



SYED AHSAN ALI AND SYED MARATIB ALI  
SCHOOL OF EDUCATION

# THE SOE DIGEST



جستجو

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# CONTENTS

5

DEAN'S  
MESSAGE

9

FACULTY &  
ALUMNI  
SPOTLIGHT

17

PRACTICUM  
SHOWCASE  
CONFERENCE  
2023

22

DEAN  
FAREWELL

26

STUDENT  
FEATURES

31

SOE  
STUDENT  
ACTIVITIES

36

FAREWELL  
2023

39

ALUMNI  
DINNER

41

STUDENT  
ACHIEVEMENTS

46

EDUTALK  
ROUNDUPS

52

POETRY

57

PROSE

64

ART

67

EXTRA  
CURRICULARS

71

YEARBOOK





# DEAN'S MESSAGE

It was a significant milestone as we embarked on a full year of uninterrupted, in-person classes on campus for the first time since the COVID-19 pandemic began. The transition from the virtual realm to physical classrooms had been a notable adjustment, albeit one that was warmly embraced by all. The era of online learning had become the norm during the pandemic, and the return to face-to-face interactions was met with great enthusiasm and anticipation, not only by the students but also by the dedicated staff and faculty, myself included.

In-person learning is very different from online learning. The experience outside the classroom changes significantly in an online environment as opposed to in person. A lot of learning happens outside the classroom when individuals mingle with each other in a variety of ways - within classes, across classes, with faculty, with staff, and with each other. This creates many opportunities for learning and that part, unfortunately, got affected during online learning.

SOE has continued many of its previous endeavours this year. Throughout this period, both the initiatives of Alumni Connect and EDU Talk have continued. We have broadened the range of topics and individuals involved in these discussions to provide students, faculty, and staff with a diverse and enriching speaker lineup, enhancing their overall experience.

We have also been actively expanding our partnerships. This expansion is not only crucial for accessing a variety of schools, institutions, and education-related organizations for our placement programs but also aligns with our practicum requirements.

We had our annual practicum showcase conference this year, where students' hard work was exhibited, discussed, and appreciated. The event had a large turnout, providing valuable opportunities for networking and showcasing student work. The conference also featured panel discussions, and a gallery walk highlighting the startups initiated by SOE students over the years.

In addition, we repeated the course EDU 513 Learning Crisis and Education, which is offered in collaboration with University College London (UK) and the University of Cape Coast (Ghana). We plan to include the University of Toronto in the course next year, creating a collaborative learning experience across three or four universities. This international exposure allows students in Pakistan to engage with accomplished researchers and students from different countries. It is important that students get this exposure to professionals beyond our borders even while they are enrolled in Pakistan and are physically present here.

Our faculty members continue to publish research and undertake projects, with an emphasis on involving more students in research collaborations.

We are excited about the upcoming graduation of our first executive batch, and we anticipate reflecting on their experiences during the summer to make program adjustments as needed. In addition, we are working on developing a joint major with the School of Business, as well as have plans to introduce another Master's degree in the near future and are exploring different options for its implementation. We are also expanding our offerings by introducing a new minor in Inclusion at the undergraduate level, expected to launch in September. Our professional training office has been consistently expanding its offerings, and we look forward to introducing new online and in-person training next year.



I have served as the Dean of SOE for three years, and I will be concluding my tenure at the end of June this year.

When I assumed the role of Dean, we were confronted with the challenges of transitioning to online classes due to the onset of the COVID-19 pandemic. Navigating through that initial year was particularly demanding for both students and the administrative team. However, despite the difficulties imposed by the pandemic, we have achieved significant milestones during this time.

Some notable accomplishments include the introduction of multiple minors at the undergraduate level, the establishment of the Executive MPhil program, the recruitment of new faculty members, and the substantial expansion of the professional education office while continuing to produce and publish excellent research. Over the past three years, we have seen three cohorts graduate, with several students from these cohorts choosing to pursue Ph.D. programs. Our graduates are now working across the education system in the country.

Looking ahead, I envision that some of these Ph.D. graduates will return to contribute to SOE in the future. Their potential involvement holds promise for the continued growth and development of our institution.

I am incredibly pleased with our accomplishments and progress during my three-year tenure. As I prepare to pass the torch, I have great confidence that the next leader, in collaboration with our exceptional faculty, dedicated students, and supportive staff, will guide SOE to greater heights.



Prospective students, before entering the field of education think of why you want to enter this field.

During your two years at SOE, you will be exposed to various educational issues, diverse perspectives, necessary skills, and educational research. By the end of this period, your commitment to working in education should be strengthened, along with the recognition of the significant work that lies ahead for Pakistan's development. If students emerge with a resolute dedication to the field and make their contributions, SOE would have made its mark.

One last parting note, a couplet from Faraz:

*shikva-e-zulmat-e-shab se to kahīñ behtar thā  
apne hisse kī koī sham.a jalāte jaate*

(Rather than lamenting the darkness of the night,  
We should have lit a candle & done our share)

Dr. Faisal Bari





# Faculty Spotlight

Dr. Jessica Albrent



*Following a 15-year career as a teacher and leader in international schools, Dr. Jessica Albrent is now an assistant professor at the School of Education at LUMS. Her career has taken her from the US to Gabon, Egypt, Tanzania, Iraq, Oman, and Pakistan, where she worked in elementary schools as a classroom teacher, curriculum leader, and head of learning support. While her research interests are primarily effective data use and assessment practices, all of her work is underpinned by a belief that improvement in education starts with better access and opportunities for marginalized learners and communities.*

**You have had a distinguished career that led you to many different countries across the globe! What have been your inspirations and influences throughout your career?**

Two motivations drove (and continue to drive) my career decisions. First, the world is a big, interesting place filled with amazing experiences and people, and I want to explore it. Second, my family and religion instilled in me the value for a life of service; a well-lived life is one that you enjoy while positively impacting those around you. Following these motivations, I moved out of the US when I was 20 to join the US Peace Corps, a volunteer organization that promotes cultural exchange in community-based development work. As a Peace Corps volunteer, I worked in community health development in Gabon, and this was when I first learned about international schools. International schools were a great way to combine my desire to help others and see the world, with the need to make a living. While this career was rewarding in many ways, the problematic nature of many international school practices eventually led me into higher education here at LUMS.

## **What attracted you to working in Pakistan and at the School Of Education at LUMS?**

First, I love Lahore. It is a fun place to be with so much to do and see. I lived here in my mid-20s and developed several close and ongoing friendships; I always wanted to return. Second, I enjoyed the atmosphere of the School of Education. As a newer school at LUMS, I knew there would be opportunities for growth and exploration at the SOE, but my interactions with the faculty sold it to me as a place I would actually want to work.

Those are my official (and true) reasons, but my silly (and also true) reason is my cat. My cat, Marco, is a street cat from Lahore that I adopted 14 years ago. His official paperwork lists his breed as “Punjabi.” He is a grumpy old uncle whom I love dearly. While he has traveled the world with me (and has been to 10 countries), he is now in his old age and has diabetes. Marco needs to come back to his Punjabi roots for his retirement.

## **Please tell us more about your field interests in data-driven learning practices and your current research undertakings.**

At the base of all my research interests lies a deeply held belief in the importance of inclusive practices that respect the value of individual students. Whereas most research about data use focuses on using data from large-scale assessments to inform policy, my major focus is on data use at the school and classroom levels, because this is where the impact on the individual student is felt most strongly. While governments and institutions can generate and create all the data they want, if teachers and school leaders are not empowered to use data to make instructional decisions and changes that suit the needs of their students, then marginalized students will continue to be excluded from educational opportunities.

My other area of research is in using design thinking in an improvement science paradigm to drive improvement efforts in educational organizations. This approach disrupts traditional power dynamics, leading to grassroots organizational change.

Currently, I am working with Dr. Gulab Khan and Ahmad Ayub on a research project to explore the data use practices in schools in Punjab, specifically Lahore. The Punjab offers unique opportunities to explore nascent data use practices at this moment in time. We intend to use our exploration of existing practices to develop an intervention to support



the effective use of data at the school level to improve educational opportunities for all students.

**What was the drive and motivation behind your new elective course (Effective Assessment Practices)?**

This course rests at the intersection between my research interests and my practical experiences. My experience as a leader in curriculum development in IB schools and learning support programs has taught me that not enough educators know how to assess for learning. In many schools, assessment is a tool for ranking and excluding students. The focus is on seeing if the student can achieve a particular outcome or meet a given standard, making the written curriculum the focus of assessment.

Imagine a student in grade 2 who is learning to do double-digit addition. After a month of study on double digit addition, the student takes a pencil and paper test and gets the answer wrong for  $36+59$ . If the assessment stops there, the conclusion is that the student cannot add two-digit numbers, despite a month of learning and practicing. The teacher also has no idea how to help the student, except to completely reteach double-digit addition.

Now imagine the student is given the same problem with the option of using a number grid or base-10 blocks to solve it; the student chooses the base-10 blocks and gets the answer right (making exchanges for the 10s place). From simply providing problem-solving options, the teacher learns that the student understands and can carry out the important concepts of double-digit addition but cannot yet do it in abstract form. They do not need to reteach double-digit addition, but they should give the student instruction and practice in the abstract form.

This story highlights a common issue in assessment, and how assessments can be used to support future learning. Effective assessment practices are centered on the growth mindset, seeing progress as a continuum of learning and experiences, rather than a finite achievement. They also allow learners, at every stage of their journey, to experience real achievement.



**What do you hope your students learn from your teachings?**

I hope my students feel challenged and empowered to drive changes, both big and small, in their own context. I feel Pakistan has enormous human potential that is untapped, and I would like to see my students forge their own paths towards improving their communities.

*Thank you to Dr. Albrent for her time and sharing her valuable insights with us!*

# Faculty Research Spotlight

Dr. Qaisar Khan



The advantage of being youngest: Education inequalities and the quantity-quality trade-off in Pakistan.

Summarised by Nosheen Hsaan - MPhil EELM 2023

Dr. Qaiser Khan and Jack Hou (2022) have done eye-opening research on two significant obstacles existing in our society in the way of quality education. Gender biases and the effect on education due to the increase in family size are the two important agendas of their research paper.

They have explored how sex preference affects family size and whether there is a tradeoff between family size and educational outcomes. Each additional sibling reduces years of education by almost two years and decreases the probability of completing primary and secondary education, suggesting a robust quantity-quality tradeoff. Due to the cultural son-preference in Pakistan, a substantial negative education gender gap is found.

Considerable literature has accumulated on the causal linkage between family size and a child's level of educational attainment. Becker and Lewis (1973) hypothesized a negative impact, i.e., the larger the family size, the lower the level of a child's educational attainment. This hypothesis asserts a quality-quantity trade-off, implying that the per-child share of parental investment decreases with the addition of each new birth in the family.

However, one of the main obstacles in establishing causality between family size and child outcome is the parental preferences for the sex of children that differ across families and countries.

This paper tests the empirical validity of the quantity-quality tradeoff using data on family size and educational outcomes in Pakistan. The idea of using this identification strategy is that parents with the first

two daughters should have higher fertility than those with other sibling sex compositions. Likewise, parents with the first two sons should have a low chance of having another child because they have already achieved at least one son.

First, children from more prominent families demonstrate lower educational outcomes than those from smaller families. With each additional sibling, the probability of completing primary and secondary education decreases. Each additional sibling reduces years of education by almost two years, suggesting a striking tradeoff compared to other studies in a similar context. Second, birth order has a sizable positive effect on educational outcomes. Children in the higher birth order (later born) perform better compared to children in the lower birth order (older children).

This study contributes to the literature concerning quantity-quality trade-offs along the gender-specific birth order ladder. Exploiting a dataset from Pakistan, this study seeks to expand our understanding of whether a higher birth order can advantage a girl-child in terms of education. Pakistan is the fifth most populous country in the world, but because it has the widest education inequalities and hosts the second-largest out-of-school children and third-largest female illiterates worldwide.

Like much of the rest of Asia, Pakistani couples strongly prefer sons. The desire for sons is a dominant cultural value in many parts of the country.

There are many potential reasons to initiate a family's reliance on sons. According to a recent census report, Pakistan's population is over 207 million, which makes it the sixth-largest worldwide. Pakistan's population has experienced an increase of 57% since the last census (1998). The population growth rate remains relatively high, though it fell from 3.17% in 1980 to 2.4% in 2017, consistent with the global trend on fertility.

The fertility rate was drastically reduced from 6.6 births per woman in 1980 to 3.6 births per woman in 2018, which can be attributed to the government's targeted investment in girls' education in recent decades.



Another interesting and perhaps more significant finding is that gender gaps in education decrease among younger children compared to older children. Results showed that gender gaps in education are more noticeable among older children—parents invest more in older sons than in older daughters.

The causal link between family size and human capital development is essential in shaping and tailoring population, labor market, and education policies to create quality human resources for socio-economic development. In the context of strong son-preference, these policies should be complemented with more opportunities for women in the education and labor market to incentivize parents to invest in their education and well-being.

***Thank you to Dr. Khan for sharing his research and expertise with us!***



# Alumni Spotlight

Ishtiaq Azim - MPhil ELM 2021

**Learning Experience Designer**  
**Founder Audacity Labs**

The logo for Audacity Labs, featuring the words "AUDACITY" and "LABS" in a bold, sans-serif font, stacked vertically. The logo is contained within a yellow square with a thin black border.

**AUDACITY  
LABS**

"I started Audacity Labs, an education consultancy that is designing the future of education.

We collaborate with organizations to design immersive, sustainable and human-centered educational initiatives.

We are a community of interdisciplinary designers, educators, artists, biologists, coders, science fiction enthusiasts, and creatives from other disciplines. We love to discuss and practice the tools of design.

We have built a school community partnership model, started a STEAM Fellowship, designed interdisciplinary courses, etc. Also, we love to test new educational ideas related to music, science fiction, and many other disciplines."

# 2nd Practicum Showcase Conference 2023

The 2nd Practicum Showcase Conference took place on April 18, 2023, at the Syed Ahsan Ali and Syed Maratib Ali School of Education (SOE). It served as a platform for more than 450 students, alumni, academics, university heads, school representatives, NGOs, and education experts to come together. The event featured the presentations of the Standard and Executive MPhil Education Leadership and Management class of 2023, who shared their capstone research projects. These projects were the culmination of two years of learning and dedication. The attendees had the opportunity to view the projects through captivating gallery presentations and participate in engaging panel discussions. The Conference was organized by the Office for Partnerships in collaboration with partner organizations, faculty, students, and other departments within the SOE. It achieved great success.



Syed Ahsan Ali & Syed Maratib Ali  
School of Education

## PRACTICUM SHOWCASE CONFERENCE 2023

ENGAGE | EMPOWER | EXCEL

Panel Discussions  
SOE Gallery Walk Presentations  
Practicum Projects & Startups

18 April 2023 | 9:00 AM - 3:00 PM

















A Legacy of Leadership:  
Celebrating the Remarkable  
Journey of  
Dr. Faisal Bari as Dean  
School of Education, LUMS





After three decades of remarkable service at LUMS, Dr. Faisal Bari has established himself as a distinguished academician, an accomplished researcher, and an exemplary leader. As the Dean of the Syed Ahsan Ali and Syed Maratib Ali School of Education (SOE), Dr. Bari's contributions have been immeasurable, leaving an indelible mark on the institution and the lives he has touched.

With over twenty years of experience in industrial economics, development economics, and education economics, Dr. Bari's extensive background in research has brought immense value to the academic community. Having served as the Head of the Economics Department from 2006 to 2008, Dr. Bari's leadership abilities and deep understanding of the subject have been pivotal in shaping the academic landscape at SOE. As the Senior Research Fellow at the Institute of Development and Economic Alternatives (IDEAS), he has made substantial contributions to his field.

He has held prestigious positions such as the Deputy Country Director for Pakistan in the Central Eurasia Project and an education economist for South Asia at the Open Society Foundation. Esteemed organizations like the World Bank, United Nations Development Program (UNDP), Department for International Development (DFID), and the Asian Development Bank (ADB) have leveraged his vast knowledge and sought his consultancy services.

Under his tenure, Dr. Bari celebrated many milestones and was able to empower students, faculty members and staff through recognizing their achievements. His unwavering dedication to the success and well-being of students, staff and faculty has created a nurturing and inspiring environment within SOE.

Throughout the challenging COVID-19 pandemic, Dr. Bari's extraordinary leadership and commitment to the success of the School have been exemplary. Over the past three years, some of his significant accomplishments include the introduction of multiple minors at the undergraduate level, the establishment of the Executive Education Leadership and Management program, substantial expansion of the Professional Education Office and aiding three cohorts to graduate, with a considerable number of these students choosing to further pursue Ph.D. programs.

Dr. Bari has spearheaded initiatives to prepare for the future, constantly emphasizing the importance of staying ahead of the curve and embracing new educational paradigms.

As we bid farewell to a truly remarkable Dean, we express our deepest gratitude for his contributions.

Faisal's openness and genuine care for, not just my work, but also my well-being and happiness, made me feel at home in the SOE. I am never afraid to say what I think, ask questions, or request support from Faisal. I am so thankful I had him here to support my transition into higher education; I always had his good humor and care to fall back on. It is an honor to have worked with him at LUMS and I look forward to working with him in the future. I hope that this transition bring prosperity for Faisal and affords him time to create wonderful memories with his wife and daughter.



**Dr. Jessica Catherine Albrent**  
**Assistant Professor**



Working with Dr Bari has been a lovely experience! To all the hilarious corridor conversations we indulged in every now and then. I hope you truly enjoy your sabbatical reading a hundred new books and listening to Urdu ghazals.

**Faryal Shahid**  
**Team Lead, ProfEd**

It has been an amazing journey of growth, learning and fun, accompanied by incredible support that has been truly invaluable- thank you Dr Bari.



**Sarah Mahmood**  
**Manager Marketing, Admissions and Student Affairs**

Dr Faisal Bari inducted me as a member of the SOE faculty. I had a wonderful time working with him because of the undeniable trust he showed in my abilities. The fact that he always encouraged and endorsed my ideas, gave me the confidence to explore new horizons and do the best for my students. He always listened intently, which is a great forte, and understood the problems pertaining to the course I teach. Much as I am saddened by his departure, I wish him all the best for his future endeavours.



**Ms. Sannia Hussain**  
**Adjunct Faculty**



It was a great pleasure and an absolute honour to work under Dr. Faisal Bari. I learned a lot by his measured analysis on all manner of social and policy issues that affect Pakistan. Moreover, it was truly a privilege to experience his exemplary and compassionate leadership style in which people and principles always came first. We wish you the best of luck in your future endeavors Dr. Bari and thank you for your service to SOE and LUMS at large!

**Mr. Daniyal Yousaf**  
**Teaching Fellow**





# STUDENT FEATURES



# **Demotivated vs Unmotivated**

Mehak Fatima - MPhil ELM 2024

It may not be too far from reality to state that engaging with news, especially political, right now in Pakistan is the quickest way to induce existential dread. I made the 'mistake' of engaging with the news while taking a respite from writing an essay for my university assignment. I'll let you decide how much of my work got done after that.

Ironically, for the same assignment, I came across Dan Honig's elaborate work on how to manage motivation to drive public performance in the education sector. Here, he makes an important distinction between the state of being demotivated and unmotivated. In an incredibly reductionist attempt, I shall summarize his argument as follows:

Motivation is linked to

- Agency (choosing what actions to take)
- Respect (trust)
- Relatedness (sense of belonging)

Hierarchical or top down management strategies bereft of the humanizing ingredients mentioned above may cause individuals to become demotivated. However, the system often recognizes such individuals as unmotivated and thereby consider them to be 'shirking' or avoiding their responsibilities.

Now, I believe that educators are responsible for motivating their students to engage in learning (at best) or follow predetermined learning regimen (at worst). Therefore, as 'learning managers', it is imperative for educators to differentiate between a demotivated and unmotivated student.

Look, times are tough for all of us and against the backdrop of seemingly bleak future in Pakistan (hopefully short-term), you can expect many students to feel demotivated. Refusing (even if unintendedly) to recognize the impact of what is happening outside classrooms is not only demotivating but also dehumanizing!

Inspiration can be drawn from the third grade teacher and author of the book 'What I wish my teacher knew', Kyle Schwart.

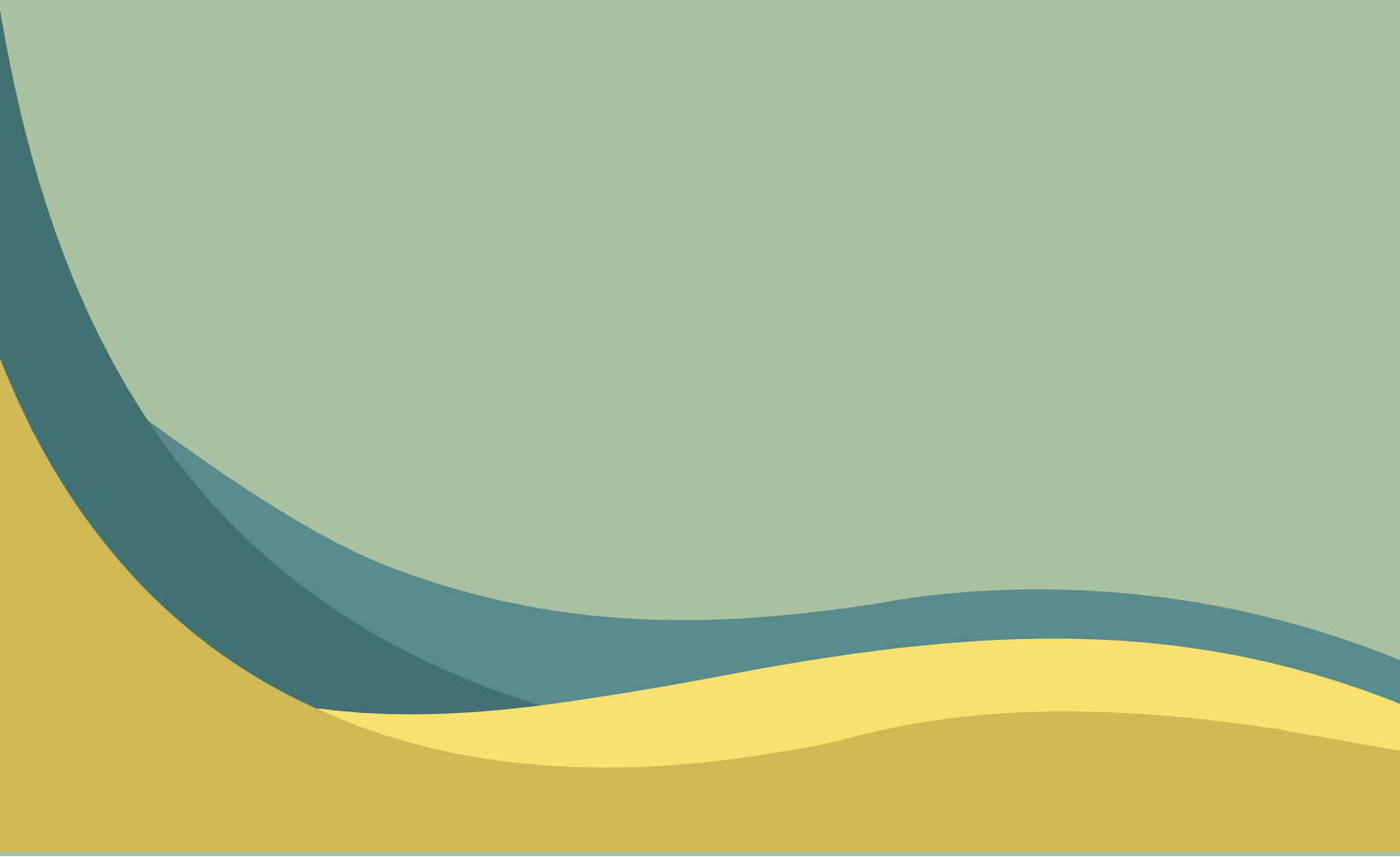
I wish that my teachers recognized that after hearing that my country is on the verge of bankruptcy, I have no motivation what-so-ever! And on such days, I need compassion, not a look of disappointment!

And if you are an educator, here is what you can do for your demotivated students right now:

Check in with your students: You don't have to offer advice or solutions, just take 10-15 minutes to check how your students are feeling right now.

Extend a little more trust. If you see someone lagging or disengaged, try not to first assume that they are lazy.

A little kindness goes a long way.



# Teachers as Agents of Change

Zainab Salman - MPhil EELM 2023



Being a teacher is the hardest thing to do, as you become an agent that influences someone else's future, and it can sometimes feel like a huge burden. In instances when you are unable to get through to one of your students, you doubt your efforts and question what you could have done better.

There are two types of teachers, one that *chooses* to be a teacher, and another who, for lack of choice or due to social/ personal reasons, *happens* to be a teacher. When you choose to be a teacher you own being a teacher, but if you stumble upon it by chance then you lack the passion and emotion for it. This makes a huge difference to your outlook and understanding of the possibilities of this profession. I truly believe that I chose to be a teacher, thus it informs my dealings with my students and fuels my desire to use it as a tool for the betterment of future society. Not univocally but to a huge extent, a teacher can be an integral factor in bringing about a change in society.

**"I care because I make a choice to care"**

These words, though they came from the movie *Dangerous Mind* (1995), hold a lot of power. A teacher by choice cares what kind of society they are helping to set up. They choose to understand their students, they choose to earn their trust and they choose to be invested in their future and that of society. A teacher can be a guiding light for the students and help in the positive transformation of society. But...can people who stumble into teaching develop a passion for teaching? How can we create this sense of ownership among all teachers?

The answer to these questions may seem simple but these are very loaded questions.

Reference:

(1995). *Dangerous minds* [Film].



## **A Tale of Two Systems!**

Hassan Jamil - MPhil EELM 2023

The majority of students in Pakistani secondary schools are taught to use copy-paste of text passages from textbooks in order to pass exams. This is even true for learning mathematics, where students often copy entire workings from memory. The students are taught to follow the textbook instructions carefully in order to prepare for examinations. The sacredness of selected textbook passages is determined by the expectations of the exams.

This has taken me back to my education trajectory and I realized that my learning was based largely on rote memorization of English and Urdu texts until the higher secondary level. I developed exceptional skills in recalling vast amounts of English text, but it was very tough with the writings of foreign authors. However, I was exposed to the writings of international authors during my undergraduate program at the university level, and the breakdown of the structure of the sentences made the sentences complex.

In contrast, those with Cambridge backgrounds found no difficulty understanding the concepts in the books and responded in their own words in examinations. To pass the exams, I consulted books from local authors on the same subjects and found no difficulty in memorizing the text. With time, personal experience, and working with the public school systems in Pakistan, I realized that it wasn't about the concepts but how the syntax was used in the books. In local books, the syntax was developed in a way in which words were integrated into a sentence that could be easily remembered.

This is a personal opinion, and some may disagree, but I think the authors of the textbooks have a very important role in education systems. The reform strategies should address their needs for scaling up their skills so they work on it in such a way that it prepares children to move from one level to the next. Access to education is not only about the physical space but providing equal opportunities to the next generation of the country so they can manage themselves with any modern education board in the world.

The background is a gradient of orange and purple. It is filled with various faint, light-colored icons and geometric shapes, including a soccer ball, a graduation cap, a microscope, a person running, a star, a hexagon, a circle, a triangle, a spiral, and various lines and dots. Two horizontal white wavy lines separate the top and bottom sections of the page.

# SOE Student Activities



## **Destress Activities**





## **Trip to Syeddanwala**



## **Batch Party MPhil ELM, Class of 2024**





**MPhil EELM, Class of 2024**





**MPhil EELM, 2023**





# Farewell Dinner 2023

Sunday, 19th March 2023



**MPhil ELM Class of 2023**



**MPhil EELM Class of 2023**





**MPhil ELM Class of 2024**



**MPhil EELM Class of 2024**



# Inaugural SOE Alumni Dinner 2023



The LUMS Syed Ahsan Ali and Syed Maratib Ali School of Education (SOE) held its first Alumni Dinner on May 20th. The event brought together alumni, faculty, and staff to celebrate the achievements of the alumni and foster connections within the community. The dinner took place at the LUMS School of Education, providing a beautiful backdrop for guests to reminisce about their time at the institution and their contributions to the education sector.

The evening began with a warm welcome from Dean Dr. Faisal Bari, who expressed gratitude for the alumni's continued support and highlighted the school's accomplishments and future plans. He emphasized the importance of innovation and adaptability in the ever-changing field of education, leaving the audience inspired.

Dr. Tayyaba Tamim, the Director of Academics, paid tribute to Dr. Bari for his three-year tenure as the Dean and presented him with a plaque in recognition of his commitment to excellence and impact on students' lives. Syed Babar Ali also expressed gratitude to Dr. Bari and encouraged alumni to remain engaged with the community and the school. Mariam Durrani from the Alumni Association also addressed the audience.

The first Alumni Dinner hosted by the LUMS School of Education provided an opportunity for alumni to reconnect with their alma mater and fellow professionals. Participants engaged in lively discussions, sharing experiences, insights, and expertise, fostering collaborations and valuable connections. The event served as a reminder of the significant role the LUMS School of Education community plays in shaping the future of education in Pakistan.



**STUDENT  
ACHIEVEMENTS:  
BEYOND  
ACADEMICS**





## Farwah - MPhil ELM 2024

**Your full name?**

Farwah

**Your business's name?**

Senhora

**What is the business about?**

A denim store

**What inspired you to start it?**

My business is inspired by the strong and independent women who wear denim as a statement of their individuality and personal style. I believe that denim is not just a fabric, but a way of life, and I want to celebrate that through my clothing line. I identified that there were limited options available for women's denim at any one specific denim store. Hence I created a one-stop shopping destination for women looking for a statement piece. I wanted to create a brand that empowers women to express themselves and feel confident in their own skin. The idea of creating a line of denim that speaks to real women, who lead their own lives, not just fairy tales, is what inspired me to start my business.

**Any social media links/websites for the business?**

[https://instagram.com/senhora.pk?  
igshid=YWJhMjhlhZTc=](https://instagram.com/senhora.pk?igshid=YWJhMjhlhZTc=)

[https://www.instagram.com/p/CnreiTTMGzntP\\_J  
uVRNU4Lu30y2kiZF3MTnQYE0/?  
igshid=YmMyMTA2M2Y=](https://www.instagram.com/p/CnreiTTMGzntP_JuVRNU4Lu30y2kiZF3MTnQYE0/?igshid=YmMyMTA2M2Y=)



# Ifrah Nadeem - MPhil ELM 2024

## **Your full name?**

Ifrah Nadeem

## **Your business's name?**

I run an Instagram lifestyle blog account by the name "that brown girl" and a youtube channel by the name "Ifrah"

## **What is the business about?**

My Youtube account contains mostly content about Pakistani universities, education, vlogs and fashion. I mostly film my content keeping in mind the kind of challenges youth and young students face in Pakistan and try to provide them with solutions. I also create fun content. My Instagram account is more lifestyle based where I show my journey of being a student and transitioning between different phases of my life.



## **What inspired you to start it?**

I started making youtube videos about the issues I was facing as a student. Once I realized that so many people struggled with the same kinds of issues, I just kept going.

My lifestyle blog was also inspired by a similar thought. I realized that very few people were covering the student life aspect.

In addition, I was always shamed for being skinny and I wanted to create a blog account showcasing the fashion and trends that skinny girls can follow and was hoping to inspire young girls.

## **Any social media links/websites for the business?**

[www.instagram.com/thinbrowngirl](https://www.instagram.com/thinbrowngirl)

[www.youtube.com/c/ifrah25](https://www.youtube.com/c/ifrah25)

## Maham Munir - MPhil ELM 2024

**Your full name?**

Maham Munir

**Your business's name?**

Chiraag Vocational Training School (CVTS)

**What is the business about?**

I joined Chiragh Vocational Training School (CVTS) in December 2019 when the school was under construction and documents for its mission and vision were being prepared. Adamant to implement everything within our capacities, we as a team struggled on many levels solely with the aim of being a hope and bringing change for underprivileged individuals.

The school that is in Basti Dhup Sari, Multan has currently equipped 30 women of the village with the skill of dressmaking which has enabled them to earn for themselves and their families.

**What inspired you to work in this sector?**

***“At the age of 24, I got divorced with a four-year-old son. My family blames me. I have been socially isolated. Do you still think that my life is worth living?”***

Hearing this question while working at CVTS, not only left me startled but also reflected the ground realities that existed within my surroundings.




The hopeless eyes, helpless hands and demoralized individuals ignited the urge within me to do what I can and create opportunities for them.

***“I bought gifts for my parents for the first time and that too with my own earnings. I bought clothes for my son as well.”***

These are the words of the same woman who was before hopeless about life before joining our training center. This is the impact that Chiraagh is making, This is the change that we aspire to make.

While working closely with these women with the intent of educating, enabling, and empowering them, I found myself struggling with implementing the right pedagogy and curriculum that could benefit the students. This was exactly when I decided to apply for the M. Phil. in Education Management and Leadership offered by the School of Education at LUMS. 5 months into the program, I see myself navigating between the classroom discussions at SOE and implementing those ideas in CVTS. This program has immensely helped me in understanding the debates and ideas that are relatable to CVTS and can yield dividends for our students.



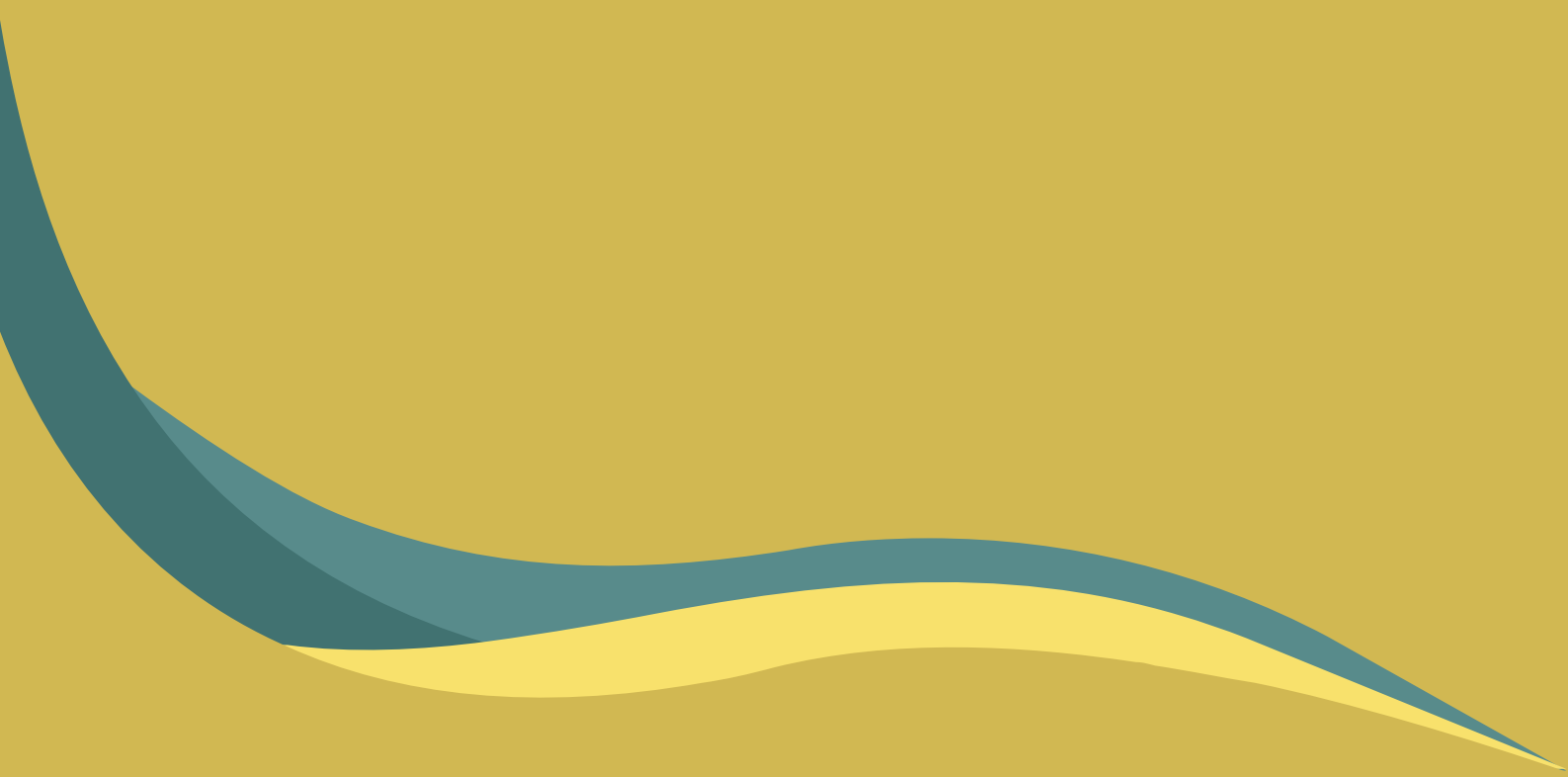


# **SOE EDUTALK ROUNDUPS**

**Each semester, the School of Education (SOE) organizes a diverse range of events aimed at benefiting its graduate students and the wider LUMS community. These events serve as a platform for faculty members to share their expertise and leverage the school's extensive professional network.**

**In an effort to address pressing educational issues, SOE hosts a series of EduTalks, featuring esteemed educational experts from around the globe who provide insights into their exciting projects. These thought-provoking talks are skillfully moderated by SOE faculty, resulting in a truly enriching learning experience.**

**Moreover, we foster student empowerment through our meticulously planned Alumni Connect sessions, wherein accomplished alumni are invited to impart their wisdom gained from real-world experiences and provide valuable advice to our current students, addressing their concerns and guiding them towards success in their professional journeys.**





Syed Ahsan Ali & Syed Maratib Ali  
School of Education

## SOE EduTalk

### Holistic Intervention Design in Education

#### Synopsis

In this talk, Dr. Aamna Pasha will outline Zindagi Trust's interventions in their adopted public school. In specific, she will speak about the limitations of traditional intervention design methods, the challenges and considerations involved in implementing a holistic approach to intervention design in education, such as the need for interdisciplinary collaboration, community engagement, and the need to account for social, emotional, and cultural factors that impact student learning and development.



Guest: Dr. Aamna Pasha  
Chief Academic Officer  
Zindagi Trust



Moderator: Dr. Tayyaba Tamim



Syed Ahsan Ali & Syed Maratib Ali  
School of Education

## SOE EduTalk

### Whiteness and the Politics of Education

#### Synopsis

Whiteness is not innate – it is learned. The systems of white domination that prevail across the world are not pre-given or natural. Rather, they are forged and sustained in social and political life.

In this talk, Arathi Sriprakash, Professor of Education at the University of Bristol, will explore the material conditions, knowledge politics, and complex feelings that create and relay systems of racial domination. Sriprakash will invite us to reckon with past and present politics of education in order to imagine a future thoroughly divested from racism.



Guest: Dr. Arathi Sriprakash  
Professor of Education  
University of Bristol



Moderator: Dr. Tayyaba Tamim







## SOE EduTalk

### School and Teacher Education Systems in South Asia: Opportunities and Challenges for Inclusion

#### Synopsis

Modern systems of education are an important part of all the nation-states that comprise the South Asian region. Education systems have had, and continue to have, far-reaching and mutually constitutive relationships with the state, society, markets, family, and individuals. In fact, education is one of the most significant public good in which the state invests and regulates. A notable feature of education in South Asia is that it has been configured in its postcolonial phase as a key focus area for developmental efforts. Educational institutions of the state have probably the widest spread and penetration in the South Asian region; they are even found at the village level in the form of early childhood education centers and primary schools. With the growing role and influence of the private sector in education, the forms and nature of educational provisioning in the region too have been changing. The South Asian educational landscape today is complex. It includes modern schools and universities devoted to scientific/universal knowledge. In addition, it also includes local indigenous epistemic traditions of arts, crafts, medicine, architecture, and ecology, as well as religious schools and institutions of scholarship and expert practice such as in the case of medicinal knowledge, music, and performing arts, which continue to be significant in the social and cultural landscape. It is within this broader context that the talk will explore the opportunities and challenges that exist for school and teacher education systems in South Asia.



**Guest: Dr. Rekha Pappu**

*Professor and Chairperson  
School of Educational Studies  
Tata Institute of Social Sciences, Hyderabad, India*



**Guest: Dr. Padma M. Sarangapani**

*Professor of Education and Chairperson  
Centre of Excellence in Teacher Education  
Tata Institute of Social Sciences, Mumbai, India*



**Moderator: Dr. Tayyaba Tamim**

*Director Academics  
SOE, LUMS*



## SOE EduTalk

### Inclusive Education in Bhutan: Opportunities and Challenges

#### Synopsis

The history of modern education in Bhutan is quite young and recent. The real impetus for modern education along the western model of education began only in the early 1960s with the beginning of the First Five Year Development Plans in the country. Efforts to address and cater to the needs of children with special educational needs or inclusive education began slightly over two decades ago. Until then, the priority of the government was to make education accessible to the ordinary population of children, who do not need any specialised education services. With the ratification of the United Nation's Convention on the Rights of a Child in 1990, and agreements to other international commitments such as the Jomtien Declaration on Education for All (1990), followed by the signing of numerous other international instruments including the signing of the UN Convention on the Rights of Persons with Disabilities in 2010, Bhutan has made spectacular progress in its efforts towards inclusive education. In 2019, the National Policy for Persons with Disabilities was approved by the Government of Bhutan for implementation. Currently, there are around 23 mainstream schools that provide special education programmes for children with mild/moderate disabilities. Children with visual and hearing impairment receive specialised education programmes in two special schools namely Muenselling Institute at Khaling, in eastern Bhutan and Wangsel Institute at Paro, western Bhutan respectively. Civil Society Organisations such as the Ability Bhutan Society and Draktsho Vocational Training Centre for Special Children also provide some educational services to children with special needs. The core principles and philosophy of inclusion align very closely with Bhutan's development philosophy of Gross National Happiness and the socio-cultural values of Bhutan as a Buddhist country. While opportunities abound for inclusion in Bhutan's education, there are also challenges that impede efforts to achieve inclusive education goals.



**Guest: Dr. Rinchen Dorji**  
*President Samtse College of  
Education  
Royal University of Bhutan*



**Moderator: Dr. Tayyaba Tamim**  
*Director Academics  
SOE, LUMS*





Syed Ahsan Ali and Syed Maratib Ali  
School of Education

## SOE Edu Talk

### Delivery Approaches in Education: Lessons from Ghana and Pakistan

Date: Wednesday, 1st February 2023

Time: 05: 00 pm to 07: 00 pm

Venue: SOE 1, School of Education,  
3rd Floor, Library Building.

#### Synopsis

Driven by the global learning crisis, many countries are adopting approaches to help improve delivery and implementation of education reforms. One approach introduces delivery units and practices of data driven accountability and problem solving to national and sub-national bureaucracies, guided by centralized target setting and driven through the system by strong political ownership of reform at the top.

Ghana and Pakistan have adopted delivery approaches with intent to improve the quality of education service delivery. In Ghana a minister-led delivery unit was established in 2018 to coordinate national agencies to deliver ambitious education reform with a strong focus on accountability through performance contracts of sub-national bureaucrats. In 2012, Punjab adopted the Education Road Map reform which lasted for 8 years and is cited as one of the global examples of deploying delivery units and data driven accountability to improve services and outcomes.

Presentations in this session will describe the structures, processes and practices that governments adopted in the two countries, and the ways in which these were implemented through and interacted with and impacted the bureaucratic practices of governance and service delivery.

#### Speakers



Dr. Michael Boakye  
Yiadom



Dr. Rabea Malik



Dr. Soufia Siddiqi



Dr. Faisal Bari



# SOE Alumni Connect



**Guest: Quratulain Zulfiqar**  
Assistant Manager  
Career Services Office (CSO),  
LUMS



**Guest: Maham Afzal**  
Research Associate  
Idara-e-Taleem-o-Aagahi



**Guest: Muhammad Mujtaba Agha**  
A-Level Coordinator  
Lahore Grammar School,  
Defence Phase V

## AlumniConnect: Session 9

**Date:** Wednesday, September 21st

**Time:** 5:30 pm

**Venue:** Zoom Session



**Zoobia Bashir**  
Regional Education Manager,  
The Citizens Foundation



**Abdullah Khalid**  
Co-Founder,  
Tabir Academy



**Annam Gohar**  
Co-Founder,  
Roshni

## AlumniConnect: Session 11

**Date:** Wednesday, February 8th

**Time:** 5:30 pm

**Venue:** Zoom Session





# POETRY



## Poor Executives

Nimra Irshad - MPhil EELM 2024

Oh! They call it first semester  
I say it roller coaster

Tumbling, rolling, jolting  
Compressing, crushing, folding

Since September, nothing is fine  
Deadly deadline, all the time

The special guests with silent  
sounds

TAs hovering with swords around

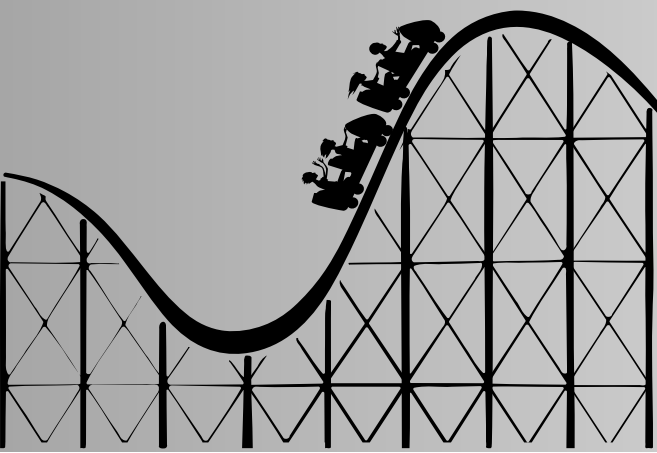
Poor Executives with week days  
filled

Poor Executives with weekends  
killed

O new Comers !run ...save thee  
A roller coaster it will be

But it will make you think and do  
And you will meet a new you

Whosoever has boarded this bus  
Best of luck to all of us



## On Becoming a Sovereign Nation

Rabia Tayyaba - MPhil EELM 2024

Despite these seventy-five years of  
independence,  
the true freedom, we could never get.  
Although we got rid of the British  
predominance,  
the standards of autonomy, we hardly  
met.  
The essence of sovereignty, we tend to  
forget!

Let us investigate our colonized mind,  
Does it prefer English over Urdu, white  
skin over the dark,  
and all the other things of Western  
kind?

Alas, the reality of the colonial  
discourse is so stark  
that the prosperity of most Pakistanis is  
waiting to embark!

Ah, we cannot break the shackles of  
slavery  
while depending on the foreign aid like  
parasites!  
To regain our self-esteem, we must rid  
of this beggary  
and remember our struggle for  
independence as patriotism, it ignites.  
Let us stop feeling inferior as compared  
to the whites!

## آہ و فغاں کی دھن میں

Ahmad Saad Qureshi

MPhil EELM 2024

Tahreem Fatima

MPhil ELM 2024

آہ و فغاں کی دھن میں ڈوبے ساز بدلے  
نگاہ یار کو چاہئیے کہ اب انداز بدلے

اذیت بے پردگی سے بچنا ہے تو  
خدا کو چاہئیے کہ اب وہ اپنے راز بدلے

جب نا تمام ہر دعا ہونے لگے  
حاجت نوا بھی پھر اپنی نماز بدلے

کیا بدلتے وقت کا تقاضا ہے  
کہ حضرت انسان کارساز بدلے

خود میں ہی ایک کہانی ہوں میں  
مگر خود سے ہی بیگانی ہوں میں

جو کہنا چاہوں وہ کہہ نہ پائوں  
جو بننا چاہوں وہ بن نہ پائوں میں

اپنوں کی سنتی چلی جائوں  
سب کو خوش کرتے تھک جائوں میں


اپنے اندر کے فنکار کو چھپائوں  
ان رنگوں سے بیزاری دیکھائوں میں

لوگوں میں لوگوں جیسی بن جاتی  
ہوں

ہنستی ہوں مسکراتی ہوں میں








## Beauty of Evolution

Farwah - MPhil ELM 2024



### Questions

Amna Asif  
MPhil ELM 2024

I'm feeling displacement,  
in my bones.

The roots uprooted,  
Abrupt and swift.

The atoms present within  
vibrate at a dangerous pace,  
to rip the bonds  
holding me together.

To rip apart my skin,  
To tear the shell of a body,  
and cease,  
this neverending worry.

Of everyday,  
day in and day out -  
What am I doing here?  
What am I doing here?

Growth is a journey, not a  
destination.

Beauty in the struggle, evolution in  
action. Leaves fall, but the tree  
stands tall

Embracing change, embracing the  
unknown. New buds sprout, new  
leaves unfurl,

A reminder that growth is  
constant, never- ending.  
And in this evolution, true beauty  
is found,

As we shed our old selves, new  
ones are forming. The scars of the  
past, a map of our growth,  
A testament to the strength it took  
to evolve. For it is in the struggles  
that we truly glow,  
And in the end, it is worth all the  
involve.

So let us embrace the journey, let  
us grow,

For in growth, beauty and  
evolution truly shows.



# Why Was I Not Loved?

Huda Mahmood  
MPhil EELM 2024

I feel vulgar.  
I feel obscene.  
This rising ravish,  
What does it mean?



I laugh, I cry  
At the hideous makeup.  
The silent society,  
Playing a deadly dress-up.

Who will answer the questions?  
Who will muffle the screams?  
Of those silenced souls  
Of those dawning dreams.

Why was I not loved?  
Why did you not scream?  
While they ripped me apart,  
Where was your esteem?

Why is it okay to touch me?  
Why is it okay to drag me?  
Why is it okay to rape me?  
Why is it okay to burn me?

Am I not your daughter?  
A mother or a sister?  
What gave you the right  
To erase me, oh mister?

You're the filthiest creature.  
You're the heathen in disguise.  
I wish your mother had killed you,  
When you were still between her thighs.

I will rise in the afterlife,  
With the sweetest revenge.  
You'll live through all my suffering,  
For it'll be my turn to scavenge.

# Uninhibited

Syeda Sana-e-Zahra  
MPhil ELM 2024

They called the lover wild and  
miserable.

They called the lover insane.

Yet the lover wandered the streets  
of his beloved bare feet with eyes at  
the sky and arms raised.

The lover danced with his hair  
swaying, feet bleeding and eyes  
closed.

They all threw stones at him.  
Men of clay couldn't hear the  
rhythm to which the lover swayed.  
If they did, they would be whirling in  
patched clothes to the same, sane  
rhythms of his insanity without  
another thought.

The lover knew not rules or rules.  
He knew his beloved and the rest  
was unknown and unnecessary to  
him





**PROSE**





# Saved by the Bell!

Aisha Khan - MPhil ELM 2024

She walks out of the classroom, with the heavy metal bell in hand, for which she carefully made a space in her desk. It smells like century-old metal, she thinks. Great care is taken to not let the gong touch the metal sides or else it will be a premature, preview of the conundrum. Her classmates' wide grins and teacher's pleading eyes of just a few more moments follow her out of the door. With full determination, to go by the exact second on her wristwatch, she takes her position. And then she gives the old bell a hard shake as if breathing life into it.

A sharp ring of the handbell strikes the humdrum of the day, signaling the end of school. The teacher is cut short, and her sentences hang in the air, as she knows she does not have her class with her anymore, at least not mentally. Homework reminders ring in the air, and books are quickly collected, checked, or stuffed in colorful bags. Stationary is exchanged or returned, chairs screech as students push them back to stretch and exit, to tune out for the day. The naughty ones make the most noise, teachers raise their voices to ask them to place their chair upside down on the tables. Some adhere, with always that one student who helps put up all the chairs, while some saunter out with absolutely no glance back.

Within 15 minutes, there is a cloud of silence that descends. The sweeper arrives to quietly go about the task. Push the table, chairs on the table, pick up small pieces of erasers, lost pencils, or broken rulers. The air is full of dust, from shoes that traveled in the school environs all day. The sweeper whistles his broom away, the teacher says a prayer for one more day. The bell sits back in its place, waiting for the morning to start all over again, being yearned for by little minds, like a savior, to be rung again.



# Final Fire of the Endless Road

Huda Mahmood - MPhil EELM 2024

I strolled down the empty road. The vacant pathway stretched far ahead and behind. It seemed like I had appeared in the midst of this expanse out of nowhere and now there seems no place to get to either. Without an unclear idea and a fogged up thought I just tread forward. Except there can't be one definite direction to call forward. It looked the same on both sides.

Do I even have to walk even? I was unsure about that, but since I had nothing better to do so I just walked. A lazy walk by the side of the road. Over the yellow line which marked the end of the driving space on the three lane way.

A minute...

Two minutes...

A couple more...

Almost an hour now...

The time ticked by and I could still not see anything except the empty road. Some weird freedom mixed with a little fear kept growing inside of me. As if acting on that I tentatively put one foot on the yellow line as I moved on. Nothing happened. It was still me. All alone walking to the rhythmic slap of my chappal on the road.

A few more minutes passed by...

Nothing happened, no one appeared. Somehow it felt as if I was the only breathing being on the planet. So I shifted my left foot on the yellow line now too. Putting my feet one in front of the other I now moved on the yellow line. Trudging on gradually while stretching my arms out imitating a tightrope walker. Except a bag hung from my right arm which basically made things difficult. Going on like for some time was fun except I almost kissed the sidewalk several times. Since it was evident I'm all on my own, I got a bit braver.

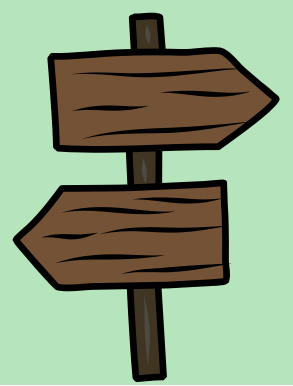
Expanding my boundaries now I had crossed the yellow line and walked in the middle of the leftmost lane on the road. An exhilarated spasm went through my body as twirled a little stretching my arms towards the sky. It felt nice as I played hide and seek with the clouds and sunlight. It felt like many days had passed in this work of shadows and sunlight. An endless trick of nature, just like this never-ending passage.

Now a certain energy kept inching into my step and soon there was a little bounce in my gait. An upbeat powerful stride as if it originated from the complete sense of happiness that resided within me. Almost as if that wholesome feeling was a lie and before that doubt could take root anywhere inside, I was inching towards the center of the road. Skipping to my heart's beat right through the middle of the deserted road. It made perfect sense and somehow symbolized something surreal. It has been a couple of hours now...

I could feel the chappal in my feet loosening as its straps lost their grip with every step I took. Bad choice with the footwear. Or maybe things have to go south ultimately and this was supposed to be just the first step towards it. I didn't know and I most certainly had no way of determining that for sure. So yes... The chappal was coming apart and it was only in a matter of some part of the hour that I tread along bare feet.

This was freedom of the weirdest kind. As if the contradictions had just pronounced themselves in the most obvious way into this mess.

I stopped and I sat down. Putting my chappal towards one side I rummaged through the bag. Frantic hands found all things unnecessary and so the search went on for a while until I found it. So I sat there with a smile on my lips and tears in my eyes; a picture-perfect embodiment of contradictions. In a helpless attempt to soothe my pains, I beseechingly looked into the sky as I lay down on my back right there while with the right hand, I twisted the little plastic bottle open. The tiny colorless crystal glistened in the last rays of the setting sun resembling the final fire to this endless road. And with the painful gulp, darkness crept up like a slithering snake over my being. Its fangs aimed for the heart and left a quivering ache, so delicate yet so painful, behind. After having spent the day with drained smiles and empty laughs the show finally comes to an end. So I give up the farce and sink down into the murkiest of waters to tend to the burning inside. Except there is no way out and I'll just rise once more to the vacant routine of ambitious lies.





# Life at LUMS

Afshan Chaudhry - MPhil EELM 2023



It's the dream of every student to study at LUMS. Getting a perfect opportunity to study at LUMS was the turning point of my life. It felt like a dream come true.

I still remember my first day at the campus. I was fascinated by the architecture. I met so many new people, most of them were working professionals.

Life at LUMS was awesome, as students, everyone is treated equally, we have the freedom of speech and we learnt a lot from our batch mates. Studying as a professional was not easy but with the support of kind teachers and good friends, it became possible to complete our assignments and meet deadlines.

The best part of LUMS is its canteen and cafeterias, lunchtime at Baradari, Olives, Jamin Java and chai at Pepsi Khoka are the moments I will cherish forever. The cohort of Exec. MPhil 2023 is the best!

LUMS taught me not only education and leadership but also life lessons that I'll never forget. I will miss my campus, teachers, friends, and all the memorable days spent at the university. All good things must come to an end. I may no longer be a student, but once a LUMINITE, always a LUMINITE.

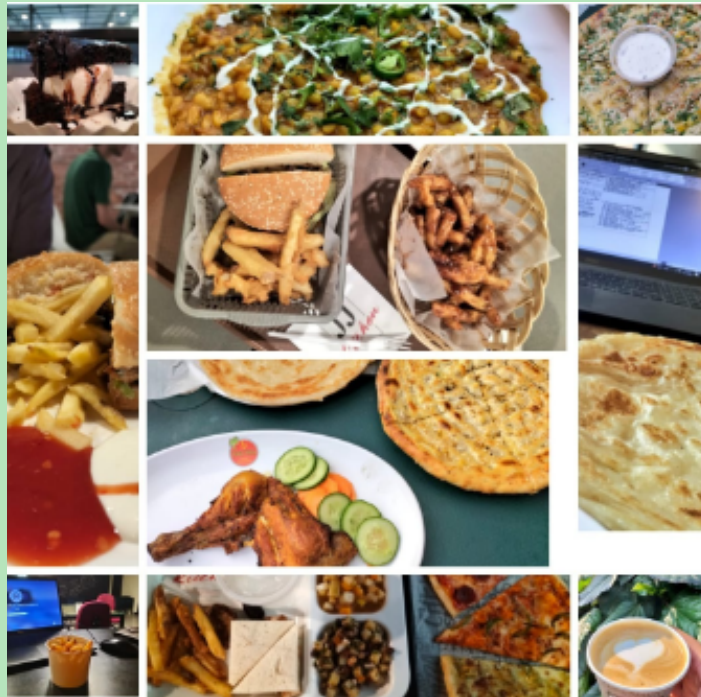
# Food Journey

Usman Chatta - MPhil EELM 2023

University life is not always about the Heavy workload of courses and writing mammoth articles while you see others outside the university enjoying their life and partying. It is also not just about socializing and making new friends and ranting all day about how the university and our lives could have been better. For me, the real motivation to come to the university on a weekend and take an early morning class was a Malayan leaf tea of Bunker right beneath SOE.



I would run down to the bunker to grab my tea during the less frequent 10-minute break during the lectures, I would also cough and go out of the classroom to get one cup too sometimes. Being a student of Executive M. Phil and having classes on weekends we usually have to come to university on alternate weekends to complete our assigned tasks. That's when I explored different breakfast options. The Chai Paratha of Zakir being my favorite and not too much expensive fried eggs with heavy toasts of Pepsi dining hall were quite fulfilling to start your day. Often during Ramadan, I had to stay back at university in the library completing my assignments, and Zakir's Paratha Chai in Sehri tasted delicious.



It was such a happy and fantastic year with the lunches & dinners I have had at the university. I forgot to go out to restaurants to dine in due to this. The kind of diversity we use to hear about the university was not just confined to the student community but also to food. The BBQ, Tawwa chicken & Cheese chicken Naan of Zakir was fantastic. Sometimes we may just check into the subway for the delicious sandwiches or would go to Bara-dari for that spicy Pakistani-Chinese combo meal. For some different food, I would have to walk for a long distance to reach JJ at SDSB but it was worth it. I loved the Pizza, fruit chaats and alu chana chaats there for lunch or dinner. The menu at Pepsi dining for lunch and dinner was always wonderful, I just hoped it would be as wonderful in taste too. The daal at Zakir was always tasty for my desi taste buds.



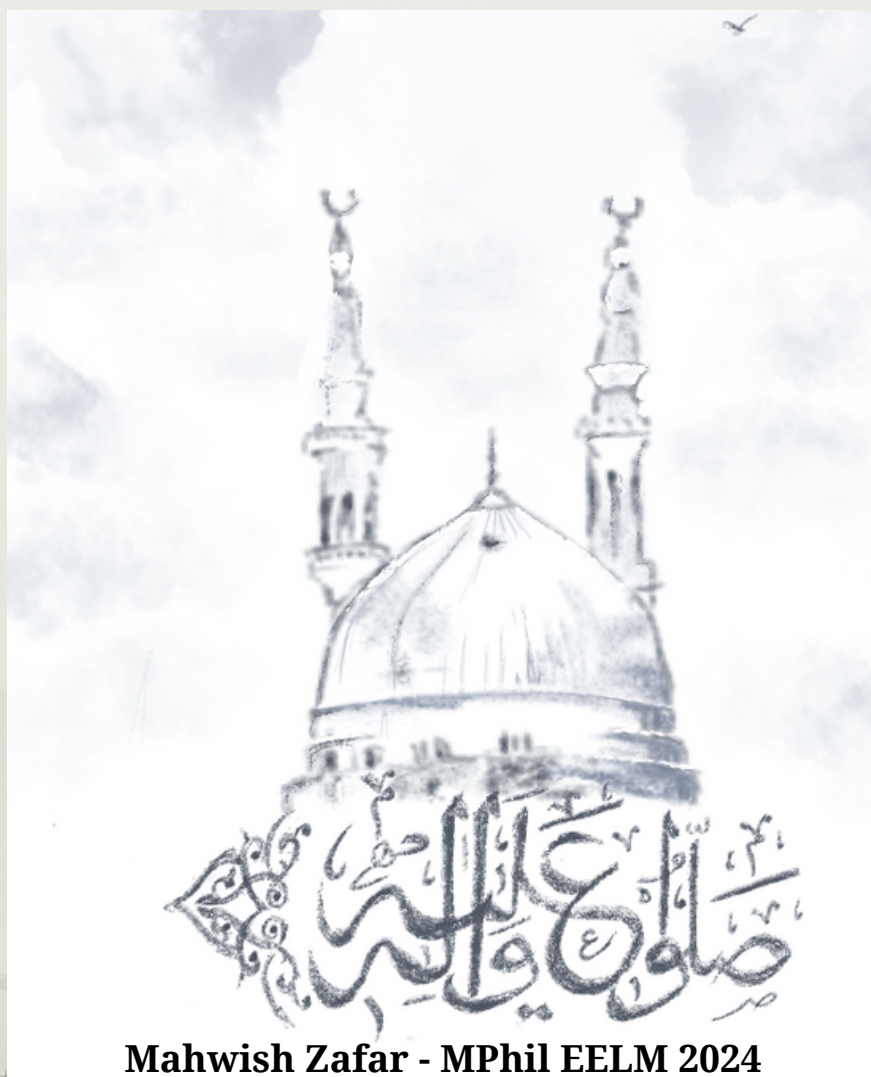


*Art*





**Tahreem Fatima - MPhil ELM 2024**



**Mahwish Zafar - MPhil EELM 2024**



Mahwish Zafar - MPhil EELM 2024



Top: water lilies in acrylic paint rendered with a palette knife.

Below: circle of life in acrylics on canvas



Amina Ejaz - MPhil EELM 2024



# **EXTRA CURRICULARS**





I played the leading role as SHER SINGH on a history-based drama named SHER SINGH in Pakistan's biggest drama fest 2022 organized by LUMS Dramaline Society at LUMS, Lahore.

**Harish Kumar Chauhan- MPhil ELM 2024**



I played the character of Moraan Begum in the LUMS Annual play "Dastoor" showcased by Dramaline on 21st March. The play was inside the Lahore fort in the world's biggest mural wall. This was the first theater performance in front of this prestigious UNESCO heritage site.

**Palwasha Khanum - MPhil ELM 2023**



"I strongly believe in bucket lists. Participating in MUN was of mine when I joined LUMS School of Education to pursue an MPhil ELM program. The LUMUN society sent an email to the student body for international MUN trials so I went for them. Not only did I get selected, but I was also the only graduate/non-LUMUN affiliated/ student to be on the team! Not to mention with zero prior MUN experience. LUMS won the best delegation at the Istanbul International Model United Nations. Out of 11 of us, 8 students won awards including me! A few takeaways for anyone who reads this:

- You're never too old for anything. If you want to do something, do it and try it out! LUMS provides you with plenty of opportunities. Networking is the key to it!
- LUMS School of Education has always been there to push its student body to take risks and learn how to fly. Avail these opportunities to excel"

**Natasha Khan - MPhil ELM 2023**

I was invited to PTV Worlds' show called 'The Society' to give an educationist perspective on cyberbullying. I talked about some of the ways of bringing awareness on the said topic amongst the masses as well as what parents and schools can do to curb cyberbullying.

Follow my blog @educationrevolutionist for more insights pertaining to the education sector.

**Anusheh Attique – MPHIL ELM 2023**







During my time at Lums Community Service Society, I had the incredible opportunity to engage in meaningful social work that left a lasting impact on both the communities I served and within my own heart. This transformative experience took me to low-cost private schools, NGOs, and government schools, where I witnessed firsthand the power of compassion, dedication, and the pursuit of social change. Beyond the academic realm, I had the privilege of connecting with the vibrant communities surrounding these schools. The resilience and determination of the students I encountered served as a constant reminder of the untapped potential that exists within marginalized communities, inspiring me to advocate for change and be a voice for the voiceless.

**Amna Usman - MPHIL ELM 2024**

I am a passionate advocate of social work, believing in its power to bring meaningful change to our communities. Through volunteering, advocacy, and social entrepreneurship, I am dedicated to making a difference. As a member of the Community Service Society at Lahore University of Management Sciences, I have been teaching seventh-grade students at a low-cost private school every Saturday. This experience has been rewarding, challenging my doubts about teaching and helping me develop as a teacher and communicator. I have witnessed the transformative impact of community and its ability to change lives. Being part of the Community Service Society has provided a supportive environment for sharing ideas, learning, and making a real difference. I look forward to continuing this work and creating greater impact in the future.

**Farzana Jehan - MPHIL ELM 2024**





Goodbye  
MPhil Class of 2023!





# MPhil ELM Class of 2023

#yearbook



“I hope I’m employed by the time this yearbook is published.”

**Aima Zaheer - ELM’23**

“Your future is only as good as the work you put in it.”

**Amna Ansari - ELM’23**



“Being an MPhil Scholar at LUMS is like embarking on a challenging yet rewarding journey of academic exploration and personal growth.”

**Rameen Butt - ELM’23**

ہم نے مانا کہ تغافل نہ کرو گے لیکن  
خاک ہو جائیں گے ہم تم کو خبر ہونے تک۔

**Palwasha Khanum - ELM’23**







“Never put off till tomorrow what you can do the day after tomorrow just as well.”

**Zeinab Choudhry - ELM'23**

اپنے من میں ڈوب کر پا جا سراغ زندگی  
تو اگر میرا نہیں بنتا نہ بن، اپنا تو بن

**Waleed Hassan - ELM'23**



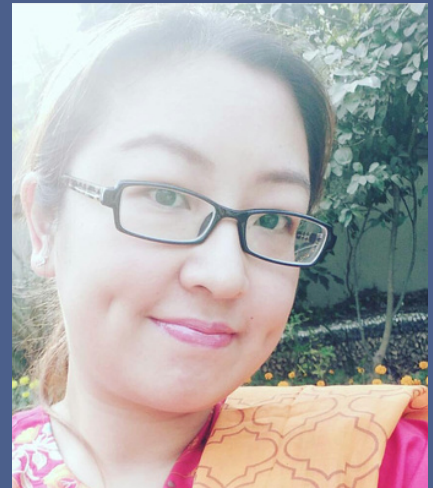
“Yes, the sky's the limit but do not forget the ground you have been holding on to!”

**Jannat Riaz - ELM'23**



“Life is a journey, not a destination.  
Enjoy the ride and cherish the memories. Still, there is no end to learning.”

**Hui Qi - ELM'23**





“We did it, baby girl!  
Allahumma lakal hamdu  
walaka shukar.”  
**Tooba Khurram - ELM'23**

“The only thing that can truly limit us  
from achieving our dreams is the  
limitations we impose on ourselves  
through our own mindset.”

**Sherin Fayyaz - ELM'23**



Personally, if I had two children, one was a boy and the other a girl, and if I could afford to educate only one, I would have no hesitation in giving the higher education to the girl.” (Sultan Muhammad Shah, The Aga Khan III)

**Sajjad Haider - ELM'23**

فر: کتنا عجیب احساس ہے! شاید زندگی سے  
بھرا ہوا۔۔۔ دکھ، خوشی، آزمائش، تجربہ،  
دوستی، امنیت اونا جانے کیا کیا احساس چھپا  
رکھے ہیں اس ایک لفظ نے اور وہ ہے سفر۔  
**سلمیٰ ادریس - ایس۔ او۔ ای، کلاس آف  
۲۰۲۳**







"In SOE, the approachability and willingness to listen by its members reinforced my belief in the power of education to bring people together."

**Sara Amjad - ELM'23**



"At LUMS, I found a space to discover my own skills and capabilities and to nurture them in the best possible ways, creating a life experience that I will cherish and share forever."

**Saima Rozeena - ELM'23**

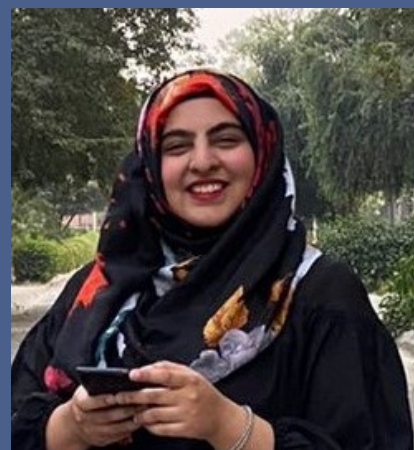


"Teaching is my calling: M.Phil. in Education Leadership and Management graduate, dedicated to creating a nurturing and stimulating learning environment that encourages curiosity, growth and self-discovery."

**Saadia Ahmed - ELM'23**

"If I was ever mean to you and said I was kidding, I wasn't."

**Rehana Kazi - ELM'23**







“Building a Better Tomorrow: One Byte at a Time.”

**Malik Hamza Naveed - ELM'23**

“Those who have faith in the splendor of their aspirations will be the ones to shape the future.

Therefore, rise up and dedicate yourself to pursuing your dreams with diligence, and have confidence in your abilities. With this mindset, there are no limitations to what you can accomplish in this world.”

**Naila Waseer - ELM'23**



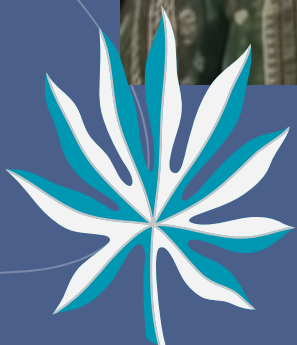
ہمیشہ دیر کر دیتا (دیتی) ہوں میں  
منیر نیازی -

**Naimal Sohail - ELM'23**



“Eat, pray, love.”

**Ramisha Yaqub - ELM'23**





“University: the place where you pay thousands to learn how to function on three hours of sleep, Maggi, and caffeine. Totally worth it.”

**Noor Ul Ain - ELM'23**



“Khao, piyo aur aish karo!”

**Natasha Khan - ELM'23**



"Hum aik baar jeete hain, aik baar marte hain, shadi bhi aik baar hoti hai, aur pyar? Pyar bhi ek hi baar hota hai."

**Maria Nasir - ELM'23**

When people say you can't teach creativity, they haven't been to an art school or music school (Sir Ken Robinson)

**Khan Mohammad - ELM' 23**







"I graduated. So, now I'm smart and stuff."

**Nageen Rizwan - ELM'23**



"Idk how many 'all izz well' I got left in me."

**Haleema Sarfraz Khan - ELM'23**

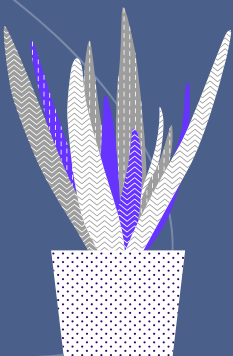


"I wish there was a way to know you're in the good old days before you've actually left them." (Andy Bernard, The Office S9 Ep 25)

**Hadiya Asim - ELM'23**



"Mad heart, be brave!"  
**Ayesha Noor - ELM'23**







“You have brains in your head.  
You have feet in your shoes. You  
can steer yourself in any direction  
you choose.” (Dr. Seuss)  
**Mahroz Jahan Ashraf - ELM'23**

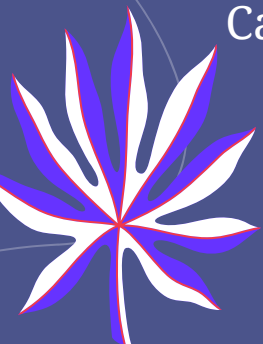
"Education is freedom."  
**Hafiz Hassan Siddique -  
ELM'23**



“Par tum jis lamhe meñ zinda ho  
ye lamha tum se zinda hai  
ye waqt nahīñ phir aa.egā  
tum apnī karnī kar guzro  
jo hogā dekhā jāegā”  
**Anusheh Attique – ELM'23**



"It is a far, far better thing that I do,  
than I have ever done." (Sydney  
Carton, A Tale of Two Cities)  
**Hafsah Qasim - ELM'23**





“Can’t believe the journey is ending! It feels like these two years are incomparable to anything I had experienced before.”

**Ayeeza Ahmed - ELM’23**

“Looking forward to what new life has to offer as what feels like the end, is often a beginning.”

**Amna Rashid - ELM’23**



“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” (Dr. Seuss)

**Anam Masood - ELM’23**



# MPhil EELM Class of 2023

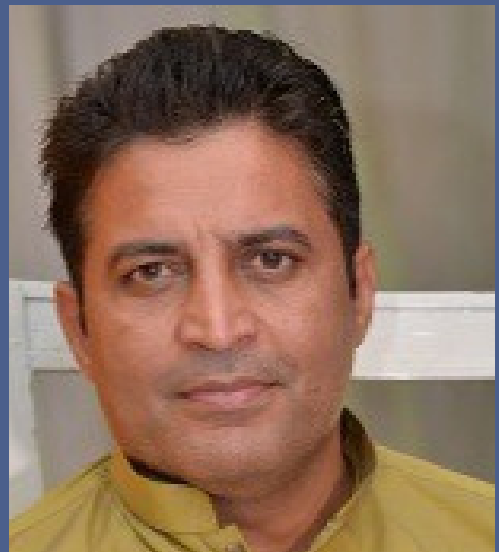


The experience of EELM was just like a roller coaster ride. It was fun, it was hard, it had lots of ups and downs. Now it's time to get off but I want to carry on this ride!

**Ambreen Owais - EELM' 23**

“Hope for the best, prepare for the worst”

**Irfan Asif Afraz - EELM' 23**



Kindness! What a simple way to tell another soul that there is love to be found in this world.

**Rabia Tahira - EELM' 23**



“If light is in your heart, you will find your way home.” (Rumi)

**Ayesha Khan - EELM' 23**







"Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others" (Jack Welch)

**Shah Bano Naqvi - EELM' 23**

"SOE promotes the new face of Education by turning theory into practice and managers into leaders"

**Hassan Jamil - EELM' 23**

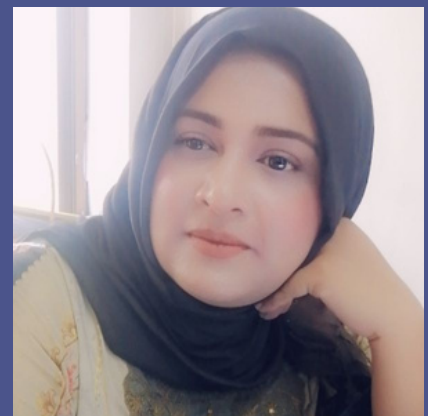


"Your future is only as good as the work you put into it." With insurmountable submissions, back-to-back classes and an extremely demanding practicum, I can finally expect a good future "

**Rafia Husain - EELM' 23**

"Learning is the key to unlocking endless possibilities".

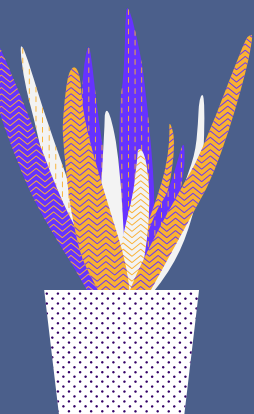
**Unaiza Amber - EELM' 23**





“The wise remind themselves that 'This too shall pass' even when things are good; the foolish, only when things are bad.”

**Affan Malik - EELM' 23**



“Do what you can, with what you have, where you are.”  
(Theodore Roosevelt)

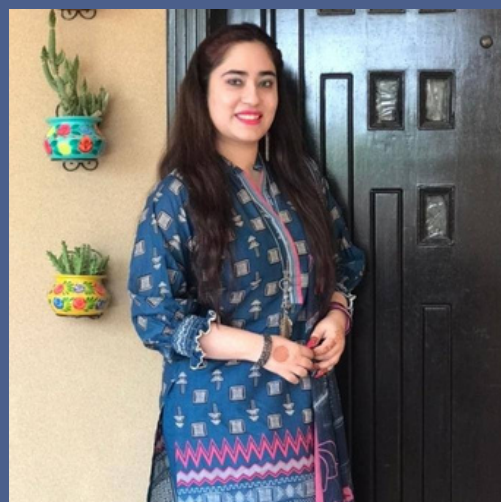
**Madiha Masood - EELM' 23**



“It is better to fail in originality than to succeed in imitation.”(Herman Melville)

**Javaria Rana - EELM' 23**

"We tell ourselves stories in order to live." (Joan Didion)  
**Angbeen Batool - EELM' 23**





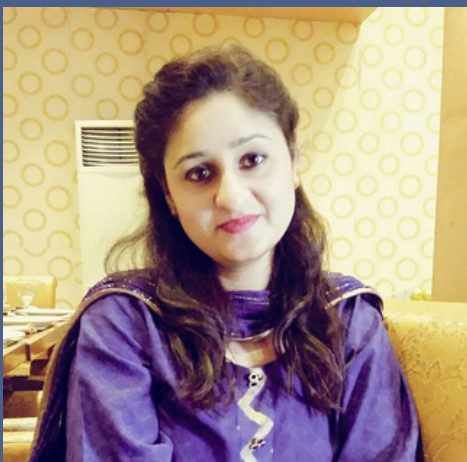


Commit yourself to lifelong Learning. The most valuable asset you will ever have is your mind and what you put into it. (Albert Einstein)

**Anoop Tahir - EELM' 23**

“This journey of a thousand miles began with a single step.”

**Ghulam Hyder - EELM' 23**

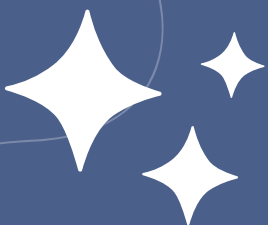


LUMS has opened my eyes to a new world of unexplored opportunities. My time here has once again made me feel like the world truly is my oyster, and I have formed friendships that will last a lifetime.

**Mehr un Nisa Masood - EELM' 23**

“Our greatest glory is not in never falling but in rising every time we fall.”

**Rahma Amjad - EELM' 23**

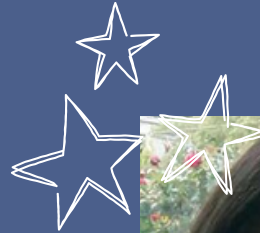






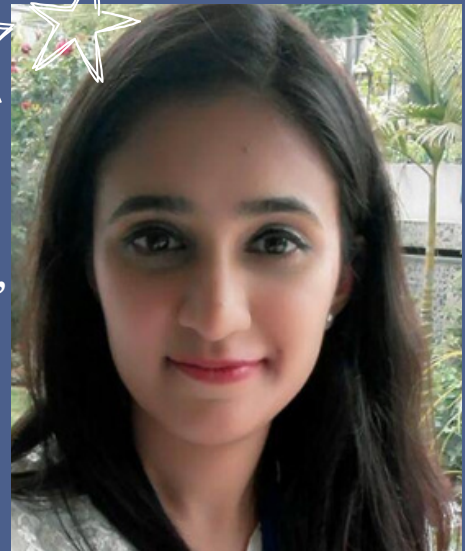
From engineering to education - I guess you could say I have gone from building machines to building minds.

**Shajee Ahmad - EELM' 23**



“You stop growing as an individual and a professional when you think there is no more lessons to be learnt.”

**Zainab Salman - EELM' 23**



“The knowledge gained through this course will allow me to complement by practical experience of working in education with a theoretical understanding of education service delivery”

**Abdal Mufti - EELM'23**

“LUMS DAYS - where the coffee is stronger than your GPA, deadlines are closer than they appear, and assignments are harder than a metal rock concert.”

**Uzma Qureshi - EELM' 23**





“It's never too late to learn new things, make new friends and enjoy the thrill of being a student again. Absolutely loved the experience, learnt a lot from faculty and friends and look forward to the next challenge!”

**Samina Sarwar - EELM' 23**

“When you reach the end of your rope, tie a knot in it and hang on”.  
(Franklin D. Roosevelt)

**Nosheen Hsaan - EELM' 23**



"The way I see it, if you want the rainbow, you gotta put up with the rain." (Dolly Parton)

**Rabia Malik - EELM' 23**

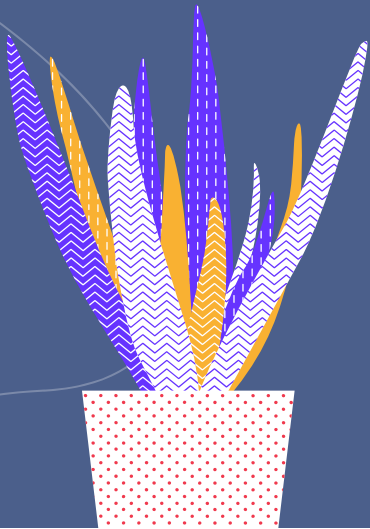


Studying at SOE for my Executive ELM course has changed my perspectives on the education system in Pakistan a lot & my inner commitment has been developed to work for the underprivileged and victims of disparity based on gender and access to resources.

**Usman Shafqat Chatha - EELM' 23**

“Success is peace of mind, which is a direct result of self-satisfaction in knowing you made the effort to become the best of which you are capable.”

**Afshan Chaudhry - EELM' 23**







"The greatest glory in living lies is not in never falling, but in rising every time we fall"

(Nelson Mandela)

**Mariam Gul - EELM' 23**

"Souls of steel don't need bulletproof vests."

**Arooj Justin - EELM' 23**



"Within the walls of SOE LUMS, I found not only education but a symphony of friendship, wisdom and inspiration that painted two beautiful years of my life."

**Ali Naqvi - EELM' 23**

# Be A Leader of Education Reform!

