

**Department of History  
Lahore College for Women University, Lahore**

**Self -Assessment Report  
BSHistory**

**Submitted to:**

**Quality Enhancement Cell,  
Lahore College for Women University, Lahore.**

Representatives for Quality Enhancement Cell:

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### Introduction

Lahore College for Women University is one of the most prestigious universities for women in Pakistan with full time enrolment of about 15000 students.

The History Department offers four-year degree programs in History; B.S. History and having a wide range of courses designed to meet the needs of students intending to pursue a career in the field of History. History Department offers MS research programs in History also. It is the backbone of LCWU, and is thus fully active and conscious of its obligations and responsibilities. History is the most important and globally recognized subject. History Deptt. has the honour of being one of the oldest departments of Lahore College for Women University since the students are encouraged to opt history at Intermediate and degree level. The department owes gratitude to eminent professors like Ms. Zubaida Latif, Mrs. Uzma Masood, Mrs. Abida, Prof. Dr. Zahida Suleman whose contribution for the establishment and development of the department has been marvellous towards the progress of the department.

The report has eight sections. The first section outlines the Department's Programme Mission, Objectives and Outcomes. The second section provides information on curriculum design and its organization. The third section deals with laboratories and computing facilities. Section four presents information on students' support and guidance. Section five presents the policies of the University regarding admissions and recruitments. Section six through eight covers details of faculty, institutional facilities and support.

### **Section 1**

#### **Criterion 1: Programme Mission, Objectives and Outcomes**

#### **BS IN History**

#### **Message of Head of the Department:**

I welcome you to the Department of History. We have glorious past, yet we are trying to grow further to enrich this existing history and prove ourselves an innovative as well as a more vibrant department. In line with the University's mission to provide instructions, research, and dissemination of knowledge of the world, the department is committed to develop its capacity in major fields of historical studies with the aim that the students should become sensible citizens having subject expertise and dedication to the ideology of Pakistan.

Dr. Sumaira Noreen

Head of History Department

## Mission

BS History program focuses on extending knowledge and research expertise of students through quality academic environment and challenging curricula. Creative teaching methodologies and state of art facilities in the university provide a range of learning opportunities to the students.

## Objectives

The graduate studies at Lahore college for women university are designed to:

- To acquire knowledge of Historical concepts, develop analytical and critical thinking to facilitate analysis of real life systems.
- To do independent studies, communicate historical skills for those who seek a career as teachers and researchers of History.
- To assist those who need historical knowledge for other disciplines to acquire the relevant skills of using historical techniques and the data of history for their own disciplines and generally enhance the social, historical consciousness in all students such that they become better citizens.
- To function in teams, develop oral and written communication skills; contribute to society with good professional manners and human values and traditions
- Participate in national development by providing leadership and expanding the body of knowledge. Prepare highly qualified professionals and research personnel in the fields of History.

In order to achieve these goals, History department of LCWU offers BS and MS programs.

<b>Programmes</b>	<b>Programme Duration</b>	<b>No. of Modules</b>	<b>Total Credit Hrs.</b>
B. S. Education	4years/8 Semesters	40 Courses	130

<b>OUTCOME OF THE PROGRAM</b>	
	After the completion of BS History four-year programme, the learners will be able:
<b>1</b>	To conduct an innovative and basic research study in an area of interest and display substantial proficiency in teaching with effective presentation skills and adequate content knowledge.
<b>2</b>	Competent and effective teachers with research attitude, equipped with adequate content knowledge and ability to understand the role of culture in promoting ethical,

	moral values and human rights having creative approach.
<b>3</b>	Trained in innovative teaching methods, research techniques and courses addressing global challenges
<b>4</b>	To contribute in various fields such as tourism, Media, Archives and entrepreneurship
<b>5</b>	Competent in research so that they may themselves become responsible, independent researchers and gaining skills required for professional excellence and wise leadership.
	<b>Alignment of B.S. Programme Objectives with the Department/B.S. Programme Mission Statement</b>
	<ul style="list-style-type: none"> <li>• The first objective is very much aligned with the Department's mission to impart quality education based on academic knowledge and produce competent analytics.</li> <li>• The second objective also provided students to learn skills and techniques of research</li> <li>• The third objective is also consistent with the programme's mission to make them historical conscious so that they can become better citizens.</li> <li>• The fourth objective reinforces the programme's mission to encourage students' research and academic growth and it will enable students to make their place in the professional world.</li> <li>• Fifth objective promotes the leadership qualities desired in History.</li> <li>•</li> </ul>
<b>•</b>	<b>Main Elements of the Strategic Plan to achieve BS History Programme Mission and Objectives</b>
	- To enrol highly motivated and committed students who have clear concepts, comprehension and analytical skills through an assessment process
	<b>Curriculum Design</b>
	To introduce curriculum in keeping with the modern trends in the subject emphasizing on research and real application of learning in the practical field
	- To have student-centred classrooms with an environment conducive to building confidence and enhancing teaching skills for better learning outcomes
	- To have regular presentations, submission of assignments and periodic assessments throughout the degree programme, and one Research Project in the Final Semester this may become the basis for winning a good job.
	-To involve students in co- curricular activities and social service activities

	- To encourage students' participation in co-curricular activities to help them develop well-rounded personalities
	<b>Research Environment</b>
	- To provide a research oriented environment to develop students' potential for research
	<b>Faculty</b>
	To induct and retain high qualified and competent faculty members and to provide them opportunities for regular programmes to help upgrade their knowledge and skills.
	<b>Admission Policy</b>
	<p>The candidate must have:</p> <ol style="list-style-type: none"> <li>1. FA (History as elective subject in FA), 60 % Marks or equivalent will be required for admission in the BS.</li> <li>2. For award of BS/Equivalent degree, candidates will either need to complete 124 credit hours of course work along with a minimum of 6 credit hours for research work/thesis.</li> </ol> <p><b>. Admissions procedure:</b></p> <ol style="list-style-type: none"> <li>i. The applicant seeking admission to B.S. Program applies on a prescribed form within the due date given in the advertisement for admission.</li> <li>ii. The application is submitted to the Office of Admissions. <ul style="list-style-type: none"> <li>• An applicant may be judged on the basis of the Academic qualifications for admission:</li> </ul> </li> </ol> <p><b>Duration of Program</b></p> <p>Maximum time period to complete BS program is four years.</p> <p><b>Course load</b></p> <ol style="list-style-type: none"> <li>i. The faculty member shall send a course report of taught course(s) on the prescribed form to the Chairman/ Dean/Head at the end of each semester.</li> <li>ii. Thesis shall be submitted within six months of completion of course work. Evaluation of thesis will be carried out by External Examiner. Controller of examination and Head of department approve a list of external examiners.</li> </ol> <p><b>2.5. Registrations, Add/Drop and Withdrawal:</b></p> <p>For Registration, Add/Drop and Withdrawal, the prescribed process of the University shall be followed.</p> <p><b>2.6 Originality/Turnintin</b></p>

	<p>No Plagiarism check</p> <p><b>2.7. BS thesis requirements:</b></p> <ol style="list-style-type: none"> <li>i. The research thesis shall be submitted within the specified period of registration or up to a maximum of six months after the final examination at the end of 8<sup>th</sup> Semester.</li> <li>ii. The Board of Examiners for the evaluation of thesis shall comprise: <ol style="list-style-type: none"> <li>a) Chairman/ Dean/Head of the Department</li> <li>b) External Examiner (One)</li> <li>c) Research Supervisor/s</li> </ol> </li> <li>iii. The candidate shall have to appear before the Board of Examiners for the assessment of her thesis. The Board of Examiners shall or defer the re-submission with minor/major changes.</li> <li>iv. Approval of the thesis by the Board of Examiners shall be mandatory for award of the degree</li> </ol> <p><b>Note:</b> Any type of paid assistance in reviewing literature, research design, proof reading specially in data analysis is not allowed. If it is necessary, permission letter by HOD is required.</p>
	<b>Infrastructure</b>
	- To allocate sufficient funds per year for a well-stocked library, new computing facilities and enhancement of infrastructure,
	- To acquire sufficient quota of office space in the newly established buildings

### Assessment of Educational Objectives of each programme

The educational objectives of each programme are regularly assessed.

Table 1 shows the programme objective assessment.

Objectives (1)	How measured (2)	When measured (frequency) (3)	Improvement identified (4)	Improvement made (corrective & preventive action) (5)
All five objectives given in Standard 1-1 are measured periodically By given strategies in column No. 2	1) Regular assessment by the teacher of students' knowledge and skills:	Daily class participation basis	1) Regularity of attendees required 2) Research based teaching 3) Improving confidence 4) Course / curriculum revision to enhance outcomes	1) Attendance rules applied more strictly 2) Teachers training and development 3) Course / curriculum revised for MS Education
	i) Class tests	1 pre mid-term, 1 pre final term	5) Enhancing	4) Students

Objectives  (1)	How measured  (2)	When measured (frequency)  (3)	Improvement identified  (4)	Improvement made (corrective & preventive action)  (5)
	ii) Class exercises relating to the topics covered	1 pre mid-term, 1 pre final term	6) Students' counselling and guidance	advised and motivated to read recommended books
	iii) Individual/Group Presentations on relevant topics	Once in a semester		
	iv) Quizzes	As per course requirement		
	Written examination	Twice during each semester		
	Assignments/Group Projects on each topic	Once in a semester		
	Class discussions on students' problem areas	As per requirement		
	Individual Research and reports on selected topics in final semester	Once during programme		
	Academic Programme Survey	At the end of the final term	Shortcomings as per survey identified	Teachers conveyed results of the survey reports for required
	Faculty Survey Form Periodic Staff Meetings	At the end of the final term	1) More time to be spent for deficiencies	Revised curriculum if required
			2) teaching: ii) Greater emphasis on enhancement of teaching and communication skills. iii) More frequent oral and written presentations by students  3) Revision of programme according to latest HEC requirements.  4) Improvement in quality Infrastructural facilities  b) Library	
	Students / Quality Assurance Advisor	As and when required	Administrative and personal problems of	Complaints are addressed



<b>Objectives</b>  <b>(1)</b>	<b>How measured</b>  <b>(2)</b>	<b>When measured (frequency)</b>  <b>(3)</b>	<b>Improvement identified</b>  <b>(4)</b>	<b>Improvement made (corrective &amp; preventive action)</b>  <b>(5)</b>
	liaison		students	immediately
	<b>New Introductions</b>			
	1) Employer Surveys:	Once a year	In process	-
	2) Alumni Survey:	Once a year	In process	-
	3) Survey of BS Students:	Once a year	1) Improved teaching skills 2) Improvement in terms of confidence and motivation	Research oriented projects International training workshops on and off campuses.
	4) Faculty Resume	Once a year	1) Qualification 2) Training	1) Internal and external training arranged

<b>Standard 1-2:</b>	<b>The programme must have documented outcomes for BS students. It must be demonstrated that the outcomes support the programme objectives and that post-graduate students are capable of performing these outcomes, measurable objectives that support college and institution mission statements.</b>
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Table 2 shows the MS programme outcomes that are aligned with each MS programme objectives.

**Table 2: Outcomes versus objectives**

<b>Objectives vs Outcomes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Table 3 shows the M.S. programme outcomes that are aligned with each M.S. programme objective

**Table 3: Outcomes versus objectives**

<b>Outcomes vs Objectives</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

<b>Standard 1-3:</b>	<b>The results of programmes' assessment and the extent to which they are used to improve the programme must be documented</b>
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**Actions taken on the basis of assessment**

- Syllabi revision
- Research training of students
- Faculty development

**Strengths of Department**

- Teamwork
- Professional Development
- Qualified faculty
- Dedication

### **Weaknesses of Department**

- No infrastructure for classes (classes and meeting rooms)
- Departmental Library

### **Future Plans**

We intend to upgrade our academic departmental profile to PhD level.

<b>Standard 1-4:</b>	<b>The department must assess its overall performance periodically using quantifiable measures.</b>
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### **Performance Measures**

Department of History assesses the overall performance using quantifiable measures e.g. survey method, observational checklists and documental analysis of results, attendance, and dropout or retention rate. Annual report, workload data and course reports are used to assess the performance of faculty and students.

### **Research Area**

The faculty of the department is involved in supervising the research work of the BS students.

### **Faculty research projects and articles**

#### **Articles**

##### **1-Dr Gull-Hina**

1. H.Gull, (2017). "Election Campaign Strategies of PML-N in 2013." Journal of Politics and International Studies, University of Punjab, Lahore, Vol. 3, No. 1, January –June 2017, pp. 37– 58.
2. H. Gull, (2016). Translating India: British Orientalism and respect for the vernacular Literature." Journal of the Punjab University Historical society, University of te Punjab, Lahore, vol,30 no1, 2017, 76-87.
3. H. Gull, (2012). Modernist Trends and Varied Responses: Reflections on Muslim Women in Urdu Prose by Male authours of South Asia. *South Asian Studies, A Research Journal of South Asian Studies*, 459-478.

4. H.Gull, vol, 2, 2010). The epistemic conquest of India: nineteenth century British constitutional and educational reform, *The Historian* , Department of History, Government College University. Lahore, 50-63.
5. H.Gull, vol, 2, 2011). Geneology of term Ashrafia in Linguistic and Literary register. *The Historian* , Department of History, Government College University. Lahore, 49-63.
6. H.Gull, (Year 02, Issue 3 Jul-Sep 2012). Leading Female Voices: Urdu Writings of 20th Century Women of South Asia. *ChintanTraimasik, An International ReserchJouirnal* .
7. H. Gull, (Jan-June 2008). Making the mothers of race by the 19th Century Urdu Literature. *Khaldunia*, a bi-annual student Research Magazine, vol.no.1
8. H.Gull, (Vol.3 Issue:2 Fall,2013 )“Taubat-un-Nasoo[Field]: Religious implications among families of 19<sup>th</sup> century *Ashrafia* of colonial India”*Journal of Islamic Thought and Civilization*, Department of Islamic thought and Civilization, University of Management and Technology.Lahore. ISSN 2075-0943.54-60.

## **Conferences, Seminars, Workshops etc. organized by the Department**

### **Workshops Conducted by the faculty of History Department:**

- Workshops attended History Department of Lahore College for Women University, organized a seminar on “Fall of Dhaka in the future perspective” by Dr. Rizwan Ullah Kokab, Government College University, Faisalabad, on 21 December, 2015.
- History Department of Lahore College for Women University, organized a seminar on “Pakistan-India and Afghanistan Relation” by Mr. Mahboob Ahmad, Ph.D Scholar of Kashmir University, Srinagr, on 14th December, 2015.
- On 20th Nov, 2013 Wednesday, Fatima Jinnah historical society (History Department, LCWU) organized a lecture, under the topic of “Last Sermon of Holy Prophet (S.A.W.W) in the present perspective” keynote speaker was Mr.Oriya jan Maqbool.by the Faculty
- Participated in International Conference of History organized by Department of History, GC, University Lahore in 2006.

### **Conferences Attend by the Faculty**

#### **Kalsoom Hanif**

- One day workshop on **Research Methodology** Organized by History Department FC College on 3 April 2013
- Online Workshop on **NOVA & SPSS** organized by DFDI for 2 days.
- One day workshop ‘**IPR patents and patenting**’(ORIC) 22-23 FEB,2013
- Workshop **Fundamentals of assessment** in higher education Organized by LCWU.
- 13-14 Sep 2013

- Workshop on History; **Problems and Prospects of History** organized by Department of History & Pakistan Study. 26 Sep 2013
- Workshop on **Effective Leadership** Organized by Pakistan Man Power Institute Ministry of Education and Training. Islamabad. 7-8 Oct 2013

### **Gull-i-Hina**

- Gull-i-Hina, “The conflict of South Asian Muslim identity in the 19<sup>th</sup> century: an analysis of (re)-construction of the Islamic Thought in Urdu prose”, ”, *Proceeding of 1<sup>st</sup> International Conference on Contemporary issues in Muslim Societies and Cultures*” 5-6,2017, organized by Department of Sociology and Department of Media and Communication UMT, Lahore collaboration with Higher Education Commission of Pakistan, USEFP and Fulbright.
- Gull-i-Hina, “Reconstructing History through Oral tradition: Dying culture of Das Kulcha Community of Walled city Lahore”, *Processding of 2<sup>nd</sup> International Conference of History on “Colonial and Post-Colonial Punjab”* 17<sup>th</sup>-18<sup>th</sup> November 2014, organized by Department of History GC University, Lahore collaboration with Higher Education Commission of Pakistan.
- Gull-i-Hina, Quaid-e-Azam Residency: The Ashes of lost Heritage, *proceeding of 3<sup>rd</sup> National Conference on “Quaid-i-Azam Muhammad Ali Jinnah”* 16<sup>th</sup> - 17<sup>th</sup> December, 2014, organized by department of History and Pakistan Studies, Government College University, Faisalabad.
- Presented paper by Kalsoom Hanif titled **Pakistan Afghanistan Relations and Foreign interference** in 1<sup>st</sup> National Graduate conference March 15-16 2017 at Allama Iqbal Open University Islamabad
- Presented Paper by Kalsoom Hanif titled **Role of communist party in Punjab** in National conference Punjab Past and present at GCU Faisalabad.
- Presented paper by Kalsoom Hanif titled "**Pakistan-Afghanistan’s economic relations after 9/11**" in 18th National Research Conference held on 16 January 2014

### **Faculty Leaderships (Award and representation in Govt. Policy making committees, memberships on various councils etc.)**

NA

### **Student Leadership (Co-Curricular activities):**

- Establishment of Youth Leadership Forum
- Activities under ACP

## **Alumni Affairs (Meetings and outstanding achievements):**

- Participation in University Affairs

### **ACADEMIC CALENDER**

#### **BS History**

**i. Number of students enrolled:**

<b>Programme</b>	<b>Year of Enrolment</b>	<b>No. of Students</b>
<b>BS History</b>	Commenced in 2011	
	2010-2012	
	2011-2013	33
	2012-2014	27
	2013-2015	37
	2014-2016	34
	2015-2017	30

**ii. No. of Students Passed Out:**

<b>Programme</b>	<b>Passing out Year</b>	<b>No. of Students</b>
<b>BS History</b>	2012	
	2013	
	2014	
	2015	11

## **SECTION 2**

### **Criterion 2: Curriculum Design and Organization**

The curriculum has been designed and organized to achieve the programme's objectives and outcomes. Course objectives are in line with programme outcomes. The curriculum standards are specified in terms of credit hours of study. A semester credit hour equals one class hour. The semester is of approximately sixteen weeks.

#### **Information about the Programmes' Curriculum**

The development of curriculum of each programme of BS History 4 year, is based on the detailed curriculum development guidelines issued by HEC.

**A. Degree Title**

BS History

**B. Definition of Credit Hour**

One teaching hour is taken to be one credit hour.

**C. Degree Plan**

The BS Degree Programme is of 4 years which has 8 semesters in total. In each semester, the students ought to appear in one mid-term exam leading to the final exam of the semester. Pass percentage in each exam is 50 %.

**BS History Programme**

**Road Map for BS History**

**DEGREE REQUIREMENTS:**

- 1. Coursework : 124 (credit hours)
- 2. Research Thesis: 6 (credit hours)
- Total 130 (credit hours)

**PROGRAM DURATION:** 4 years

**COURSES OFFERED**

*Foundation Course*

Maj/Hist -101	History of Muslim struggle for Pakistan; 1857-1929	4(4+0)
Maj/Hist -102	History of Muslim Struggle for Independence:1930-1947	3(3+0)

*Core courses*

Maj/Hist -201	History of Pakistan: 1947-1971	3(3+0)
Maj/Hist – 202	Foreign Policy of Pakistan: 1947-2000	3(3+0)

Maj/Hist -203	History of Pakistan; 1971-1999	4(4+0)
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*Research Courses*

Maj/Hist -305	Introduction of Historiography & Philosophy of History	4(4+0)
Maj/Hist -310	Research Methodology	4(4+0)

**Deficiency Courses BS**

Maj/Hist -306	History of Mughal Empire: 1526-1707	4(4+0)
Maj/Hist -307	History of Umayyids & Abbasids: 661-1258	3(3+0)
Maj/Hist -308	Muslim Rule in Spain	3(3+0)
Maj/Hist -309	Central Asia	4(4+0)
Maj/Hist -310	Research Methodology	4(4+0)

Maj/Hist -401	Muslim Contribution to Art, Science & Architecture	4(4+0)
Maj/Hist -402	Later Mughals & British India: 1707-1857	4(4+0)
Maj/Hist -403	History of Punjab: 1707-1947	3(3+0)
Maj/Hist -404	International Relations 1919-1989	3(3+0)
Maj/Hist -405	History of Ottoman Empire: 1288-1924	3(3+0)
Maj/Hist -406	Research Thesis/Internship	6
Maj/Hist -407	State & Society in Medieval India: 1206-1707	3(3+0)
Maj/Hist -408	Modern Middle East: 1919-2000	3(3+0)
Maj/Hist -409	Pakistan Society & Culture	3(3+0)

### Comprehensive Examination

At the end of the course work as per HEC requirement the students have to clear comprehensive examination in order to proceed for the research work. The pass marks for the examination shall be 70% marks.

## Curriculum Breakup

### YEAR-1

#### SEMESTER-I

Course No	Course Title	Credits
CC/Eng-101	Language in use	3(3+0)
CC/Isl-101/ CC/Phil-101	Islamic Education/Ethics (For Non Muslim)	2(2+0)
Maj/Hist -101	History of Muslim struggle for Pakistan; 1857-1929	4(4+0)
Min/Isl.St-101	Al. Quran-I	3(3+0)
Min/GDS-101	Introduction to Gender & Development Studies-I	
Min/Psy-101	Elements of Psychology-I	
Min/Pol.Sc-101	Introduction to Political Science	
Min/Phil-101	Pre-Socratic Thought	
<b>Minor – I (Choose Any One)</b>		
Min/Per-101	Persian Literature and Grammer-I	3(3+0)
Min/Punj-101	Jadeed Punjabi Adab	
Min/Urdu-101	Urdu Shair-o-Adab-I	
Min/Eng-101	Literature as Minor Subject	
Min/French-101	French Language	
Min/Ara-101	Introduction to Arabic Language-I	
Min/Pak.St-101	Ideological Foundation of Pakistan (1857-1920)	
Min/Edu-101	Foundation of Education	



	<b>Minor – II (Choose Any One)</b>	
	<b>Total Credits</b>	<b>15</b>

### SEMESTER-II

Course No	Course Title	Credits
CC/Eng-102	Academic Reading & Writing	3(3+0)
CC/Ps -102	Pakistan Studies	2(2+0)
CC/Math-101	Mathematics	2(2+0)
Maj/Hist -102	History of Muslim Struggle for Independence:1930-1947	3(3+0)
Min/Isl.St-102	Al. Quran-I	3(3+0)
Min/GDS-102	Introduction to Gender Studies-II	
Min/Psy-102	Elements of Psychology-II	
Min/Pol.Sc-102	Fundamentals of Political Science	
Min/Phil-102	Three Major Great Thinkers	
<b>Minor – I (Choose Any One)</b>		
Min/Per-102	Persian Literature and Grammer-II	3(3+0)
Min/Punj-102	Punjabi Adab-II	
Min/Urdu-102	Urdu Shair-o-Adab-II	
Min/Eng-102	English as a Minor Subject-II	
Min/French-102	French Language	
Min/Pak.St-102	Ideological Foundation of Pakistan (1921-1947)	
Min/Edu-102	Educational Psychology	
<b>Minor – II (Choose Any One)</b>		
	<b>Total Credits</b>	<b>16</b>

## YEAR-2

### SEMESTER-III

Course No	Course Title	Credits
CC/ENG-201	Communication Skills	3(3+0)
CC/CS-201	Computer Application	3(3+0)
Maj/Hist -201	History of Pakistan: 1947-1971	3(3+0)
Maj/Hist – 202	Foreign Policy of Pakistan: 1947-2000	3(3+0)
Min/Isl.St-201	Hadith, Fiqh and Islamic History	3(3+0)
Min/GDS-201	Contemporary Gender Issues	
Min/Psy-201	Psychology of Adjustment	
Min/Pak.St-201	Concept of Society and Culture	
Min/Pol.Sc-201	Comparative Constitutions: Developing 1	
Min/Edu-201	Measurement & Evaluation	
Min/Phil.201	Classical Muslim Thought	
Min/Ara-201	Introduction to Arabic Literature-I	
Min/Per-201	Persian Literature and Rhetoric-I	
Min/Punj-201	Jadeed Punjabi Adab	
Min/Urdu-201	Urdu Shair-o-Adab-I	
Min/Eng-201	English as Minor Subject-III	
Min/French-201	French Language	
<b>Minor – I (Choose Any One)</b>		

	<b>Total Credits</b>	<b>15</b>
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#### SEMESTER-IV

<b>Course No</b>	<b>Course Title</b>	<b>Credits</b>
CC/ENG-202	English-4 Advance Academic Reading and Writing	3(3+0)
EC /Stat-101	Introduction to Statistics	3(3+0)
Maj/Hist -203	History of Pakistan; 1971-1999	4(4+0)
Maj/Hist -204	Ancient India	3(3+0)
Min/Isl.St-202	Hadith, Fiqh & Islamic History	3(3+0)
Min/GDS-202	Gender & Socio-Cultural Issues	
Min/Psy-202	Organizational & Social Psychology	
Min/Pak.St-202	Pakistani Society and Culture	
Min/Pol.Sc-202	Comparative Constitutions: Developing-II	
Min/Edu-202	Curriculum Development & Teaching Strategies	
Min/Phil-202	Classical Muslim Philosophy	
Min/Ara-202	Introduction to Arabic Literature-II	
Min/Per-202	Persian Literature and Rhetoric-II	
Min/Punj-202	Jadeed Punjabi Adab	
Min/Urdu-202	Urdu Shair-o-Adab-II	
Min/Eng-202	English as Minor Subject-IV	
Min/French-202	French Language	
	<b>Minor – I (Choose Any One)</b>	
	<b>Total Credits</b>	<b>16</b>

#### YEAR-3

#### SEMESTER-V

<b>Course No</b>	<b>Course Title</b>	<b>Credits</b>
Maj/Hist -301	Muslims Rule in South Asia: 712- 1526 A.D	3(3+0)
Maj/Hist -302	Ancient Civilization Early life to 600 A.D	3(3+0)
Maj/Hist -303	History Islam: 610-750 A.D	3(3+0)
Maj/Hist -304	History of Europe: 1453-1789	4(4+0)
Maj/Hist -305	Introduction of Historiography & Philosophy of History	4(4+0)
	<b>Total Credits</b>	<b>17</b>

#### SEMESTER-VI

<b>Course No</b>	<b>Course Title</b>	<b>Credits</b>
Maj/Hist -306	History of Mughal Empire: 1526-1707	4(4+0)
Maj/Hist -307	History of Umayyids & Abbasids: 661-1258	3(3+0)
Maj/Hist -308	Muslim Rule in Spain	3(3+0)
Maj/Hist -309	Central Asia	4(4+0)
Maj/Hist -310	Research Methodology	4(4+0)
	<b>Total Credits</b>	<b>18</b>

#### YEAR-4

#### SEMESTER-VII

Course No	Course Title	Credits
Maj/Hist -401	Muslim Contribution to Art, Science & Architecture	4(4+0)
Maj/Hist -402	Later Mughals & British India: 1707-1857	4(4+0)
Maj/Hist -403	History of Punjab: 1707-1947	3(3+0)
Maj/Hist -404	International Relations 1919-1989	3(3+0)
Maj/Hist -405	History of Ottoman Empire: 1288-1924	3(3+0)
	<b>Total Credits</b>	<b>17</b>

### SEMESTER-VIII

Course No	Course Title	Credits
Maj/Hist -406	Research Thesis/Internship	6
Maj/Hist -407	State & Society in Medieval India: 1206-1707	3(3+0)
Maj/Hist -408	Modern Middle East: 1919-2000	3(3+0)
Maj/Hist -409	Pakistan Society & Culture	3(3+0)
Maj/Hist-410	Seminar	1
	<b>Total Credits</b>	<b>16</b>

Total Hours: 15+16+15+16+17+18+17+16=130 CR

\* **Research Thesis/Project/Internship will be offered in 7<sup>th</sup> Semester**

**Standard 2-1:** The curriculum must be consistent with and support the documented objectives of the programme.

**Table 4: Courses vs Program objectives**

A table linking the BS History courses to the programme objectives is shown below:

BSHistory Courses					
	1	2	3	4	5
Pakistan Society & Culture	Yes	Yes	Yes	Yes	Yes
Modern Middle East: 1919-2000	Yes	Yes	Yes	Yes	Yes
Muslims Rule in South Asia: 712- 1526 A.D	Yes	Yes	Yes	Yes	Yes
International Relations 1919-1989	Yes	Yes	Yes	Yes	Yes
Introduction of Historiography & Philosophy History	Yes	Yes	Yes	Yes	Yes
Statistics and Computer Application in History	Yes	Yes	Yes	Yes	Yes
Qualitative and other Research Methods in H	Yes	Yes	Yes	Yes	Yes
Muslim Contribution to Art, Science & Architecture	Yes	Yes	Yes	Yes	Yes

**Table 3: Courses versus programme outcomes**

A table linking the M.S. Education courses to the programme outcomes is shown below:

Sr.No	BS History Courses	1	2	3	4	5
		1	Pakistan Society & Culture	Yes	Yes	Yes
2	Modern Middle East: 1919-2000	Yes	Yes	Yes	Yes	Yes
3	Muslims Rule in South Asia: 712- 1526 A.D	Yes	Yes	Yes	Yes	Yes
4	International Relations 1919-1989	Yes	Yes	Yes	Yes	Yes
5	Introduction of Historiography & Philosophy History	Yes	Yes	Yes	Yes	Yes
6	Statistics and Computer Application in History	Yes	Yes	Yes	Yes	Yes
7	Qualitative and other Research Methods in History	Yes	Yes	Yes	Yes	Yes
8	Muslim Contribution to Art, Science & Architecture	Yes	Yes	Yes	Yes	Yes

**Standard 2-2:** Theoretical background, problem analysis and solution design must be stressed within the programme's core material.

**Programme: MS Education**

All the modules of the programme adequately address the following :

- 1) Theoretical Background
- 2) Problem Analysis
- 3) Solution Design

- The following table shows the MS Education courses that contain significant portion (more than 30%) of the elements in standard 2.2.

**Table 6: Standard 2-2 requirement**

Elements	Courses
Theoretical Background	Muslims Rule in South Asia: 712- 1526 A.D
	International Relations 1919-1989
	Introduction of Historiography & Philosophy History
Problem Analysis	Research Methodology International Relations
Solution Design	Research Thesis

**Standard 2-3:** The curriculum must satisfy the core requirements for the programme, as specified by the respective accreditation body.

The curriculum satisfies both the core requirements of credit hours and criteria of admission laid down by Lahore College for Women University and HEC

**Standard 2-4: The curriculum must satisfy the major requirements for the programme, as specified by the respective accreditation body.**

The curriculum has been approved by the Board of Studies and it fulfils the core requirements for the programme.

**Standard 2-5: The curriculum must satisfy general education, arts, and professional and other discipline requirements for the programme, as specified by the respective accreditation body.**

The curriculum satisfies general education, arts, and professional and other discipline requirements for the programme. It has also been approved by the Board of Studies.

**Standard 2-6: Information technology component of the curriculum must be integrated throughout the programme.**

The students are encouraged to prepare presentations on multi-media, computer based assessment, statistical procedures, SPSS analytical program and web based projects which act as an inspiration and they are provoked to think deeply about the subject and use of ICT they are presenting.

**Standard 2-7: Oral and written communication skills of the students must be developed and applied in the programme.**

- All the courses in the programme are designed in a way that they improve the oral and written communication skills of the students.
- Students are assigned communicational projects to enhance their teaching skills and social confidence.
- Each part of a course requires students to make oral presentations, participate in class discussions, prepare written assignments/ projects, conduct research on related topics, write reports and appear in periodic assessments. All these activities help enhance their confidence.

### **SECTION 3** **Criterion 3: Computing Facilities**

In the department of Education, there is one computer which is shared by all the staff members. It is used for all important matters related to the department and the courses taught.

<b>Standard 3-1</b>	<b>Laboratory manuals/ documentation/ instructions for</b>
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	<b>experiments must be available and readily accessible to faculty and students.</b>
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A shared computer Lab with 60 computers is available for the students.

<b>Standard 3-2</b>	<b>There must be adequate support personnel for instruction and maintaining the laboratories.</b>
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Technical support for the instruction and maintenance of using technology is available.

<b>Standard 3-3</b>	<b>The University computing infrastructure and facilities must be adequate to support programme's objectives.</b>
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The computing infrastructure of the History department is not quite adequate. The department needs multimedia in post graduate classes and a separate computer lab for them.

### **Suggestions**

#### **Adequate Computing Infrastructure and Facilities**

The university's computing infrastructure and facilities must be adequate to support the objectives of department of History.

- All faculty members and students should have adequate access to the state of the art computing facilities .Also the department should be equipped with at least 30PCs.
- Departmental library should be established for students ready reference.
- One or two computer technician should be arranged for Computer lab.
- The department needs full time class rooms equipped with technology and better seating facilities.

## **Section 4**

### **Criterion 4:STUDENT SUPPORT AND ADVISING**

Students must have adequate support to complete the programme in a timely manner and must have ample opportunity to interact with their instructors and receive timely advice about programme requirements and career alternatives.

<b>Standard 4-1</b>	<b>Courses must be offered with sufficient frequency and number for students to complete the programme in a timely manner.</b>
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- The prospectus documents essential information about the courses offered. This information is also available on-line to all students. Course outline is provided before the start of each semester which includes the structure of course work to be studied in that semester. The department offers its students specific courses only which are to be taught in that specific semester.
- Courses are offered for each year in eight semesters. Each semester has two terms, mid-term and final-term.

<b>Standard 4-2</b>	<b>Courses in the major must be structured to ensure effective interaction between students, faculty and teaching assistants.</b>
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- Effective student/faculty interaction is achieved during courses taught by faculty members for a better output. The burden of teaching and learning is shared in the areas of quiz/test, assignments and presentations. This type of interaction is less monotonous and more motivating.

<b>Standard 4-3</b>	<b>Guidance on how to complete the programme must be available to all students and access to qualified advising must be available to make course decisions and career choices.</b>
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- Students are informed about programme requirements through the prospectus. All such information is also available on-line for the convenience of students. Director Academics and Student Affairs are also available on the campus.
- Faculty members also play the role of academic advisors whom the students can consult to seek expert advice on curriculum matters. Its effectiveness is reflected in their choice of a correct programme for themselves and in their better performance and ability.
- The university has established a student service centre to provide assistance in academic and professional decision making.
- Students do not have proper access to professional counselling at their disposal.
- Students can sometimes avail themselves of professional counselling through seminars conducted during their academic sessions.

**SECTION 5:**  
**Criterion 5: Process Control**

<b>Standard 5.1</b>	<b>The Process by which students are admitted to the programme must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.</b>
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## **BS History**

This is a 4-year degree programme with minimum 130 credit hours. The programme is divided into 8 semesters (two semesters each year).

### **Admission Policy**

The candidate must have:

1. F.A. /F.Sc/Grade 12 or equivalent will be required for admission in the BS.

### **Admissions procedure:**

- The applicant seeking admission to B.S. Program applies on a prescribed form within the due date given in the advertisement for admission.
- The application is submitted to the Office of Admissions.
- An applicant may be judged on the basis of the following criteria for admission:
- Academic qualifications

### **Duration of Program**

Maximum time period to complete BS program is four years.

### **Course load**

1. A regular student will be required to take workload of minimum twelve credit hours.
2. The faculty member shall send a course report of taught course(s) on the prescribed form to the Chairman/ Dean/Head at the end of each semester.
3. Thesis shall be submitted within six months of completion of course work. Evaluation of thesis will be carried out by External Examiner. Controller of examination and Head of department approve a list of external examiners. DPC

### **Registrations, Add/Drop and Withdrawal:**

For Registration, Add/Drop and Withdrawal, the prescribed process of the University shall be followed.

<b>Standard 5.2</b>	<b>The process by which the students are registered in the programme and monitoring of students' progress to ensure timely completion of the programme must be documented. This programme must be periodically evaluated to ensure that it is meeting its objectives.</b>
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- Advertisements are published in leading newspapers and are available on Lahore College for Women University website. The student academic progress is



regularly monitored through a system of periodic assignments and written examinations.

- Students seeking admission in BS History Programme who have qualified from private universities are required to give equivalence certificates as per rules of Lahore College for Women University.

<b>Standard 5.3</b>	<b>The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting its objectives.</b>
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- The standards for candidates are clearly indicated in the university calendar which is strictly followed. The criteria for recruitment include sound academic qualification and work experience. Candidates are also judged through an analysis of their CVs and personal interviews. In case of permanent faculty members, the recruiting is done by a board constituted by Lahore College for Women University, whereas, visiting faculty members are recruited by a board constituted by the institution. The input of the students for maintaining the quality of the teaching is done by evaluating the teachers' performance regularly once in a semester by the students. The results of these studies are sent to the teachers who are asked to improve their performance.
- The annual confidential Report (ACR) is initialled by the Director annually for each member of the staff. The retention of the staff, their increments and promotions are based on ACRs.

<b>Standard 5.4</b>	<b>The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and those course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.</b>
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- The process and procedure to ensure that the teaching and the delivery of the programme material to the students emphasizes active and effective learning, for instance, exercises based on practicality of the knowledge given to the students and research work completed by the end of the programme ensure sound learning. This process is monitored and assessed regularly.

<b>Standard 5.5</b>	<b>The process that ensures that graduates have completed the requirements of the programme must be based on standards, effective and clearly documented procedures. The process must be periodically evaluated to ensure that it is meeting its objectives.</b>
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- The programme is based on high standards in order to ensure that graduates/ outgoing students have completed its requirements.

- The semester rules have been adopted by the Department of History. The Head of the Department ensures their compliance.
- The operation is reviewed once a year and is documented as Management of Academic Programmes.

## SECTION 6

### Criterion 6: Faculty

Full time LCWU History Department faculty is committed to the program development and course coverage in addition to manipulating continuity and stability of academic standards. The LCWU History Department faculty cumulatively presents an impressive level of competence in planning, teaching, modifying and updating all offered courses and curriculum.

<b>Standard 6.1</b>	<b>There must be enough full time faculty who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline.</b>
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#### **Detail of Faculty (Name, Degree last awarded, Designation):**

Assistant Professor: 2 (Regular)

Lecturer: 3 (Regular)

<b>Assistant Professors</b>	
1-Dr. Sumaira Noureen PhD History, University College London, UK	<b>Lecturer</b> 1-Kalsoom Hanif PhD in process (PU)
2- Dr. Gull Hina PhD (GCU)	2-Farzanda Aslam PhD in process (PU)
	3- Fauzia Rashid PhD in process (PU) M.Ed

### BS Programme areas & number of faculty in each area

<b>Program Areas</b>	<b>Average number of section per semester</b>	<b>Number of faculty members in each area</b>	<b>Number of faculty with PhD</b>
<ul style="list-style-type: none"> <li>• History of Muslim struggle for Pakistan</li> <li>• History of Pakistan</li> <li>• Research Methodology</li> <li>• International Relations</li> <li>• History of Punjab</li> </ul>	1 section for BS class	One faculty member for each area	02

**BS Programme areas and number of faculty in each area**

**Table 2: Faculty Distribution by Programme areas**

<b>Average number of section per semester</b>	<b>Number of faculty members in each area</b>	<b>Number of faculty with M.Phil./Ph.D.</b>
01	01	05

The Faculty Information is as under:

**FACULTY RESUME 1**

**SUMAIRA NOREEN** Resume

**AREAS OF EXPERTISE**

1. Leadership in Learning Organisation
2. Curriculum Design and Development;
3. Research Methodology;
4. Education policy;
5. Political Theory with reference to modernist, post-modernist, postcolonialist debate;
6. Critical Thinking and Philosophy.
7. Modern Muslim World

**A PERSONAL NOTE**

*“I feel salved when I teach; I feel free when I teach; I feel nourished when I teach; and I feel I have re-discovered my soul*

*anew every time when I teach”.*

Sumaira Noreen

**CAREER STATEMENT** Being a scholar of education policy, curriculum, leadership in learning organisations, political science and history of secondary education, I have always wondered about the dynamic nature of these disciplines as fields of study and research. Starting my early career as a political science teacher, I realised that there is a lot more for me to explore. This took me to Cambridge University where I was able to explore the link between politics and education. Saying this, my quest for unfolding the multi-disciplinary approach of the field of politics had remained undernourished until I could put things within an historical perspective through PhD studies at Royal Holloway, University of London, UK. So much significant is the role of the context for any socio-political reality and vice versa that these all fields provide a constructive whole when judiciously put together. Being a researcher, I aim to discover and deliver something constructive about this multi-disciplinary nature of education, policy, politics, history, and organisation.

#### **TEACHING EXPERIENCE & INTERESTS**

Developed-&-Taught PhD/MPhil/MS/Bachelor level courses Leadership in Learning Organisation; Curriculum Theories and Design; Educational Psychology; Philosophy of Education; South Asian Colonial Studies; Guidance and Counselling; Research Methodology; Critical Thinking and Philosophy; Modern Muslim World; British Colonial Rule in India; Political Science; Civics.

**ACADEMIC QUALIFICATIONS** Ph.D. Award confirmed on 1 st October 2014 in the History of Education Policy Development (Secondary Curriculum Organization in Pakistan) from Royal Holloway, University of London. Masters in Educational Research coursework completed from the University of Cambridge, UK in the year 2003-04. M.A. in Political Science from the University of Peshawar in the year 2001 with First Division securing Second Position in order of Merit with 746/1100 marks.

Resume Dr. Sumaira Noreen

2 B.A. with two optional subjects of Political Science and Psychology completed from the University of Peshawar in the year 1998 with First Division securing 340/550 marks.

**ACADEMIC / PROFESSIONAL AWARDS AND DISTINCTIONS** 1. Awarded ORSAS scholarship by the University of London, UK; and Friendly Hand Research Bursary coupled with Thomas Holloway studentship by Royal Holloway Collage of University of London for PhD studies. 2. Earned lifetime Fellowship of Cambridge Commonwealth Society and secured British

Council’s Chevening Scholarship for postgraduate studies in Educational Research from the University of Cambridge, UK. 3. Awarded Gold Star on 22nd June 2004 by the Pakistan News International Gold Medal Awards Committee. 4. Topped overall “Public Service Commission” (PCS) Examination N.W.F.P. for Lecturer Political Science (BPS 17) in the year 2002. 5. 2nd in order of merit, in Political Science Deptt., University of Peshawar and 3 rd in order of merit in N.W.F.P. (now called Khyber Pukhtunkhwa) in final examinations for MA. 6. Dedication to science stream of knowledge also acknowledged during undergraduate studies through achieving 1st Position in Psychology examination, and securing 3 rd prize in Biology Section of Science Exhibition, etc.

**CREATIVE / ANALYTIC WRITING AWARDS** i. Won a plaque in the first round of essay competition (held in September, 2004) organized by the Higher Education Commission, Pakistan. The category entitled was “Practical and Innovative Approaches to Promoting the Performance Culture in Higher Education Institutions”.

ii. Won an all-Pakistan essay competition about the proposed “Devolution Plan” for Pakistan during General Musharraf’s military administration in 2000. Won the first prize of representing Pakistan as a delegate in a two-week participatory seminar about Liberalism: an Examination of Basics’ organized by the International Academy for Leadership in Germany.

### **NON-ACADEMIC AFFILIATION**

- Member of Friedrich-Nauman Foundation Islamabad.
- Co-moderated a two-day Workshop on Conflict Management held for teachers at Lahore from 17th to 18th April 2010 with Dr. Huma Baqai on behalf of Frederick Nauman Stiftung, Islamabad.

Resume Dr. Sumaira Noreen

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**ACADEMIC/ PROFESSIONAL RESEARCH & PRESENTATIONS** 1. PhD Thesis Title Dynamics of secondary curriculum organisation in Pakistan: an historical perspective from 1947 to 1970. 2. Masters in Educational Research Thesis Title A case study of some aspects of political education and the political consciousness of higher education students of politics in a provincial university of Pakistan. 3. Developed the concept for and managing activities for the International Conference, held on 2-4 November 2016 at LCWU, Lahore. The conference theme dealt with UNESCO’s Sustainable Development Goals with reference to Achieving Key Learning Competencies in Asia. 4. Conducted a participatory activity for the students of grade IV and V of Lahore Grammar School, D.H.A., Phase V dated April 6, 2015. The activity was about De Bono’s Six Thinking Hats and their relevance in analyzing the issue of Water Consumption and Conservation in Pakistani homes. 5. Paper presented entitled ‘Managing Education: Influence of Pre-Independence Era on Educational Administration in Pakistan’ in One Day Conference on ‘Education, Language and Educational Management’, Organised by the School of Education, Beaconhouse National University, Lahore, on 5 May 2013. 6. A critique of the research paper, ‘A Critical Appraisal of Gregory P. Fairbrother’s Study on ‘The Effects of Political Education and Critical Thinking on Hong Kong and Mainland Chinese University Students’ National Attitudes’, presented in the 2nd Annual Conference ‘Challenging the orthodoxies: alternative approaches to educational research’, held on 7 December 2006 at New Connaught Rooms, Covent Garden, London. 7. ‘Practical and Innovative Approaches to Promoting the Performance Culture in Higher Education Institutions’ published in the proceedings of ‘International Social Sciences: Social Sciences Endangered and Engendered’ held from December 10th –12th, 2004, at

Fatima Jinnah Women University, Pakistan. Section 2: Institutional change and sustainable development, pp. 265-273.

Resume Dr. Sumaira Noreen

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**ORGANISED INTERNATIONAL CONFERENCE** Developed the main concept and managed various activities of Lahore College for Women

University's first International Conference on Education, held on 2nd-4th November 2016. The title

of the conference was 'Building Knowledge Competencies for Sustainable Development in Asia: Achieving the goals of Life-long Learning'. The conference theme dealt with UNESCO's Sustainable Development Goals with reference to Achieving Key Learning Competencies in Asia. The conference tracks included the following: 1. Targets of Sustainable Development and Lifelong Learning. 2. Challenges to Education of Children and Adults: Recurring Inequalities of access, participation, and delivery of education. 3. Developing sustainable knowledge competencies of communication, creativity, critical thinking and collaboration for life-long learning. 4. Developments in Curriculum Design and pedagogic realities. 5. Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. 6. Global partnerships for lifelong learning. 7. Making our world liveable: Formulating action agenda of environmental education for sustainable development. 8. Sustainable patterns of gender integration, empowerment and development through viable knowledge competencies.

**CONFERENCES ATTENDED** 1. "Towards 2035: The Schools of Tomorrow", an International Conference on the Future of Schools and Education" organised by the Beaconhouse School system from 30 November to 2 December, 2005. 2. 'The Decade of Education for Sustainable Development (DESD): A Toolkit on Education for Sustainable Development' organised by IUCN in collaboration with UNESCO on 29 September, 2005 at UNDP Conference Room, Saudi Pak Towers, Islamabad. 3. Attended 'International Training Workshop for Faculty on Early Childhood Education' from January 16-20 2005 organized by Children's Resource International (CRI). 4. Attended 'National Conference on Teacher Education' from December 20-22, 2004 organized by the Academy for Educational Development (AED) under Pakistan Teacher Education and Professional Development Program (PTEPDP).

Resume Dr. Sumaira Noreen

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### **TEACHING/PROFESSIONAL/RESEARCH SUPERVISION EXPERIENCE**

**Lahore College for Women University, Lahore.**

**Assistant Professor of History (BPS 19),** Lahore College for Women University, Lahore.

• **Administrative responsibilities:** Head Incharge of History Department from February 2017 onwards.

**Teaching responsibilities:** Served Research and Evaluation Department, Institute of Education. From 13 July 2015 to February 2017.

• **Teaching areas covered:** 1. Curriculum Theories and Design (PhD course in Education); 2. Educational Psychology; Leadership in Learning Organisation; Philosophy

of Education (MS in Education); 3. Introduction to Guidance and Counselling (B.Ed. Honours)

• **Developed new course outlines for the departments, including Department of Research and Evaluation; and Department for Professional Studies:** 1. Foundations of Social Studies: Elementary Stage (B.Ed.) 2. Historical Dimensions of Social Studies Teaching (B.Ed.) 3. Geography in Social Studies Teaching (B.Ed.) 4. Research Methodology (MS) 5. Advanced Research Methods in Education: Designing Qualitative, Quantitative, Mixed Methods and Action Research (PhD).

• **Theses Supervision MS Education students:** 1. Conceptual learning difficulties in mathematics classroom of female secondary schools of Walled City Lahore; 2. Analysis of SLOs in General Science Textbook of Punjab Textbook Board for Grade 8th in the light of Bloom's taxonomy; 3. Schools as learning organization: an evaluation through Peter Senge's model for learning organisation; 4. Student-teacher relationship: an analysis of the perceptions of sixth grade students in elementary private and public schools of Model Town, Lahore; 5. Relationship between self-efficacy and academic achievement in the context of gender at eighth grade students; 6. Relationship between study habits and academic achievements of students in Government Post-Graduate Islamia College, Lahore; 7. Relationship between emotional intelligence and conflict management among students of Government Post-graduate Islamia College, Lahore; Resume Dr. Sumaira Noreen

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**University of Punjab, Lahore.**

**Assistant Professor,** Pakistan Study Centre, University of Punjab, Lahore. 12 January 2015 to 12 July 2015.

• **Teaching areas covered:** 1. Lectures about the political economy of the rule of Zulfikar Ali Bhutto and Benazir Bhutto; 2. A new course developed and offered, 'Colonial Inheritance and the Post-Colonial Pakistan'. 3. Seminar on Research Design and Strategy for PhD students. Commented on a few PhD theses before their final submission and helped a few new PhD students of the Centre to design their research methodology.

**Beaconhouse National University, Lahore.**

**Visiting Faculty,** Faculty of Education. 2012-2013. Supervised thesis for MPhil and Masters in Educational Leadership from 2012 to August 2015. 1. A case study: in search of social constructivist learning spaces in two private schools in Lahore. 2. Attitude of teachers towards parental involvement in children's education at school. 3. Investigation of grade IV English assessments' efficacy in the light of multiple intelligences theory: a case study of a private school of Lahore. 4. Impact of multimedia-based science education lectures on academic performance of students aged 10 - 14 years: A case of private schools in Lahore. 5. Space matters: effects of spatial features of a learning space on teachers' pedagogical practices.

6. A study of career selection in Pakistan: A case of University of the Punjab First Year DPharmacy.

**Lahore University of Management Sciences, Lahore.**

**Research Associate,** Social Sciences Department. 2006 to 2008.

Research Work relating to Pakistan's education policy discourses.

**Fatima Jinnah Women University, Rawalpindi.**

**Assistant Professor** in Education Programme. December, 2004 to December, 2005.

- **Courses taught at Master and Undergraduate level** 1. Educational Research Methodology (Semester IV and V) 2. Introduction to Education (Semester I) 3. Curriculum Development and Design (Semester IV) 4. Critical Thinking (Semester III) 5. Conducted workshops titled ‘Research Methodology’ for Masters thesis students of Education, English and Islamic Studies programmes. 6. Research Report Writing (Education –Semester I)

Resume Dr. Sumaira Noreen

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- **Supervised Master’s Theses of Education programme** for submission of research thesis in June, 2005. 1. Effects of teachers’ expectations through verbal praise on 7th grade students’ performance in spelling. 2. A pedagogical perspective on citizenship education: an analysis of public sector higher secondary school Civics in Rawalpindi City. 3. Relationship between the organisational commitment and job motivation among secondary school teachers.

4. Parental empowerment through Parent-Teacher Associations.

- **Administrative responsibilities** 1. Served as acting Programme Coordinator for Education Programme from 25 th July to 27th August, 2005. 2. Secretary Disciplinary Committee, member Press Release/ Singing Committee for Women’s Week, March, 2005.

3. Monitored student discussion about gender issues to be telecasted on air at AVT Khyber Channel, May, 2005.

4. University representative for thesis presentation of students of Bachelor of Computer, May 2005.

**Government of N.W.F.P. (Now Khyber Pukhtunkhwa)**

**Lecturer of Political Science** at Government Degree College (W), Maneri, Swabi, N.W.F.P., Pakistan. October 2002-Sept.2003.

**Courses taught include the following:** 1. Political Science 2. Civics 3. Pakistan Studies

**Lecturer of Political Science** at F. G. Degree College (W) Peshawar Cantt., Pakistan/ Oct. 1, 2001 to Sept. 31, 2002.

**Courses taught include the following:** 1. Political Science

2. Civics

## Dr. Gull-i-Hina

### Personal Information

NAME Dr. Gull-i-Hina

Father’s Name Muhammad Aslam

CNIC No.	3	5	2	0	0	-	1	4	1	8	7	3	0	-	6
e. mail	<a href="mailto:gull_i_hina@yahoo.com">gull_i_hina@yahoo.com</a>														
Permanent Address	73/B MARGHZAR COLONY MULTAN ROAD LAHORE														
Nationality	PAKISTAN					Domicile					PUNJAB				



**TEACHING**

My areas of interest in teaching include: Internal Politics of Pakistan, Governance and Democracy in Pakistan, Political History of Pakistan, History of South Asia, Pakistan Studies and IDC (History of Civilization), cultural history of Pakistan, Freedom Movement and the History of Nineteenth Century Urdu Literature. I am supervising M.phil theses in Political Science related to internal and domestic politics of Pakistan.

**Work Experience (Since October 2002) (15 years)**

Assistant Professor in School of Social Sciences and Humanity, University of Management and Technology, Lahore	Aug.19 2013 till date	1. M Phil- Good Governance in Pakistan, involve in Research Project in Social Sciences.  2. History of South Asia  3. BA and Bsc (Hons) Pakistan Studies
Lecturer in Department of Philosophy and interdisciplinary, Government College University, Lahore	Sep 2007 till 2012	History of Civilization
Lecturer in History (BS-17), Department of History, Government College University. Lahore	Sep 2005 till to 2007	1. MA- Ancient India  2. BA- History of Freedom Movement  3. BA-Hons- History of Medieval India  4. Pakistan Studies
Teaching Assistant (BS-16) Department of History, Government College University Lahore	Sep 2002 to 2005	1. BA- Pakistan Studies  2. FA- History of Islam  3. FA-Pakistan Studies

**(II) Academic Background, Professional Training & Extra/ Co-curricular Activities**

## **PhD (History)**

Government College University Lahore  
(Dissertation: *Representation of Azadkhyal Ashrafia* in 19<sup>th</sup> century Urdu Prose) in 2016.

## **M Phil (History)**

Government College University Lahore (Thesis: *Representation of Women in 20<sup>th</sup> century Urdu Literature*. 2006.

## **Research Summery**

### **Publications**

#### a. Books

H. Gull, *Representation of Women in Urdu Literature, 1900-1936* (Germany: Lambert Academic Press, 2012)

#### b. **Articles in Refereed Journal**

2. H.Gull, (2017). "Election Campaign Strategies of PML-N in 2013." Journal of Politics and International Studies, University of Punjab, Lahore, Vol. 3, No. 1, January –June 2017, pp. 37– 58.
3. H. Gull, (2016). Translating India: British Orientalism and respect for the vernacular Literature." Journal of the Punjab University Historical society, University of te Punjab, Lahore, vol,30 no1, 2017, 76-87.
4. H. Gull, (2012). Modernist Trends and Varied Responses: Reflections on Muslim Women in Urdu Prose by Male authours of South Asia. *South Asian Studies, A Research Journal of South Asian Studies*, 459-478.
5. H.Gull, vol, 2, 2010). The epistemic conquest of India: ninetennth century British constitutional and educational reform, *The Historian* , Department of History, Government College University. Lahore, 50-63.
6. H.Gull, vol, 2, 2011). Geneology of term Ashrafia in Linguitic and Literary register. *The Historian* , Department of History, Government College University. Lahore, 49-63.
7. H.Gull, (Year 02, Issue 3 Jul-Sep 2012). Leading Female Voices: Urdu Writings of 20th Century Women of South Asia. *ChintanTraimasik, An International ReserchJouirnal* .
8. H. Gull, (Jan-June 2008). Making the mothers of race by the 19th Century Urdu Literature. *Khaldunia*, a bi-annual student Research Magazine, vol.no.1
9. H.Gull, (Vol.3 Issue:2 Fall,2013 )"Taubat-un-Nasooh[Field]: Religious implications among families of 19<sup>th</sup> century *Ashrafia* of colonial India"*Journal of Islamic Thought and Civilization*, Department of Islamic thought and Civilization, University of Management and Technology.Lahore. ISSN 2075-0943.54-60.

#### **Conference paper presentation:**

1. Gull-i-Hina, "The conflict of South Asian Muslim identity in the 19<sup>th</sup> century: an analysis of (re)-construction of the Islamic Thought in Urdu prose", ", *Proceeding of 1<sup>st</sup>InternationalConferenceonContemporary issues in*

Muslim Societies and Cultures” 5-6,2017, organized by Department of Sociology and Department of Media and Communication UMT,Lahore collaboration with Higher Education Commission of Pakistan, USEFP and Fulbright.

2. Gull-i-Hina, “Reconstructing History through Oral tradition: Dying culture of Das Kulcha Community of Walled city Lahore”, *Proceeding of 2<sup>nd</sup> International Conference of History* on “Colonial and Post-Colonial Punjab” 17<sup>th</sup>-18<sup>th</sup> November 2014, organized by Department of History GC University, Lahore collaboration with Higher Education Commission of Pakistan.

3. Gull-i-Hina, Quaid-e-Azam Residency: The Ashes of lost Heritage, *proceeding of 3<sup>rd</sup> National Conference* on “Quaid-i-Azam Muhammad Ali Jinnah” 16<sup>th</sup> -17<sup>th</sup> December, 2014, organized by department of History and Pakistan Studies, Government College University, Faisalabad.

### **c- Newspaper publications**

English Articles published in *POST Vista*

- Art of Calligraphy” published in English Journal “Global Expression”
- 19<sup>th</sup> Century Urdu literature – a female renaissance”
- “Role of women in British era”
- Food Street Gawalmandi, its socio –economic impacts,

d. Served as the editor of college Magazine "Mehmil" in Islamia College cooper Road Lahore in 1996-1997.

### **e. THESIS SUPERVISION**

1. M. Zohaib Afzal,” Role of Youth in Politics 2008- 2013: (M Phil Thesis, Department of Social Sciences, University of Management and Technology, Lahore, 2014-2016) completed.

2. Muhammad Ahmed, “Military Leadership of General Zia-ul-Haq and General PervaizMushraf: A comparative Study.” ( M Phil Thesis, Department of Social Sciences, University of Management and Technology, Lahore, 2014-2016)completed

3. Robina Sharif, Women Participation in Election 2013: A comparative study of PML (N) and PTI .” ( M Phil Thesis, Department of Social Sciences, University of Management and Technology, Lahore, 2015-2017)

4. Muhammad Umair, Political dimension of Police Reforms (a case study of police order 2002) .” ( M Phil Thesis, Department of Social Sciences, University of Management and Technology, Lahore, 2015-2017)

5. Ishtiaq Ahmed,An Analysis of Campaign Strategies of PML (N) in Election 2013(Case Study of Punjab) ( M Phil Thesis, Department of Social Sciences, University of Management and Technology, Lahore, 2015-2017)

6. Suman Saeed, Political Participation of Marginalized Religious Groups in Pakistan: A Case Study of General Elections 2013 ( M Phil Thesis, Department of Social Sciences, University of Management and Technology, Lahore, ( 2016-2018)
7. Tania Sohail, 15005112007, The dynastic Political Elites and Election Campaign in Pakistan. ( M Phil Thesis, Department of Social Sciences, University of Management and Technology, Lahore, (2016-2018)
8. Zahid Mehmood , S2016112003, Clientalism and Role of political Agents in Service Delivery: A rural Urban Comparison of District Bahawalpur (1999-2016). ( M Phil Thesis, Department of Social Sciences, University of Management and Technology, Lahore, (2016-2018)

### **External Examiner:**

1. Department of History, GCU, Lahore, thesis of MA and BA ( Hons )
2. Department of History, GCU, Faisalabad, paper checking
3. ILM, colleges, SCA, Pakistan Studies. paper checking

### **ACADEMIC PRESENTATIONS**

1. "Women contribution in colonial Urdu literature" on Feb, 17 2006, at History department, GC, University Lahore.
2. Making the mothers of race by the 19th Century Urdu Literature" on 22th December, 2007, at Department of History, GC, University Lahore.
3. Modernist Trends and Varied Responses: Reflections on Muslim Women in Urdu Prose by Male authours of South Asia" at Department of History, GC, University Lahore.

### **WORKSHOP & SEMINAR**

1. Organized International Seminar on the topic of 'Refugees and the end of Empire: imperial collapse in the 21st century , guest Speaker was Dr Pippa Virdee, in School of Social Sciences and Humanity, UMT, Lahore.
2. Organized Multimedia pictorial presentation of civilizations by the students of History of civilization, Philosophy and IDC Department, GC, University, Lahore in 2008
3. Organized model making competition of Ancient Civilizations among the Student of History of civilization, philosophy and IDC Department, GC, University, Lahore in 2010 and 2012.
4. Participated in International Conference of History organized by Department of History, GC, University Lahore in 2006.

### **Extra/Co-curricular Activities/Hobbies/Interests (if any)**

Served as the editor of college Magazine "Mehmil" in Islamia College cooper Road Lahore in 1995-1997.

1. Qirat
2. Debate
3. Member of Cricket team

## Professional Training

Course	Diploma/Certificate	Field of study	Institution
<b>Copiousness-raising of Pakistani society and the role of critical thinking forum,</b>  5 <sup>th</sup> Jan,2016	<u>certificate</u>	<u>Critical thinking Forum</u>	Iqbal international institute for Research & Dialogue
<b>Survey Research</b> April 3 to May 15,2015	<u>Certificate</u>	<u>Survey Research</u>	SSS&H, UMT,Lahore
<b>Women Empowerment and Leadership,19<sup>th</sup> - 20<sup>th</sup> Feb,2015</b>	<u>Certificate</u>	<u>Women Empowerment</u>	WEL, COMSATT
<b>Test Construction – I,2</b>  ,22 <sup>ND</sup> Nov, 7 <sup>th</sup> Dec, 2014	Certificate	<u>Center for Teaching and Learning</u>	UMT, Lahore
<b>How to publish your research</b>  October 13, 2014	<u>Certificate</u>	<u>Research</u>	Learning Resource Center, UMT, Lahore
<b>Accessing Cambridge UNIVERSITY PRESS E- Journals and how to get published in academic journals</b> 26 <sup>th</sup> -27Feb., 2014	Certificate	<u>Research</u>	HEC in collaboration with Cambridge University press.
<b>High-Achievers</b>  9-10 Oct,2013	Certificate	<u>Center for management and development, UMT, LAHORE</u>	UMT, Lahore
<b>TRAINING WORKSHOP ON MOODLE SOFTWARE</b> SEP,6,2013	Certificate	<u>Training&amp; Development, UMT, LAHORE</u>	UMT, Lahore

<u>English Fluency</u> <b>JUL- Aug 2012</b>	<u>Certificate of Achievement</u>	<b>Programme for women's improvement</b>	<u>Mira phailbus Center, Kinnared College for Women, Lahore</u>
<u>ELPS 2008</u>	<u>CERTIFICATE OF ELPS</u>	<u>QUALITY ENHANCEMENT CELL</u>	<u>GC. University, Lahore</u>
<b>Persian Language Course JUN-JUL 2006-2007</b>	<u>Certificate Of Persian Language and History of Iran</u>	<u>PERSIAN</u>	Persian Language Course

## **Kalsoom Hanif**

[kalsoomhanif@hotmail.com](mailto:kalsoomhanif@hotmail.com)

### **Personal Biography:**

Nationality : Pakistani  
 Religion : Islam  
 Language : English, Urdu, Punjabi

### **EDUCATION**

- M.Phil in History, University of the Punjab, Lahore (2013)
- M.A in Social Sciences (History), University of the Punjab, Lahore (2005)  
 Graduation, University of the Punjab, Lahore (2003)
- Intermediate, Board of Intermediate & Secondary Education Lahore (2001)
- Matriculation, Board of Intermediate & Secondary Education Lahore (1999)

### **Employment History**

**Lecturer BPS-18:** (History)2008- present Lahore College for Women University, Jail Road, Lahore

Internship in Social Welfare Department(2007-March 2008) Punjab under Presidential Internship Programme.

**Teaching Senior section** 2006-2007 City Foundation High Schools Shahdra

### **Courses Taught (BS /MS programme)**

History of revolutions and resistance movement in Modern World

Pakistan Studies

Pakistan Movement

History/Pakistan Govt & Politics

Research Methodology

Central Asia

## Research Interest

Pakistan History and current affairs, South Asian Politics, Personalities & Politics in Pakistan Movement, International Relations, Dynamics of Terrorism: Pakistan-Afghan Co-relation and the world. Modern, South-Asia and Current History. Media and public opinion over Two-Nation Theory.

## Research Articles/ Reports and M.Phil Dissertation

M.Phil Thesis **Pakistan-Afghanistan's Relations 2008-2012.**

M.A thesis' **Women's Rights in Pakistan Zia ul Haq era 1977-88.** Punjab University.

Paper under publication titled "**Pakistan- Afghanistan's economic relations: An Analysis. History & Pakistan Studies Department. Punjab University.**

## International Conferences attended

- Presented paper titled "**Pakistan-Afghanistan's economic relations after 9/11**" in 18th National Research Conference held on 16 January 2014
- Punjab University Department of History and Pakistan Studies and Department of Political Science in collaboration with Pakistan Historical Society, Karachi, are organizing the three-day 24th international conference titled "**Pakistan History Conference: History and Historiography of South Asia**" from April 14 to 16 2014
- Attend an "**International Conference on Language Sciences and the developing World**, LCWU, Lahore Pakistan, January 11-12, 2013.
- **International Conference on Socio-Economic and Cultural Relations between India and Pakistan** organized by History Department Punjab University. 25-27 2013
- Two-day International Conference "**Pakistan: Challenges to Democracy, Governance and National Unity**" Pakistan Study Centre, University of the Punjab, Lahore, October 24 & 25, 2011.
- International Conference on **Pakistan: Challenges to Democracy, Governance and National Unity** on 24th-25TH October 2011

## Workshop attended

- One day workshop on **Research Methodology** Organized by History Department FC College on 3 April 2013
- Online Workshop on **NOVA & SPSS** organized by DFDI for 2 days.
- One day workshop '**IPR patents and patenting**'(ORIC) 22-23 FEB, 2013
- Workshop **Fundamentals of assessment** in higher education Organized by LCWU. 13-14 Sep 2013
- Workshop on History; **Problems and Prospects of History** organized by Department of History & Pakistan Study. 26 Sep 2013

- Workshop on **Effective Leadership** Organized by Pakistan Man Power Institute Ministry of Education and Training. Islamabad. 7-8 Oct 2013

### **Seminar & Lectures attended**

- One day Seminar on **Maulana Zafar Ali Khan and Pakistan Movement** organized by Fatima Jinnah Historical society LCWU. 14 June 2013
- Lecture of Oryia Maqbool Jan on **Last sermon of Holy Prophet PBUH** in present perspective organized by History Department LCWU 20 November 2013
- “Separatist Movement in Emergence of Women in Pakistani Politics” by Dr. Pippa Virdee from UK on 16 January, 2013
- “Post-2014 challenges for South Asia :**Selected Problems of Regional Security**” by Dr. Agnieszka Kuszewska, Assistant Professor of Pol. Science at Warsaw School of Social Sciences and Humanities on 8<sup>th</sup> October 2013.
- “Are Human Rights Universal” by Prof. Dr. Piotr Balcerowicz, Professor of **Oriental Studies & International Relations** on 9<sup>th</sup> October 2013
- Seminar at P.U *post- 2014 Afghanistan* organized by **South Asian Studies** and political science department with collaboration of Lahore Council of Word Affairs. Key Note speaker was Ahmad Rashid. 28 November 2013
- Seminar at P.U *post- 2014 Afghanistan* organized by South Asian Studies and political science department with collaboration of Lahore Council of Word Affairs. Key Note speaker was Ahmad Rashid. 28 November 2013
- **Religious liberty and diversity in the United States** by Prof. S. Mansoori on 7<sup>th</sup> June 2012
- **A Brief History of Buddhism: How Buddhism spread to all Asia**” by Piotr Balcerowicz , Professor of Oriental Studies & International Relations on 16<sup>th</sup> October 2012
- **A Seminar on “Balochistan-Problems and Solutions” on Tuesday (05-06-2012) at 10:30 a.m. Speaker: Dr. Abdul Hayee Baloch** President Balochistan National Movement Ex-Member National Assembly 1970-1977 Ex-Senator 1994-2000

### ***Courses***

- Enrolled in PGD “HET” organized by DFDI (LCWU)

### **Achievements in LCWU:**

- Introduced MS in History in 2016
- Introduced History as Major Subject (BS-Hon) in 2011.

### **Honor**

- Gold Medal in M.A History from Punjab University
- Best Teacher Award City Foundation High School.

### **Ms.Fauzia Rashid**



Name	<b><u>Ms.Fauzia Rashid</u></b>
Personal	786 c, Naghial Cottage, St-1, Block-F, Date-of-Birth 21/06/1984 Ali Park, Bedian Road, NIC: 35201-9430767-6 Lahore Cantt, Pakistan <a href="mailto:fauzia_ch@yahoo.com">fauzia_ch@yahoo.com</a>
Experience	<b><u>10 years</u></b> <b><u>Teaching and research supervisor</u></b>
Education	<b><u>EDUCATION</u></b> <ul style="list-style-type: none"> <li>• M.Phil in History, University of the Punjab, Lahore (2010)</li> <li>• M.A in Social Sciences (History), University of the Punjab, Lahore (2005) Graduation, University of the Punjab, Lahore (2003)</li> <li>• Intermediate, Board of Intermediate &amp; Secondary Education Lahore (2001)</li> <li>• Matriculation, Board of Intermediate &amp; Secondary Education Lahore (1999)</li> </ul> <b><u>Professional Education</u></b> <ul style="list-style-type: none"> <li>• M.Ed, Allama Iqbal Open University, Islamabad Pakistan (2008)</li> </ul>
Memberships	<ul style="list-style-type: none"> <li>• Member of Historians Pu, University of the Punjab Lahore</li> <li>• Member of LCA(Lahore College Association) LCWU.</li> </ul>
Graduate Students Postdocs Undergraduate Students Honours Students	<b><u>Teaching Graduate, Postgraduate Research Supervisor</u></b>

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**FARZANDA ASLAM**

Address House No: 333 Nargis Block Allama Iqbal Town Lahore

**OBJECTIVE**

A management position where education and experience, combined with positive inter personal skills, initiative and capacity to motivate others, can be utilized to mutual benefit.

**PERSONAL PROFILE:**

Date of Birth : 07-06-1978  
Religion : Islam  
Nationality : Pakistani

**QUALIFICATION:**

Ph.D.	Enrolled Punjab university	2015	
M.PHIL	(History) GOVERNMENT COLLEGE UNIVERSITY LAHORE	2003-2007	1 <sup>st</sup>
M.A	(History) GOVERNMENT COLLEGE LAHORE	1998-2000	1 <sup>st</sup>
B.A	(History,Arabic,Islamiat Elective) UNIVERSITY OF PUNJAB	1996-1998	2 <sup>nd</sup>
F.A	(History,Arabic,Physical Education) GOVERNMENT VICTORIA SECONDRY SCHOOL LAHOR.	1993-1995	2 <sup>nd</sup>
MATRIC	(Physics,Chemistry,Biology) GOVERNMENT VICTORIA SECONDRY SCHOOL LAHORE.	1991-1993	2 <sup>nd</sup>

## **:EXPERIENCE**

Served as a lecturer in History Government College University Lahore from 2002-2007. I taught Freedom Movement, Indian History and History Of Islam at Under Graduate and Graduate level. Apart from teaching I was also involved in organizing lectures, Seminars and Conferences in the history Department.

## **COMPUTER SKILLS**

- 1 MS Word. MS Excel. MS PowerPoint
- 2 Operating system (Windows 98, Windows XP)
- 3 Internet (Mail, Search, Browsing)

## **LANGUAGES AND HOBBIES:**

- 1 Speaking Languages Urdu ,Punjabi . English
- 2 Hobbies: Reading News paper, books reading

## **References**

References would be provided on demand

<b>Standard 6.2</b>	<b>All faculty members must remain current in the discipline and sufficient time must be provided for scholarly and professional development. Also, effective programs for faculty development must be in place.</b>
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### **Faculty Scholarly Activities**

In order to remain current in the discipline, faculty members are encouraged to participate in subject related training workshops, seminars, international and national projects.

- The faculty members are continuously supposed to improve their qualifications. So 3of the lecturers are enrolled in PhD.

- Another criteria for faculty to be deemed current in the discipline, is their constant involvement in the research process. For that matter, almost all the faculty members are assigned two to three students of BS Semester for guidance and internal supervision.
- All the new staff members are supposed to attend the DFDI professional programs.

**Sufficient time for scholarly & Professional development**

Although all the staff members are doing the things associated with scholarly & professional development (Research, Preparing lectures, working as a member or facilitator for self-assessment report, carrying out departmental duties, maintaining course files etc.), but they are also carrying out the following duties which do not leave sufficient time for scholarly activities.

- Doing almost all odd clerical jobs i.e. scrutiny of forms, making admission lists manually, gazette checking etc.
- Performing discipline duty i.e. checking the dress code of the students
- Lack of computing facilities-only one computer has been provided.
- No proper staff room provided-no work areas available.
- Several programs are running but sufficient classroom and teaching equipment are not available.
- Faculty is involved in managing miscellaneous task for the office.

<b>Standard 6.3</b>	<b>All faculty members should be motivated and have job satisfaction to excel in their profession.</b>
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- The faculty members are regularly motivated and efforts are being made to provide job satisfaction so that they excel in their profession. The satisfaction of the faculty and their input is measured by faculty survey form.

**SECTION 7**  
**Criterion 7: Institutional Facilities**

<b>Standard 7.1</b>	<b>The institution must have the infrastructure to support new trends in History.</b>
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The institute has not sufficient facilities. A well-equipped Computer lab and a furnished library is immediately needed for BS and MS students and faculty. Classrooms are not sufficient for all sections.

## Infrastructure

- The infrastructure and modern facilities like e-learning supporting new trends of History, keeping students and teachers up-to-date about the modern developments in their subject is **absent**.
- Presently, Department has five regular teachers for BS and MS, The Department needs at least twomore faculty membersfor teaching relevant subjects to post graduate classes.

The Head of the Department has been allotted a room which is shared by her staff members since there is no separate staff room for them. The Department has been provided with only onecomputer installed with Microsoft Windows. This computer can only be used by staff members for research, preparation for lectures, downloading teaching/learning material and typing of question papers. The staff has an access to the digital library. However, since there is only one computer, the facility cannot be easily availed by more than one staff member at a time. Apart from this, facilities for e-learning do not exist. The Department is waiting the provision of this facility in order to adopt new trends in e-learning. Moreover there is only one printer in the department, which causes problemsand delays in work.

There is no separate facility of computers for the students of History, which causes problems in their research work and delays in submission of their assignments.

Multimedia should be installed in classes. Teachers use their personal media.

## Observations of the faculty regarding the adequacy of the infrastructure

The faculty has expressed that the availability of the following resources would enrich the academic environment and help them achieve the desired goals:

- To have an easy access to at least fifty up-to-date computers upgraded periodically to help teachers and students keep pace with the latest research and trends in their subject, and to carry out their own study and research.
- To acquire printing machines to have required print-outs from the internet.
- To have a photocopier to have copying facility within the staffroom.
- To have an access to a DVD player and other audio visual equipment to show students films/programmes to support their learning.

<b>Standard 7.2</b>	<b>The library must possess an up-to-date technical collection relevant to the programme and must be adequately staffed with professional personnel.</b>
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- The Education Department has an access to the University’s main library which has a good collection of 200 books on History fields but a departmental library is needed.

**Observations of the faculty regarding the adequacy of the library**

- The libraries have a good variety of books, but to keep pace with the new developments and trends in History, it is necessary to have access to more contemporary books and other resources.
- To accommodate new books, a more spacious library, with better seating capacity and furniture is required within the Institute.

<b>Standard 7.3</b>	<b>Classrooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities</b>
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**Classrooms**

The department is offering BS & MS Programs with shared classrooms. It needs full time rooms for post graduate students and meeting rooms as well. At least 4 new classrooms and three halls are required for allocating to library, computer lab and the staffroom. One lecture theatre for overall seminars and events is required.

**Observations of the faculty regarding classrooms**

- Regarding classroom facilities, the faculty has observed that they are not adequate because they are often very small. Moreover, they also complain that the atmosphere in the existing classrooms is dull, depressing and noisy; unfavourable rather than conducive to effective learning.

**Faculty Offices**

- Presently, there are no private offices for the staff members to work in. Therefore, they have to use either the Head of the Department’s office or the common staff room, which makes it difficult for them to work properly, so more space is urgently required to help teachers achieve their aims.

**Observations of the Faculty regarding private offices**

- Regarding office and related facilities, the faculty observed that the availability of independent and adequately equipped offices for them is of utmost importance

because it provides them with privacy, enabling them to carry out their responsibilities properly.

**Section 8**  
**Criterion 8: Institutional Support**

Lahore College for Women University (LCWU) has already embarked on the road to achieve academic and professional excellence. In order to provide an environment in which the program can achieve its objectives in realistic settings, the resources have been mobilized. However, it has sincerely been realized by the faculty that more efforts need to be put in so as to meet the desired standards.

**Standard 8.1: There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars**

The university seeks to attract and retain high quality faculty members. Table 1 shows the list of highly qualified faculty members in the department of History.

Dr. SumairaNoureen	PhD History, University College London, UK
Dr. Gull Hina	PhD (GCU)

**HEC Funded Scholarships**

HEC offers handsome scholarships with a view to encourage willing scholars to enhance their capabilities, professional skills and knowledge so that they may better equip themselves to meet the challenges of modern learning and teaching.

**Suggestions:**

- Faculty members must be timely intimated of the availability of scholarships from HEC for more fruitful outcomes.
- To foster professional growth and development of faculty members, the university must provide an atmosphere conducive to carry on research work. In this context it is further suggested that:
  - Faculty members must be relieved of the unnecessary burden of performing non-academic duties such as on admissions, invigilation or maintaining discipline so that they may use their energies for more constructive outcomes.
  - Limited period sabbatical leaves must be provided for research work.

## Staff Development Courses

The faculty at the Institute attended and conducted several professional development programs for their capacity building.

### Suggestions:

- HEC must continue providing funds for arranging lectures, workshops and short courses for the professional development of faculty members.
- A platform must be provided to ensure interaction among scholars of different institutions so that they may exchange useful information to gain experience.
- Faculty members must be supported to attend international conferences and seminars.

	2011-2013	33
	2012-2014	27
	2013-2015	37
	2014-2016	34
	2015-2017	30

**Standard 8.2:** There must be an adequate number of high quality post graduate students, research assistants and Ph.D. students.

Year	No. of BS Students	No. of Research Assistants	No. of Ph.D. Students
2017	42	Nil	Nil

Sr. No.	Programme	No. of Students
1	BS Batch I(2011)	33
2	BS Batch II: (2012)	27
3	BS Batch III (2013)	37
4	BS Batch IV (2014)	34
5	BS Batch V (2015)	30



6	BS Batch V (2016)	25
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The faculty:BS student ratio for the year 2017 is 1: 8.4

<b>Standard 8.3:</b>	<b>Financial Resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.</b>
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**Financial Resources for the Library:**

Funds have been allocated to acquire and maintain library holdings.

The Library has the following types of resources:

1. Books
2. Journals
3. Electronic Resources

**Resources – Collection/Holdings as of books**

ITEMS	Main Library
	Books
Journals	Access to Digital library HEC
Electronic Resources	Access to Digital library HEC

There is a need for increasing the financial resources allocated to acquire and maintain library holdings within the department.

**Financial Resources for Computing Facilities**

More financial resources should be available for the computing facilities.