

The Role of Credited Co-Curricular Programmes on the Internationalization and Infusing Values into Student's Personality: The IIUM Model

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Abstract

Credited co-curricular programmes are skills and proficiencies aimed at helping students to achieve extra competences within the academic syllabus or the main programme of study. The aim is to produce qualified and disciplined graduates with leadership and teamwork qualities. This paper evaluates the International Islamic University of Malaysia's experience in establishing, maintaining and promoting its unique model of credited co-curricular programmes.

Keywords: co-curricular programmes, islamic universities, personality development, values, co-curricular activity centre

INTRODUCTION

The objective of this research is to explore the role of credited co-curricular programmes at IIUM on internationalization and its ability to infuse values into student's personality. The researcher will employ a library-based evaluative method to arrive at comprehensive findings. The significance of this research is that it contributes to the new and better trends and approaches on student development. The data of this research is mainly collected from the available resources at the Credited Co-curricular Activity Centre, (CCAC) at International Islamic University, Malaysia (IIUM). Co-Curricular Programmes (CCP) or Extra-Curricular Activities (ECA), as it is known in some parts of the academic world, are programmes and activities established by academic institutions for the better development of students through its varied initiatives and wide-ranging modules. These programmes could be credited or non-credited. The credited co-curricular activities are an extension of the institutions' mission, relate to the vision of the institution and translate it through extra modules. It consists of structured and practical courses and related activities aimed at drawing students' attention to think outside the classroom environment.

General Delineation of Credited Co-Curricular Programmes

In higher leaning institutions the credited co-curricular programmes are required for graduation alongside the standard study curriculum. It is also a platform for students to become actively involved in campus life and an essential tool for a successful future. (William M. McDonald, 2002) In the course of participation, students achieve significant skills and proficiencies, adopt the campus way of life, campus traditions, and learn to work with the campus community.

An established notion, related to this, is that learning is a process that takes place in the exterior, as well as within the academic curriculum; this emphatically warrants the importance of credited co-curricular activities. However, without the focus and the commitment to breed an environment that encourages growth of personality, morality and spirituality, *Co-curricular Activity Centre* of IIUM will not achieve its desired results. (See the Notes on the origin of the paper in the References). Another imperative aspect is the involvement of all students in the credited programmes; by making it compulsory the university created an environment where almost all undergraduate students have the opportunity to participate in activities, take up courses and partake in the credited programmes with the purpose of adding values into their classroom experience and build up their practical knowledge. Participating in credited co-curricular activities is viewed by academic institutions as a functional enterprise and valuable venture to enhance personality development as it infuse, among other qualities, discipline, leadership, teamwork and active social-interaction. In fact without the credited co-curricular activities the idea of well-rounded educational programme is not attainable.

Indeed, a dutiful participation, in spite of the nature of programmes, will result in the development of meticulous future leader. This could be achieved with the availability of qualified personnel, administrators and staff, with interest, background and preparation necessary to make the programmes meaningful educational experiences. For this reason the International Islamic University established the Co-Curricular Activity Centre (CCAC). The centre is entrusted to offer the credited co-curricular programmes. In the Muslim world, both islamization and internationalization in academic institutions or educational systems in general are mechanisms that

advocate humanizing the ingredient of personality development. The International Islamic University Malaysia employs these two concepts to infuse better values into its graduates. This is in line with the fact that education becomes part of globalization process and the demand for internationalization is increasingly becoming influential in higher education. (Abdi O. Shuriye, 2011. a)

Any effort related to this process needs to be strategized to make sure internationalization benefits the graduates. For Islamic universities infusing good values; including religious values or islamization of knowledge and sciences is a procedure of infusing comprehensive human values to students in campus life; in order to produce valuable graduates. Islamization also is a correction of historical fallouts in the curriculum. (Abdi O. Shuriye, et al. b) The idea therefore is not a mere process of engagement but a dynamic method to obtain value-laden graduates, this could however, be done only through the establishment of a viable credited co-curricular programmes.

Establishment of Co-Curricular Activity Centre (CCAC) IIUM

Since the establishment of the university twenty-five years ago student activities came alongside with academic programmes. IIUM was always well-known for its *Ibadat* encampment organized for the students by the then *Centre for Fundamental Knowledge*. However as the university advances the number of its students had significantly expanded and subsequently the management of student affairs took diverse stages. The University Senate in its 273rd meeting had approved the establishment of Co-Curricular Activity Centre and agreed to grant three (3) credit hours for the co-curricular programmes offered by the centre. It is firmly believed that the implementation of these programs will expedite the realization of the University's Vision and Mission. The Credited Co-curricular Activity Centre was subsequently launched in July 2001. (Senate Meeting No. 273rd). The university Senate must have realized the seriousness of this aspect of student's development. The formation of the centre was definitely a new approach, as this is a structured programme with credit hours to be completed as a graduation requirement.

The CCAC is part of Student Development Division, a larger umbrella; it is also the biggest centre under the office of the Deputy Rector Student Affairs and Alumni. It offers over sixty courses, employs more than five hundred instructors, trainers and facilitators each semester, and runs like an independent faculty, in fact one of the biggest "faculty" in the university as we normally refer to it.

Aims of Co-Curricular Activity Centre

As stipulated in its manual the CCAC strives to fulfil the following objectives

1. It aims to cultivate specific identifiable dexterity that suits the needs and demands of the student,
2. offering courses that are beneficial for the development of student's all rounded personality,
3. giving credit hours for the students' co-curricular activities,
4. providing a platform (training ground) for the students to continuously develop their leadership skills and talents,
5. equipping the students with the basic training skills that are required for every individual Muslim i.e. the integration between *Iman, Ilm and Amal*. (Co-Curricular Activity Centre's manual, 2005-2006)

An elucidation of these objectives could shed a light on the comprehensiveness of the centre's long term goals. The centre with these objectives promotes cognitive growth and development; as the modules and offered courses are well-guided according to the educational environment and inline with the university's mission and vision. On balance, with these aims and objectives, the centre provides opportunities for students to see and appreciate the practical aspect of knowledge with the development of good self-concept, positive attitudes and better perspective of what achievement is all about. Academic achievement is only one part of the game, developing a comprehensive individual who see things accordingly and who can think in time is another part of the game. These objectives also demonstrate that the services and programmes are a vehicle for social, cultural, recreational and intellectual growth. As part of the larger academic programme the CCAC serves as a laboratory of developing socially responsible leaders. For it encourages students to seek a level of distinction higher than they normally imagined; in individual social competency as well as group effectiveness. In fact the aim is to provide stimulus for realizing potentials and maximizing talents, skills and enhancement of total development.

Functions of Credited Co-Curricular Activity Centre

The main functions of the Centre are as follows:

1. Inculcating specific skills among students in accordance with the need and demands of the time and society,
2. offering courses which are beneficial for the development of comprehensive personality,
3. Providing a platform or training ground for the student to continuously develop their leadership skills and talents,
4. to inculcate among students the spiritual values and practical skills that are needed in order to integrate their *Iman, 'Ilm and Amal*,
5. to establish an effective management system of the Co-curricular Activities,
6. maintaining the records of registration and assessment of students,
7. Constant monitoring of all courses,
8. preparing the timetable

and venue for courses, 9. Preparing and assist the trainers, facilitators and the coaches, 10. submitting the overall assessment of the students to the Admissions & Records Division for credit purposes, 11. producing student activities transcript upon request by the student, 12. making necessary preparations for the implementation of the courses and practical skills. (Co-Curricular Activity Centre's *manual*, 2005-2005)

CCAC functions to inspire students with specific proficiencies in line with the utmost covet of the time-space and a societal circumstance, to achieve this; it offers courses that are advantageous for students in their personality development. This is to improve cognition, perception, and worldview. The task is also to perfect physique, intelligence and spirit of the students. CCAC in this sense acts as a realm to boost multidimensional outlook of leadership abilities, religious values and enhance their management abilities. It serves and manages students administratively by maintaining the records of registration, continuous supervision of all courses and sketch the timetable and venues. It also trains the facilitators, trainers and the coaches.

CCAC Board of Reviewers and Board of Examiners

Since Co-Curricular Activity Centre offers scores of modules and subjects which require assessments the Board of Examination was formed to measure improvement on the quality of question papers as well as implementing the university rules and policies related to assessment. The Board aims to assist in the smooth conduct of the co-curricular activity centre's assessments, as well as to improve the quality of examination question papers of different package and modules through preparation and vetting on all sorts of evaluation schemes. On the importance and the history of CCAC Board of Reviewers, the CCAC has undergone a process of internal review and ISO 9001 2000 certification. Indeed, it was realized that there is a need to develop and enhance the management system of CCAC's activities and programmes. Therefore, the centre established board of specialized reviewers to boost the entire process and assist in achieving the objectives of CCAC.

The main objective of the board is to seek assistance from the experts, in different fields, in order to develop CCAC's quality management; so as to enhance the system. The CCAC, through the board, provides a platform for exchange of ideas and experience on matters pertaining to co-curricular activities development. The centre believes that there are many academicians, administrators and experienced people who can lend and pull together their knowledge, experience and efforts for the betterment of the students. The scope of the board focuses on academic review, planning, activities,

training management, administration and human resources development.

Part of its functions and responsibilities are to review the management and development of CCAC's programmes from time to time, advise CCAC on quality management and implementation of major and comprehensive review processes and assess the efficiency of the existing system of activity, programme and training, planning, implementation and evaluation. Apart from these two aforementioned boards, the CCAC follows a developed and well structured policies and guideline on academic and administrative activities. These include policies on training, recruitment, activities, monitoring, planning, preparation, communication, implementation, evaluation and documentation.

Contributions of Credited Co-Curricular Programmes

Supporting the Academic Curriculum

The Credited Co-curricular Activity Centre provides programmes to enhance students' skills in various aspects. It offers courses that are meant to enhance the personality of the students; from food preparation skills to leadership and management and from community service to *tahfiz al-Quran*. The importance of co-curricular activity at IIUM lays in the fact that the university has no choice but to move from the conventional outlook of modern education which had traditionally concentrated on high CGPA as an indicator of employability to a system which merges both academic and co-curricular; to achieve this, student's optimal involvement in campus life and combinations of different forms of cognitive and co-curricular activities is needed.

In fact, campus involvement or being active in credited co-curricular activity is a useful framework, as it enhances academic aptitude. Unlike Harnett and Astin's findings decades ago the relationship between academic and co-curricular involvement at IIUM, is such that students who involve credited co-curricular activities or spend more time and energy on co-curricular activities are also good students in their academic standing. Harnett, in his study on the subject, found that: "...too much involvement in out-of-class activities is sometimes associated with lower academic performance". (Harnett, R. T., 1965) While Astin's study found that: "...university students who devote much time and effort to academic pursuits tend to become isolated from their peers and therefore, show smaller-than-average changes in personalities and behaviours" (Astin, A. W., 1975)

To avoid the same dichotomous fate IIUM made the credited co-curricular activities structured and essentially enforced programme upon the undergraduate students, just like a faculty programme but remains co-curricular in content and outlook.

Studies found that CCAC courses contribute to the employability of IIUM graduates. *The IIUM Alumni Tracer Study* found that:

“...(the) studies have indicated that students with co-curricular involvement stand a better chance to be employed as through such involvement they build essential soft skills... It was found that of the 2020 respondents 78% participated in co-curricular activities” (Shukran Abdul Rahman, et al., 2005)

Courses offered at the centre are correlated and promote academic involvement by providing the practical aspect of the course. For instance the *Parenting and Family Management* is offered by both the faculty of IRKH and CCAC. In CCAC the approach is practical in nature. At the same time by attending the CCAC courses students are given the opportunity to informally develop support groups and find study partners, and seek advice from other students. This is inline with the findings of Cooper who found that:

“Students who involve co-curricular activities scored higher on educational involvement and academic autonomy in the Student Developmental Task and Life Style Inventory than students who were not involved both when they were freshmen and when they were juniors” (Cooper, D.L., Healy, M.A., & Simpson, J., 1994)

So it is positive that we talk of comprehensive personality or as some of us may term it immaculate soul. In this regard the CCAC is constantly in contact with the academic faculties and centres of the university, as it attempts to accommodate the needs of the faculties and use their suggestions. The CCAC also encourages and assists faculties to infuse the programmes of CCAC into the main stream curriculum. If this succeeds CCAC could offer fewer courses each semester and concentrate other new areas of interest. As a matter of fact some faculties responded and sought the assistance of CCAC on the issue. For instance, the Faculty of Architecture requested from CCAC if further synchronization between CCAC and the Faculty can be made on the *halaqah* package. The discussion was on the point that since KAED students are having *usrah* (religious talk) every Friday morning before their studio class will this qualifies them to be exempted from the *Halaqah* Package? After a meeting between CCAC and the Faculty an agreement was reached on the matter for the better development of the students. (Meeting with the Kulliyah of Architecture, 2008) In this respect, the contribution of CCAC to the general development of the students is that it facilitates and maximizes learning and relates it into personality development.

Emphasis on Generic Skills throughout the Courses

Another contribution of CCAC is that courses offered concentrate on particular traits related to character, spirituality, leadership and personality development. The Credited Co-curricular modules in general consist of diversity of compulsory and optional courses ranging from spirituality and intellectuality, leadership and management skills, communication and debating skills, cultural and uniform bodies, sports and physical programmes to education, discipline and moral oriented activities. These programmes are mainly designed to contribute to the building of balanced personality and enriching one's experiences in life.

The programme in its core value provides the practical sense perception of its subjects as it attempts to impart virtues, enlighten the mind and self, enrich the practical experiences, develop talents, and enhance skills and the personality as a whole. In that it avoids theoretical or abstractive levels of knowledge. The CCAC modules cater for various needs and interests of a wide range of students from diverse academic background. For the purpose of this work we introduce the mainstream courses of CCAC.

a) Study Circle 1 (Halaqah) (CCH1101)

The module intends to strengthen and enhance student's perception of Islam as a worldview for balanced civilizational development. It focuses on strengthening the sense of responsibly and mission awareness among students. It deals with issues pertaining student's spiritual, moral, behavioural and ethical well-being.

The module includes, among others, role of student is building the culture of brotherhood, justice, tolerance, equality mutual understanding and Islam and the proper method of handling misconception and *Fitna*. Enhance students' commitment to the Islamic way of life. Generate the spirit of Islamic Brotherhood, which transcends ethnic and cultural identities. Enable students to understand different aspects of contemporary social realities.

b) Study Circle 2 (Halaqah) (CCH1102)

The module focuses on enhancing student's perception and practice of *Istiqamah* in personal and collective life. The main topics, are: role of *Tarbiyah* and *Da'wah* in enhancing *Istiqamah* in the life of a Muslim lessons from Prophet's life as a *Murrabi* and *Da'i*. *Istiqamah* and ethics of disagreement in Islam, selected Islamic concepts and their contribution to *Istiqamah* (compassion, justice and fairness, time management culture, transparency) and the future of the *Ummah* (role of OIC and role of intellectuals and universities). The course promotes the concept of *Istiqamah* and inculcates strong 'Ummatic consciousness among all Muslim students.

c) Leadership and Management (CCLM 2051)

This module is prepared for the second-year first semester students. The students are expected to complete this module in a series of activities, conducted throughout the semester. This module is aimed at creating awareness among students of their duties and responsibilities as a Muslim. It is also aimed to instil the importance of brotherhood and unity among the students' population, and the Muslim *Ummah* at large. In addition, the module is expected to expose students to numerous ways and means of dealing with different challenges faced in the course of their studies as well as in preparation for their livelihood after graduation.

The Aim is to prepare a well-rounded student of knowledge and *akhlaq* with quality leadership and skills, refine capabilities acquired to be a multi-tasking, innovative, and an adaptive person, i.e., one who can be comfortable in the most uncomfortable situation. Produce a responsible and an able person with accountability is that, one who can lead and be led.

d) Family Management and Parenting (CCL 2052)

This module focuses on enhancing student's perception and skills on family management and parenting. The course also concentrates on the Islamic practices of different family issues.

The main topics are: family and *tarbiyah*, the concept of marriage, rights and responsibilities of spouse, resolution of conflicts in marriage, family and communication skills, parenting skills, understanding child development and issues in family management. The aim is to provide basic knowledge on marriage, parenting and family management in a practical approach. Apart from these aforementioned courses the CCAC offers a other range of modules and skills including First Aid Skills (CCFA 3071), Archery Skills (CCAC 3441), Automotive Skills (CCAS 3381), Badminton Skills (CCBN 3431), Basic Counselling Skills (CCCS 3231), Cooking Skills (CCCS 3361), Entrepreneurship Skills (CCES 3401) and Sports Event Management Skills (CCSM 3271). The centre also offers Football Skills 1 (CCFC 3411), Gamelan Skills (CCGS 3141), Hockey Skills (CCHC 3421), Karate Skills (CCMK 3121), Khat Skills (CCKS 3131) and Mosque Management Skills (CCMB 3281).

Other skill packages are Percussion Skills (CCKG 3141), Photography S Special Tahfiz Skills (CCTH 3321), kills (CCPS 3101), Recreation Skills (CCRN 3151), Sewing Skills 1 (CCSS 3371) and Takraw Skill (CCST 3221). In addition the CCAC provides other skill courses such as Silat Skills (CCMS 3121), Swimming Skills (CCSB / CCSS 3211), Taekwondo Skills (CCMT 3121), Tennis Skills (CCTC 3181), Critical Thinking (CCDS 2351), Public Speaking and

Critical Thinking (CCDS 2352) and advanced debating in Arabic and in English.

The Study Plan of CCAC

The diagram bellow elucidates the study plan and provides complete illustration of the programmes under CCAC. (Co-Curricular Activity Centre's *Manual*, 2005-2006)

In an attempt to interpret or explain the contributions of these programmes to the general development of IIUM students one should contend that these courses as a package present certain values including objectivity, integrity, trustworthiness, critical thinking, internationalization, spirituality, islamization and other elements of human development.

Objectivity is a state of being true to ones self or proving the truth regardless of time space and place; independent from human thought or feelings. The freedom from subjective valuation and bias in making decisions of taking actions of making statements that affect man and his environment is what normally termed as objectivity.

To be objective is to adhere strictly to the true methods in one's thinking, particularly to take into account all available information, and to avoid any form of prejudice, bias, or wishful thinking. CCAC courses encourage students to think objectively in their outlook and in their sense perspective and their judgment on the universal events. Taking side or being bias is deemed to be outside the accepted norm of Islam.

CCAC also attempts to understand the different types of students' personalities, cultural differences and mind sets. And to infuse the value of objectivity for instance it designs activities and tasks which enhance the practical skills that encourage objectivity. Objectivity is boosted through teamwork spirit, self-confidence and sense of excellence. The CCAC also provides guidelines and orientations for the development of sound vision.

Trustworthiness is another generic value emphasized in CCAC courses. It is an imperative concept in man's life and has been prescribed in all universal religions. The Qur'an and hadith both emphasise trustworthiness and connect it to the faith of a Muslim. So in CCAC students are reminded that apart from objectivity trustworthiness reigns supreme in all things that man performs. The modules of CCAC also teach integrity. Philosophers contend that the root of the term integrity is wholeness and it is a central aspect of any person's well-being, compromising it therefore leads to fundamental injury to the person. Integrity is a fundamental principles in students daily activities and future undertakings.

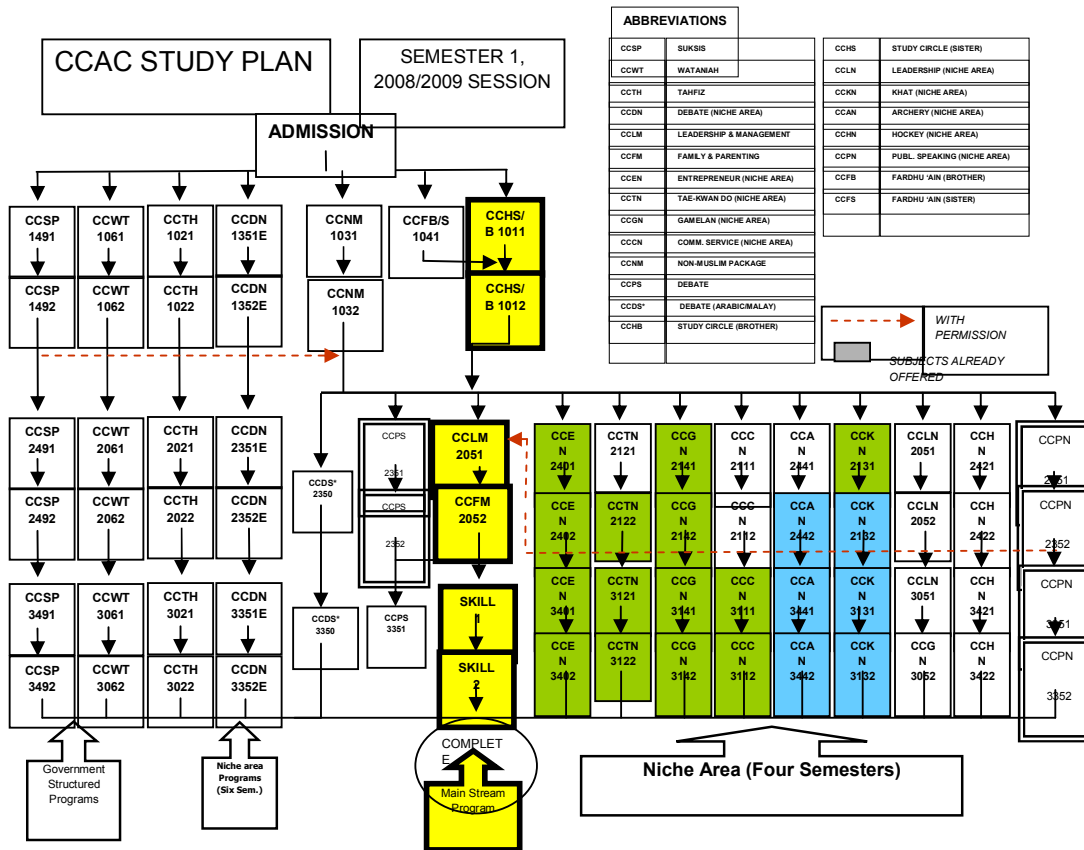


Figure1: CACC Study Plan

Critical thinking and creativity is another generic principle emphasised by CCAC. It is a heavenly inspiration but not religious in nature or you may term it as a divine madness and wild thinking, logical reasoning and argumentation. It is the ability and the skill to frame ideas into a new ways. It is also an aptitude to identify the problem and provide solutions in time. Critical thinking and creativity allow us to generate ideas, penetrate emotional and intellectual barriers, make us realize that no one pattern or method is absolute as we attempt to transform ideas into action and practice. It helps to develop positive steps to enhance diversity. The programme also advocates ethics and inculcation of morality, moral evaluation, moral standards and moral behaviour.

Internationalization or enhancing future global opportunities, through the formation of personalities, who understand the worldview of others, who can evaluate the connections between cultures and nations, is another principle stressed by CCAC. The world around us is changing fast, and the intensity of interdependence among cultures is far greater than it was years ago. This is due to the advances of information technologies, immigration and international education. CCAC programmes contribute to spirituality awareness. Spirituality, a reflection of our values, ideals, beliefs, inspiration and the sacred, remains substantial a parameter for

human development. Spirituality is to see beyond mere outer appearances of things, action, matter and assertions.

CCAC also creates awareness on Islamization; a main component of IIUM's mission. Islamization would mean reshaping, rediscovering and contextualizing all ideas and thoughts of human being in accordance with the general ethos of Islam. According to the *Alumni Tracer Study 2005*, the CCAC contributed to the awareness of the Islamization component. The Alumni Tracer Research found that:

"...For this section, graduates were asked about whether the co-curricular programmes were effective or otherwise in enhancing awareness on the input of observing Islamic principles to them. On the whole, the graduates agreed that the co-curricular programmes were effective in enhancing Islamic awareness among them throughout the semester" (Shukran Abdul Rahman, et al., 2005)

The Impact of the Halaqah Module on all Students including IRKH Students

One of the special courses under CCAC is the Halaqah or the Study Circle module. This programme

is unique in many ways and IIUM introduced it in order to impart valuable knowledge and skills.

Halaqah is not just reading classical manuscripts rather it is a discussion on a particular theme, point, issue or a topic; something similar to a round-table forums and seminars. Each student is expected to furnish his or her observation and derive values from the subsequent discourse. The *Halaqah* modules are attended by all undergraduate students regardless of their religious background. It is imperative to note that the *Halaqah* modules help students in their understanding of basic Islamic teachings.

Survey on the Effectiveness of the Courses

In a survey conducted recently by CCAC students have agreed that the course contributes to their intellectual and personal development. Below is an extract from the survey.

Table 2: Survey on IRKH Students by CCAC office

NO	QUESTIONS	PARTICIPANTS VIEWS
1.	I found the study circle package a) helping me a lot on Islamic Issues	93.3 % of the respondents agree that the programme is helping them a lot on Islamic Issues. 4.5% Disagree
	I found the study circle package b) effective to develop my inner spirit	86.5% of the respondents agree that the programme is effective to develop their inner spirit. 11.2% fairly agree
	I found the study circle package c) achieved its objective to develop my inner soul	80.9% of the respondents agree that the programme has achieved its objectives to develop their inner soul. 16.8% Disagree
2.	CCAC study circle package is suitable for students coming from religious schools/colleges	62.9% of the respondents agree that the programme is suitable for students coming from religious schools/colleges. 37.1% disagree
3.	The topics are relevant even for students from Islamic Education Background.	84.3% of the respondents agree that the topics are relevant even for students from Islamic Education Background. 15.8% Disagree
4.	The Package is only suitable for non-IRK students	44.9% of the respondents agree that the package is only suitable for non-IRK students 55.1% Disagree

The *Co-curricular Activity Centre* is engaged in programmes of diverse fields, and skills for human development. The crux of its business however, is to contribute to the betterment of the future leaders, future parents and the future *du'ad* of the ummah. It intends to attain its mission by concentrating on the following areas: personality development (character, progress, dynamic, improvement, evaluation, maturity, traits, quality, persona and etc.), multidimensionality (multifaceted, versatile, comprehensive, resourceful, talented, inclusive and etc.), adaptability (flexibility, compliance, malleability, fulfilment, execution, performance, achievement and etc.), hands-on skills (dexterity, expertise, proficiency, know-how, handiness and etc.), *tarbiah*, *irshad* and discipline (restrain, behaviour, conduct, manners, *akhlaq*, consciousness, obedience, knowledge, *ta'lim*, awareness, worthiness, values, moral fiber, and etc.) and leadership and confidence building (management, independence, guidance, authority, control, power, influence, direction, weight, self-believe, self-reliance, autonomy, buoyancy, resilience and etc...)

The CCAC provides Facilitators, Trainers, and Coordinators for students to acquire extra skills and for this goal in mind the IIUM spends millions of *ringgits* to produce better personalities for better future. Facilitators, Trainers and Coordinators are expected to be ahead of the students they teach as far as the understanding of the university policies, mission and vision is concerned. Through the interviews and other selection measures the CCAC appoints qualified Facilitators, Trainers, and Coordinators. Credited co-Curricular activities are structured and formally organized for a better output, and should no longer be considered a mere supporting activity. In fact these programmes enrich the academic curriculum and act as part of the comprehensive academic system.

The IIUM being an Islamic university focuses on the spiritual and behavioural aspects of the student's development. However, as I have elucidated, without the full participation on the part of the students this programme will not be as effective as university desires it to be, and for the same reason the university made it graduation requirement for all undergraduate students. One thing that we converge is that the credited co-curricular activities, as elucidated in the preceding sections of this work, add values into the campus life of students. It is suggested that the CCAC ensures that modules and reading materials are available for each course and coordination mechanism with other departments, centres and academic faculties should be strengthen. It is also important that it should continue reviewing the course outlines and conduct the *Training of the Trainers* (TOT) regularly, as this mechanism filters

the employment process and subsequently promotes quality teaching.

To recapitulate the aforementioned, it must be said that the CCAC as a partner in education is dedicated to its role, which is to advocate student's high achievement by providing exclusive support mechanism and quality professional services. For the purpose of graduate employability, the CCAC programmes focus on numerous personal traits enhancement for the industry including maturity, social skills, initiative, integrity, self control, self reliance and communication skills.

The CCAC is of the opinion that education should no longer be treated within the domain of the textbook instead it must be designed to provide generic information and impart knowledge in its totality. The credited co-curricular programmes are, therefore, modules and skills designed to produce resourceful personality.

Note: this paper was originally written under the request of the management of International Islamic University to be published in a book entitled "*IUM at 25: the Path Travelled & the Way Forward*". However, the editors of the book have only extracted few paragraphs from the paper as the intended original set up of the book has changed.

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