished to become a confident teacher who could inspire students to learn and become wonderful human beings. That “Leading Positive Change in Teacher Education” slogan of NDIE is what had fascinated me, and the institute has indeed proven how it makes that possible.

**2) Your feelings / thoughts the moment you realised that you were a position holder.**

I had kept hoping for the results to be delayed ... haha ... but thankfully God blessed me with this achievement. I was amazed, in awe, and just dumbfounded.



### 3) List some factors that you think contributed to your success.

- My mother's endless support and guidance.
- The hands-on teaching/learning approaches made the classes very constructive and engaging. For example, I was terrible at memorizing history dates, and I shared the same with my Pakistan Studies teacher, Munir Lalani. He then incorporated some games for us whenever there was a topic concerning dates, and seriously, it helped me a lot. Every teacher had their own unique way of teaching: Sadia's regular quizzes were a big support for my learning. Gillian's group presentations were fun and practical at the same time. Kashif's computer classes were what I enjoyed the most as I have always loved the subject. Ms. Shumail made Urdu classes fun with her exciting ways of teaching. Fozia's personal stories added life to the ethics classes and made them all the more interesting. Dr. Sherwin's unique presentations made the sessions riveting while Rabiya's untiring support by providing online resources was beneficial.
- The mentoring sessions allowed the students individual attention, which I feel is also a massive contributor to my success.



#### 4) What role did NDIE play in your achievement?

NDIE provided me with a platform to grow and explore while learning how to be an effective teacher. The morning assemblies, the student-teaching phases, everything has contributed a lot to my achievement and personality development. The constant mentoring provided by the teachers, the hands-on teaching approaches, and how the director took a personal interest in everyone's progress went a long way towards everyone's progress. Grades are not everything, and I felt a more confident and sounder individual when I graduated from this institute. Hence, NDIE has provided me with a fulfilling experience as a student.

#### 5) Your advice to students enrolled in ADE / B.Ed (Hons) programmes at NDIE.

Be consistent in whatever you do, keep on trying your best and make the most of your time at NDIE. It may seem challenging initially, but believe in yourself, have a vision in mind, and work for it every day!

## In Conversation with Gillian Rodrigues – NDIE Faculty – on her Recent Success



<https://www.ndie.edu.pk/2021/05/26/fagr/>

**1) Two or three things that you had hoped to achieve when you had enrolled in the full-time MPhil programme at AKU-IED.**

I was seriously mulling over my decision to join the MPhil programme for a year or so before finally applying for admission. It was with the intention to engage in discourses in education and to improve my research skills that I joined the programme. Further, I hoped to develop a critical lens and an in-depth understanding of the education landscape in Pakistan.

**2) Your feelings / thoughts the moment you realized that you had achieved a distinction.**

This was a complete surprise for me. Managing my job and the full-time load of the MPhil programme, at times, became overwhelming. However, I never stopped trying to do the best I could. The feeling of having my efforts appreciated with a distinction is difficult to pen.

**3) List some factors that you think contributed to your success.**

First, the blessing of Almighty God. I also received unwavering support from family and friends. Times of trying self-doubt were challenged by the hope and belief that my family and friends had in me. Their greatest support that pushed me to completion is that they always reassured me of their support and unwavering belief in my potential. Simply knowing this was enough motivation for me to pick myself up and continue.

**4) What role (if any) did NDIE play in your achievement?**

Notre Dame Institute of Education provided me the stepping stone to where I am today. My journey in education began at NDIE and my motivation to continue my education stems from this very institute. The administration and staff were very supportive and encouraged me in the darkest and deepest of struggles. NDIE provided me the time and space to pursue this degree.

**5) How will the attainment of this professional learning help you in your work?**

The attainment of this professional learning has helped me understand the educational context of Pakistan more deeply. This in turn has shaped my views and perspectives of educational practices and issues in education. I now feel that when I engage in discussion and deliberation with my own students, I have a broader and an alternative view to present, to get them to think and re-think. Further, I feel more confident in understanding and undertaking research. The thorough experiences I have had in research through the MPhil programme has enabled me to help my own students in understanding and planning for research.

**6) Future plans?**

I intend to work on research and publication in the near future.

**7) Anything else that you would like to share?**

A little message to others thinking about pursuing higher education. Make the decision and it will happen. A colleague of mine once told me that the completion of a degree often only needs the decision to apply for admission. The rest will happen (of course with effort and commitment). For all women mulling over pursuing a degree, there is never a right time. You make the time to do it. Again, another piece of wisdom that a fine woman shared with me.

# Institutional Research: Exploring the Contribution of the B.Ed (Hons) Programme

Munir Lalani  
Faculty, NDIE

Aligned with the broad areas of research concentration as identified and prioritized at the staff meeting last year, Mr. Munir Lalani embarked upon and completed the study titled “Exploring the Contribution of the B.Ed (Hons) Programme at NDIE in Preparing Prospective Educators for their Professional Roles” in March 2021. Findings from this institutional research highlight the key role that NDIE is playing in grooming prospective teachers enrolled in the 2.5-year B.Ed (Hons) programme which is perceived to subsequently give the graduates an edge over their counterparts in the workplace. The abstract of the research study is given below:


## Abstract

Notre Dame Institute of Education (NDIE) is one of the pioneering private teacher education institutes in Karachi. Since its inception in 1991, NDIE has continued its legacy of providing quality experiences to its student body by helping them to prepare for their professional roles. Following the notification of the Higher Education Commission (HEC) regarding the phasing out of the one-year B.Ed programme, NDIE commenced the B.Ed (Hons) 2.5-year programme in affiliation with the University of Karachi. Alumni of the first cohort of B.Ed (Hons) are working at different educational institutes. Reflecting on their experiences at NDIE, these graduates have acknowledged the contribution of several aspects of the B.Ed (Hons) programme including learning from the compulsory and enrichment courses, exposure to academic and co-curricular activities, research and fieldwork experiences of teaching practicum, etc. as creating a positive impact in their professional lives. The perceived experiences of the participants show that learning from the teacher education professional degree programme at NDIE has helped them change their perspective towards teaching and learning, opened up career opportunities at the workplace and facilitated them in achieving their professional responsibilities and commitments with greater competence and self-confidence. Nevertheless, some gaps need to be minimized – for instance, ensuring that all students speak in English and are regular and punctual for morning assembly at the institute – by the collective efforts of the faculty. The implication of this research is that NDIE needs to continue supporting its students in their professional studies at the institute as these enriched learning experiences pave the way for their smooth transition at the workplace and ultimately in their career growth.




## Newsflash! B.Ed (Hons) Elementary Programme

It's Elementary time! The inaugural cohort of the four-year B.Ed (Hons) Elementary Programme commenced classes at Notre Dame Institute of Education (NDIE) in March 2021. Congratulations to everyone and special gratitude for the collective efforts of colleagues, faculty and staff for their efforts, guidance, prayers and well-wishes.



**Notre Dame Institute of Education**  
Leading Positive Change in Teacher Education  
Affiliated with University of Karachi



### Bachelor of Education B.Ed (Hons)

## ADMISSION OPEN

## Elementary






**Eligibility Criteria:**  
Intermediate with minimum 50% (2<sup>nd</sup> Division)

**Duration:** 4 (four) years      **Semesters:** 8 (eight) semesters

**Course Load per semester:** 15-18 credit hours

**Days:** Monday to Friday      **Timings:** 08:00 am to 01:30 pm

**Enroll Now:**

-  Office days and timings:  
Monday to Friday: 08:30 am - 05:00 pm
-  Telephone: 0213-2381456-7  
Mobile: 0300-2177746
-  <https://www.ndie.edu.pk>
-  <https://www.facebook.com/ndiekh>
-  Email: [ndie@ndie.edu.pk](mailto:ndie@ndie.edu.pk); [cpdndie@gmail.com](mailto:cpdndie@gmail.com)

**ABOUT THE NDIE**

Notre Dame Institute of Education (NDIE) is committed to bringing about positive change in the quality of teacher education in Pakistan. It aspires to do this through developing enthusiastic and committed individuals as teachers, educational leaders, and researchers who are reflective practitioners, self-directed learners, decision-makers, and change agents.




**WE PROVIDE**

The following facilities and services are available:

- The Gabrielle Jennings rsm Memorial Library
- Access to HEC and International Digital Libraries
- Information and Communication Technology (ICT Lab)
- Science Laboratory
- Guidance and Counseling
- Hostel (Male and Female)
- Transport Service
- Canteen/Kitchen Service
- Medical Service
- Sports Facilities (Indoor/Outdoor)

**LOCATION**

Notre Dame Institute of Education (NDIE),  
St. Patricks High School Campus Saddar,  
Karachi 74400.

## PICTURE GALLERY: ORIENTATION FOR B.ED HONOR PROGRAMMES



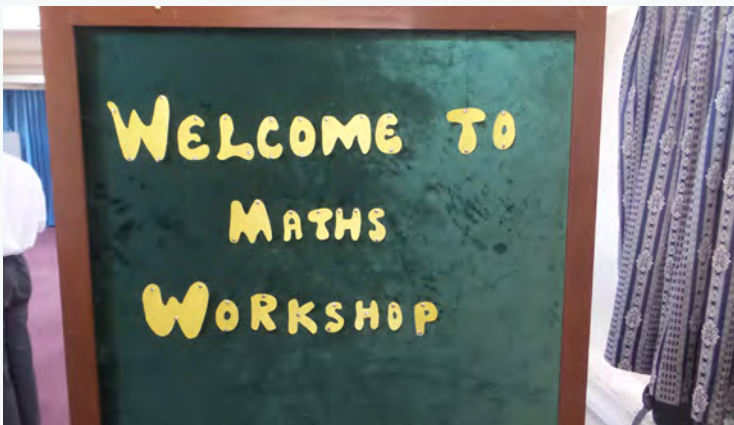




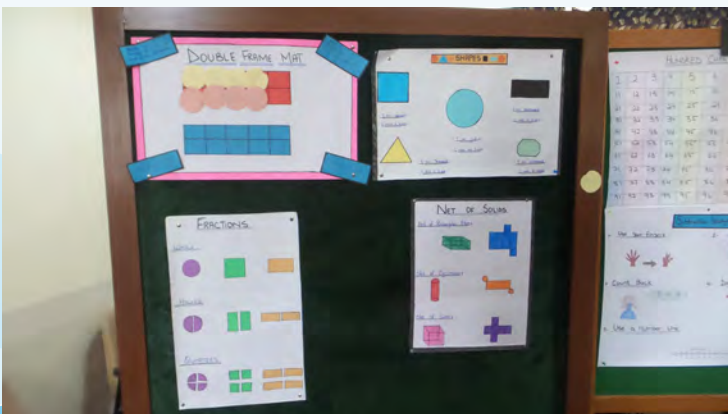




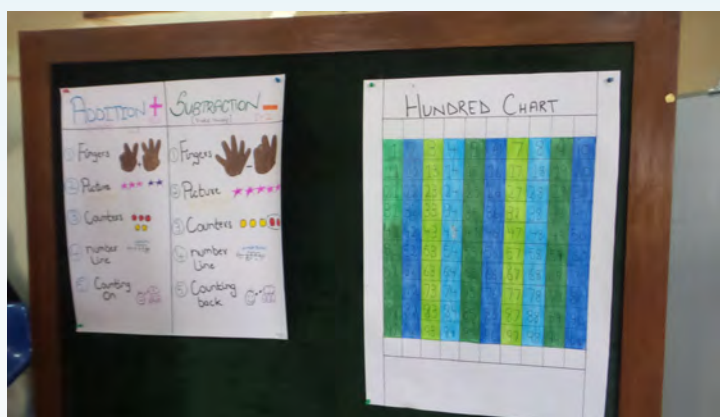
## PICTURE GALLERY: MATHEMATICS WORKSHOP BY ADE 2020











## MEMOS BY B.ED (HONS) ELEMENTARY (SEMESTER 5) STUDENTS

As part of the Technical Writing and Presentation Skills course in the B.Ed (Hons) Elementary programme, prospective teachers drafted memos to develop their skills of memo writing. The five memos that follow were drafted on topics that were relevant at the time this unit of the course was being taught. These sample memos give insights into how prospective teachers think and respond when assigned the responsibility of communicating officially in an educational context.

**Memo written by Ayesha Ayaz – B.Ed (Hons) Elementary (Semester 5)****NOTRE DAME INSTITUTE OF EDUCATION**  
Affiliated with University of Karachi**Memorandum**

**To:** All Staff and Students

**From:** Director, NDIE

**Date:** April 15, 2021

**Subject:** Implementation of COVID-19 SOPs

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We all know that cases of COVID-19 are increasing every day in Pakistan. It is also observed that staff and students of NDIE are not following the SOPs appropriately. As the director of NDIE, it is my responsibility to ensure that everyone at NDIE is following the guidelines and implementing it. Following are the guidelines which must be followed by everyone at NDIE:

- Wear a mask.
- Maintain a safe physical distance.
- If you have been tested COVID positive or you have been in contact with a person who was tested COVID positive recently then your admittance to the institute will only be possible upon providing your own test result.

If the above guidelines are not followed by anyone, NDIE could take strict action against them.

Looking forward for your cooperation.

**Memo written by Mishal Fazlani – B.Ed (Hons) Elementary (Semester 5)**

NOTRE DAME INSTITUTE OF EDUCATION  
Affiliated with University of Karachi

**Memorandum**

To: All Faculty

From: Director, NDIE

Date: April 16, 2021

Subject: Change in the Mode of Teaching

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As you are aware of the pandemic situation, so our institute has decided to take online classes from now. Online classes will take place from next week and the regular timetable will be followed. Please note that each faculty should use NDIE email addresses for official communication. If any of you have any difficulty you may seek assistance from IT Head. Google Meet will be used as a mode of teaching and Google classroom will be used for sharing material. The class timing should be strictly followed. If you have any query you can email me.

Looking for your cooperation as usual.



**Memo written by Noshaba Inayat – B.Ed (Hons) Elementary (Semester 5)**

NOTRE DAME INSTITUTE OF EDUCATION  
Affiliated with University of Karachi

**Memorandum**

To: All Staff

From: The Registrar

Date: April 16, 2021

Subject: Change in Timing Due to Ramadan

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As you are all aware that from next week the Holy month of Ramadan will begin during which the working hours of the institution will be revised.

The revised working timing of our institution will be from 8:00am to 12:00pm from Monday to Thursday and 8:00am to 11:00am on Friday. All staff members are requested to complete their work during working hours. Please be punctual in signing your time of arrival and time of departure.

Looking forward to your cooperation as usual.

**Memo written by Sonia Basheer – B.Ed (Hons) Elementary (Semester 5)**

NOTRE DAME INSTITUTE OF EDUCATION  
Affiliated with University of Karachi

**Memorandum**

To: Academic Staff

From: Director, NDIE

Date: April 16, 2021

Subject: Introduction of B.Ed (Hons) Elementary Programme

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This is to share with you that we have introduced the BEd (Hons) Elementary programme at our institute. Students who have completed the ADE programme may take admission in BEd (Elementary) from 5th semester for two years. The students who have not done ADE may take admission in BEd (Hons) Elementary from the first semester for a total of 4 years.

Each faculty member is requested to inform students about the BEd (Hons) Elementary and ADE programmes. Mr. Swami will clarify any queries of the prospective students either through email or telephonically.

Memo written by Suman Aslam – B.Ed (Hons) Elementary (Semester 5)



NOTRE DAME INSTITUTE OF EDUCATION  
Affiliated with University of Karachi

Memorandum

To: Faculty Members

From: The Registrar

Date: April 16, 2021

Subject: Revision in UoK Examination Policy for Affiliated Colleges

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We are conducting a meeting this week for all the faculty members. The purpose of this meeting is to share information about the new grading and examination policies introduced by University of Karachi for the affiliated colleges.

The new revised policies by University of Karachi contain 3 important points, which are as follows:

1. The marks allocated for mid-term examination will be increased from 20 to 30 marks.
2. The affiliated colleges are now allocated a total of 50 marks.
3. 80 percent attendance is mandatory for all the students.

To deal with any further questions, a meeting will be held on April 20, 2021 at NDIE at 10:00am which is mandatory for all to attend.

Thanks for your cooperation.



## My Learning from the ECCE Certificate Course at NDIE

Tasneem Hasan  
ECCE (Batch 2018-2019)

I, Tasneem Hasan, am affiliated with a community-based, private school, MSB Educational institute which has a chain of 23 sister branches in the world. Our school follows a co-education system which commences from Preschool to HSSC.

On September 1, 2018 I embarked on the journey of a six-month training from one of the reputed teacher education training institutes in Karachi – Notre Dame Institute of Education (NDIE). Those six months gave me insights into what ECCE actually involved and ultimately the professional exposure has transformed me into a specialized ECCE educator.

During the ECCE course at NDIE, I experienced six different modules which were conducted by competent facilitators from different institutions and from the medical field too. The expertise of each facilitator was commendable. The learning environment was welcoming, lively and enchanting. Of course, the yummy delicacies served during the short breaks were an added treat! Presented below is my overall learning from each module.

### Module 1: Understanding child development and learning

I learnt that child development is a process of nurturing a child through love and care. My knowledge was enhanced with incredible theories of different child psychologists and how each has played his/her valuable role in early childhood development.



### Module 2: Setting the learning environment

I learnt that children learn while they play and there needs to be colourful, proper spaces, appropriate furniture, subtle displays, a day's schedule and different learning corners that cater to the needs of our curriculum.



### Module 3: Early childhood curriculum and pedagogies

I learnt how brain development and all the learning domains are interconnected with each other and understanding this connection, gave me an overview of the most important elements of the ECCE curriculum and its pedagogies.





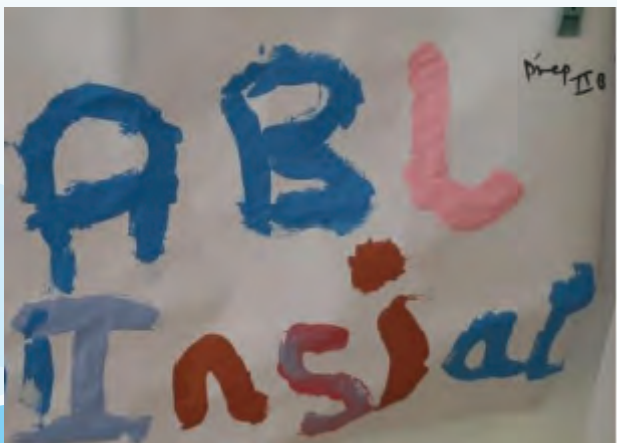
### Module 4: Creative arts

This is the time when children use their imagination to create and invent what is in their mind. I learnt that children should be given the exposure to free play time.



### Module 5: Assessment in the early childhood classroom

The gist of ECCE learning is based on child observation. Different strategies were shared of observing children. These little minds should not be pressurized into testing and examinations. They learn at their own pace. The facilitators need to be vigilant with their observations and maintaining records.





### Module 6: Partnership with parents

Parents should be informed about their child's learning, behaviour and other matters. It is important for building an overall positive image. Moreover, a child feels safe and secure if the partnership is strong.



The above was a brief account of my learning from the six month ECCE course at NDIE.

## Informing and Impacting ECCE Practice

Patricia Fernandes  
ECCE (Batch 2019-2020)

My name is Patricia Fernandes and I have been working as a teacher in St. Lawrence's Convent Girls' School for the past 3 years.

Early childhood educators have an opportunity to make a difference in young lives and influence future generations. Since I was teaching class 2, I thought of enrolling myself for the ECCE course at the Notre Dame Institute of Education (NDIE). The course duration was six months. The classes began from September 2019 and ended in February 2020. By the completion of this course I managed to change some of my teaching strategies for my students. Today, I feel very happy and proud to see my students learning different concepts with great excitement and enthusiasm.

One day, as I approached my classroom I told my students that we will play a game today called "Dumb Charade". I further explained that I will call some students and will whisper something in their ear. Without speaking, the students will act according to the given clues. I gave them random sentences which included a preposition in it. The students were very active and played the game with keen interest. They learned that words such as on, in, under, between, behind, and to are called prepositions and they tell us the position of a particular thing or person.

The parents are contented to see a vast change in the learning areas through hands-on activities as this enables their children to experiment through trial and error, learn from their mistakes and understand the potential gaps between theory and practice. The students are motivated to explore and discover new things and they readily develop a lifelong love for learning.



## ECCE: Implementing My Learning

Ammara Rizwan  
ECCE (Batch 2019-2020)

My name is Ammara Rizwan. I am a qualified AMI trained Montessori teacher. I have completed a certificate course in Early Childhood Care and Education from Notre Dame Institute of Education (NDIE) last year. Currently, I am working in a pre-primary school – The Learning Centre – which is a project of Happy Home School System (HHS). This system has a chain of 8 educational institutions in Karachi for children from ages three to sixteen. The HHS system adopts a holistic learning approach that seeks to help children develop their skills and to build their strengths. This approach is based on the idea that children can be taught in a more natural and engaging way to empower children in their academic learning as a foothold for their emotional and social development.

There is always room for improvement and improvement is best achieved by having clear goals for ourselves and for professional growth. One can combine his/her personal interests with skills to achieve success at work. I was planning to do a refresher course after the Montessori diploma. My colleagues had received training from Notre Dame Institute of Education (NDIE) and I noticed the skills that they had achieved after the ECCE course. Fortunately, I got a chance to do the ECCE course from NDIE and now, as a trained ECCE teacher, I am utilizing my skills in making several hands-on learning materials to enhance the learning process and allowing children to explore knowledge independently as these active learning experiences build children's natural interests and curiosity about the world.





In the picture children are busy in doing the activity of Association of Number with its quantity. This has been made with low-cost no-cost material e.g. cardboard, bottle caps, tissue rolls, Popsicle sticks, and pom poms.

Pre-writing skills are the fundamental skills that children need to develop before they are able to write. These contribute to the child's ability to hold and use a pencil.



I have seen the best results for children when educators and families work together. Basically, communication creates opportunities to discuss matters relating to children who have different developmental tasks to achieve at different stages in their lives. The first is the development of trust and security. This means knowing they are safe and can rely on those who care for them. This is done through safe, secure, reliable and responsible relationships with their care givers. We as stakeholders are responsible to give children a safe and secure environment in order to build their trust. We conduct a variety of emergency drills with students and staff, which allow them to practice the steps they should take in emergency situations.

Reflecting on my educational experiences, I appreciate the immeasurable impact that teachers make on the lives of children. I also realize that the skills and knowledge acquired in the classroom will be used by children throughout their lives. Therefore, as an ECCE practitioner I strive to be a role model that cultivates in children an open mind, the knowledge and ability to look at the world more critically and the belief in one's capacity to make positive contributions to the society.

# Implementing ECCE Activities in the Classroom

Sana Bilwani  
ECCE (Batch 2018-2019)

I am Sana Bilwani and teach at Bay View High at the Pre-school campus. I believe that to flourish in any field, continuing professional development opportunities are needed to help bring out the best in professionals who are working in the field. With this intent, I pursued a six-month ECCE course (September 2018 to March 2019) from Notre Dame Institute of Education (NDIE).

The age group of the pupils that I teach in Prep II ranges from 5.5 to 6.5 years. This age group is characterised by its excitement for social plays, extensive talking and sharing of ideas. As their teacher it is my responsibility to cater to the needs of my students and develop learning programmes through various activities to elicit their ideas and explore their interests in effective ways. After the ECCE course I used different theories (sociocultural, attachment and cognitive) to design learning activities for children. Some of these are described next.

## Reading Activity

Reading programme was introduced to the students to assist them develop their reading skills through different activities like sequencing stories, reading text cards with pictorial representations and identifying story elements. It is an effective strategy and children had a great time during these sessions.



### Souvenir Activity

This activity was conducted through attachment theory, where students were asked to ‘Show and Tell’ about their souvenirs from places they had visited all over the world. Through this activity children expressed their attachment to the souvenirs that they had collected and the stories behind them.



### Cooking Activity

This activity was based on the concept of cognitive learning. Children were given an easy hand on building up their cooking skills. This activity let them enjoy and feel their independence, as well as built their confidence on knowing that they have a skill that they can usually practice. Their interest in this activity showed how much they love learning in this way.





### Impact of the ECCE Course at NDIE

The ECCE course involved learning through play-based activities. Educators design activities to improve children's skills in communicating, exploring, investigating and problem-solving. Each child's individuality is focused and assessed to ensure that his/her learning pattern is in the right direction. This critically involves the attention and participation from parents, other teachers and the principal. ECCE educates to create learning and assessing styles for the individual child. Through this I was able to focus on each child's different brain development, which was discussed with the principal, other teachers and parents. The principal and other teachers collaborated in dealing with children to bring out the best in them. Similarly, after updating parents with their child's progress and seeking their assistance as a helping hand in the development of their child helped to facilitate the implementation of what was needed to push their child for betterment. Lastly, attending the ECCE course helped me to become the best friend with my class; the children are now more expressive and comfortable.

## Online CPD Courses Conducted (January – June 2021)

#	February 2021
1.	Effective Strategies for Teaching Social Studies
2.	Teaching English for Communication Purposes
3.	Making Mathematics More Fun
	March 2021
4.	Sail through Exams
	April 2021
5.	Education Models: An Overview
6.	Project-based Learning
7.	Inquiry-based Learning
	June 2021
8.	Mental Health in Schools: Teachers have the Power to Make a Difference
9.	Strategies to Enhance Reading and Writing Skills
10.	Engagement of Learners in the School Library

## Professional Development for Diocesan Teacher Educators: Participants' Experiences of Phase 7, Cycle 2

Necessitated by the prevalence of the deadly COVID-19 pandemic, the ongoing project collaboration in phase 7, cycle 1 between National Catholic Education Commission (NCEC) and Notre Dame Institute of Education (NDIE) in terms of face-to-face professional training for a group of diocesan teacher educators occurred online. These online professional development sessions conducted by NDIE facilitators from August – December 2020 had served as an effective platform that enriched the learning of the diocesan teacher educators from a virtual and safe learning environment. Building on the success of cycle 1, this synchronous modality of teaching was replicated in cycle 2 (January – May 2021). The reflections of the 12 teacher educators provide insights into their experiences and the impact of the cumulative learning from the online professional development episode of cycle 2.

### Arshia Nayab, Quetta



For me the most meaningful learning arose after attending sessions with NDIE from January – May 2021. All the topics covered were relevant, practical and according to our needs.

Some of the sessions were in continuation of the previous sessions that were held in August – December 2020; therefore, all the sessions were connected.

I feel equipped with practical approaches and a significantly developed understanding to conduct meaningful sessions with Principals and spark teachers. I can see a clear improvement and difference in them because I have been observing their training sessions and now they are more active and confident. Overall, the impact of all the sessions is very good.

### Haroon Raphael, Multan

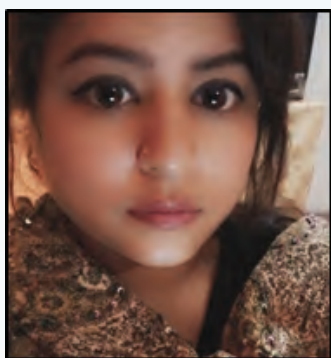


Over the past five months there has been a lot of information to digest, new terminologies and concepts to get my head round.

The sessions on Strategies to Enhance Computing Skills, Writing, Reading, English fluency, Formative Assessment and Strategies for Game-Based Learning have really helped me to reflect on my approach to teaching. I have also developed an understanding of Map Skills, Designing Formative Assessment, Promoting Diversity, Gender Equality, Effective Lesson Planning, Online Tools for Teaching and Learning, Animal Rights and the basics of Action Research.

Each topic during the session was helpful for me as a learner but the topics such as Promoting Diversity, importance of game-based learning, Integrating Arts across Curriculum, Community Engagement and Parental Involvement in Schools, Monitoring Mechanisms to Improve Teaching and Learning and practical activities for Green World were of great help to me to broaden my knowledge as an educator. To be honest, it was a heavy package of learning to absorb and execute in just five months.

### **Robella Younas, Rawalpindi**



These sessions (January – May 2021) have been very inspiring, absolutely amazing and enlightening. I was astounded at the difference it made to my thoughts and emotions through the activities.

These were a great help for me to achieve academic goals.

I feel delighted to be a part of these sessions. I will try to continue with the positive approach on society with the techniques provided by the facilitators. I will take these sessions as a tool with me.

I have also tried some different techniques I learnt during the sessions. Furthermore, all the facilitators were fantastic, easy to understand and everything was well organized, friendly and safe. All the facilitators were “there for us” to address our problems and life issues. They used language that was very simple and concise.

### **Saba Ayub, Faisalabad**



I am very much thankful to NDIE for providing me support to know myself and develop my own personal and professional attributes as a teacher educator.

Overall, this was a good experience of teaching and learning for me. Furthermore, all the sessions were very knowledgeable, thought provoking and well presented.

### **Saima Iqbal, Quetta**



As I reflect on my learning, I felt it is really a blessing for me to see the progress and the knowledge that I have gained since I have joined the NCEC office. I appreciate the efforts made to develop me to serve more effectively for the betterment of the students under the umbrella of CBE.

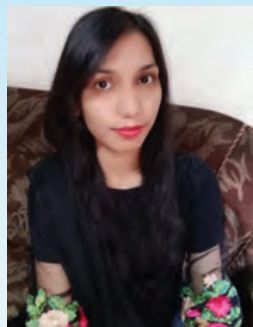
The efforts of NDIE to train me for my personal and professional growth and to sharpen my talents for the benefit of others, is exceptional.

I feel that if there are some articles given to read before the session it would help to further my understanding of the content.

Some facilitators ensure that everyone participates in the session which I like and I have implemented this technique when I was conducting online sessions for the Spark Teachers. I appreciate all the facilitators who shared their knowledge and experience with me for the betterment of myself and of the CBE.



### Sania Fiaz, Faisalabad



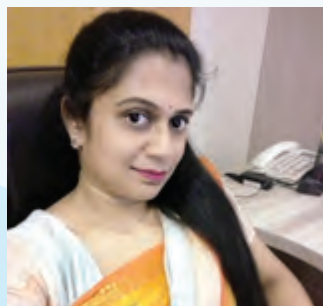
My experience of participating in professional development sessions offered by NDIE has given me a completely different outlook on how we can approach learning. It has allowed me to expand the horizons of thinking.

These sessions have given me insights and I have learnt to come up with more practical, indulging and brain-stimulating ideas on teaching and learning.

The most inspiring thing is the welcoming and friendly attitude of the facilitators and their to-the-point style of conversation.

As a Teacher Educator, this training has helped me to motivate teachers to adopt innovative and activity-based content in their practices and think originally. Teachers are learning how to enhance students' learning and also stimulate their interest towards practical application using game-based learning, integrating arts across the curriculum, using mapping skills and by catering for diversity in their classrooms.

### Sara Younis Anthony, Rawalpindi



The learning experience with NDIE from January – May 2021 played an important role in helping teachers to reflect on the teaching methods (particularly in COVID-19) and to share learning and teaching strategies.

Sessions conducted by NDIE facilitators are very practical and useful for students' learning. These sessions helped me to get direction for achieving the academic objectives generally and dealing with students' learning specifically.

### Shakeela Nazir, Lahore

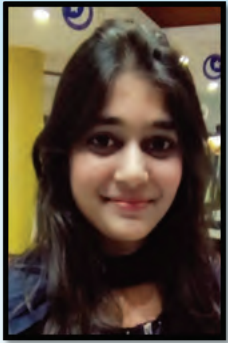


I have learnt many new things like engaging students in tasks, the use of different pedagogics and so on. The thing that I liked the most throughout

the sessions is the integration of art in different subjects.

I shared my learning from this session with the teachers of different schools. I believe that with this new enriched and advanced learning the teachers have the means to bring improvement in their practice which would ultimately help the schools of Lahore diocese to flourish.

### Sheryl Peter, Hyderabad



The second cycle of the online sessions by NDIE was captivating. The whole journey of these professional development sessions was remarkable. I had the opportunity to reflect, review and learn.

These sessions contributed to my professional and personal grooming.

Each session (e.g. Green World, Map Skills, Integrating Arts across the Curriculum, and Promoting Diversity) opened a new door for learning and re-learning. Being a part of this journey I came across what possible steps or strategies can be implemented to improve and enhance quality education in our Catholic Schools. These online sessions also developed technological skills and helped me learn how virtual sessions can be effectively conducted in this time of distant learning.

I conducted sessions on similar topics for the spark teachers to help them explore, discover and excel in what and how they could promote quality in the teaching and learning process. In addition, I have been informed that the school teachers have incorporated some of these strategies in their teaching which eventually will have an impact on students' learning.

Lastly, I realise that bringing a qualitative impact in education is a long process. Teacher educators as well as other stakeholders need to invest persistent effort and remain optimistic of our collective contributions in creating a sustainable positive impact in the CBE system.

### Sunita Shoukat, Lahore



For me the most meaningful/significant experience of learning happened when I attended NDIE sessions from January – May 2021. The topics that were covered were practical.

Through these sessions I had the opportunity to probe and research for better understanding in order to improve the quality of work shared with the spark teachers. Additionally, I have learnt to reflect and develop my understanding of various aspects of education.

Some of these sessions were a continuation of the previous sessions that were held from August – December 2020; therefore, it was a good way of keeping the learning in flow. Some of the school principals gave very good remarks on the content and sessions that have been conducted for the spark teachers. Previously, I have never had the experience to see school principals taking so much interest. This shows that the quality of work has been acknowledged by them as well.

Furthermore, the spark teachers have improved a lot. They are now more confident in taking part in discussion. The attendance in the sessions has improved. The spark teachers are now more responsible and respond on time to instructions.

A new experience that I had with a few of the spark teachers is that I had the opportunity to observe them online while conducting sessions with their assigned teachers. Some of them did a very good job but some of them are still struggling. The good thing, however, is that they were ready to improve themselves after receiving feedback.

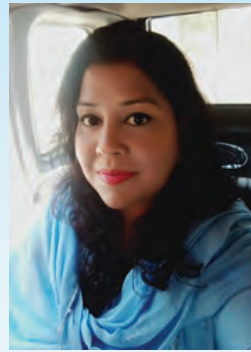
### **Teresa D'Souza, Hyderabad**



The online sessions held for the Teacher Educators from January – May 2021 by NDIE were very beneficial in my professional development. During this time, the chain of training sessions that were rolled out by NDIE to Teacher Educators,

cascaded to the spark teachers and finally the subject teachers – kept learning alive through all the 29 sessions right from Action Research to Gender Equality. My sincere thanks to NCEC and NDIE for equipping the Teacher Educators with all the best to offer our CBE schools. The beauty of these sessions are those powerful statements by the NDIE facilitators that linger in my mind to be shared with teachers whenever I am in their midst.

### **Uzma Aziz, Multan**



All the sessions have been very effective and have had a great impact on me. Sessions like Strategies to Enhance Computing Skills and Game-Based

Learning have been very interesting because throughout the session I was involved and learned many new strategies that really inspired me.

Topics such as Green World, Animal Rights, CBE Values and Parental Engagement have been very effective. Especially the activity used in the session on CBE Values for kids was very thought provoking. Furthermore, topics that involve the use of strategies are very helpful and practically applicable for spark teachers and teachers in our diocese.



## Understanding and Implementing the Single National Curriculum 2021 (English)

Ms. Gillian Rodrigues facilitated sessions on understanding and implementing the Single National Curriculum of English for the teachers of the CBE- K, organized by the CBE-K. These sessions aimed to facilitate teachers' understanding of the English curriculum, its components and modifications made in comparison with the curriculum in use to date. Further, the teachers from all CBE-K schools worked together in mutually deciding the course outline for the new academic year for English.



Photographs courtesy of Catholic Board of Education, Karachi