DEPARTMENT OF GENDER & DEVELOPMENT STUDIES

LAHORE COLLEGE FOR WOMEN UNIVERSITY, LAHORE

SELF-ASSESSMENT REPORT

BS &MS

Submitted to

Quality Enhancement Cell,

Lahore College for Women University, Lahore

Dated: 22.10, 2018

Name of the Program: BS Gender & Development Studies

Name of the Director: Prof. Dr. Sarah Shahed

Contact Number (Institution): 92-42-99203801-9

Contact Number (Director): 03213939657

Program Team Members:

	Name	Status
1.	Dr. Shehla Ahmad	Team Leader
2.	Ms. Maryam Batool	Team Member
3.	Ms. Zain Khadija	Team Member

Signature the Leader of Program Team:

_____   Date: _____

Signature of Director:

_____   Date: _____

T A B L E   O F   C O N T E N T S

INTRODUCTION

Females have been, and still are, at a disadvantage in all spheres of life, due to male dominance, stereotypical allocation of gender roles, gender bias, and subsequent biased upbringing. To change this scenario what is required the most is a newer perspective of gender relations. One major development that has taken place as a result of this growing awareness is the emergence of gender / women studies programs in universities all over the world. Lahore College for Women University (LCWU), the largest women's university in Pakistan, is one such institution. The Gender and Development Studies department at LCWU started functioning in 2004. The major objective of the establishment of this department, besides imparting education in a newly emerging discipline, is to prepare a well-equipped, well groomed, skilled, and able new generation of citizens who can take care of the nation in future and who are molded and trained in such a manner that they become economically viable units of the society. In the beginning department offered Master's degree program in Gender & Development Studies in 2004 and BS program in 2005. Three MA classes had passed out before the first batch of BS students graduated in 2009. The MS program was introduced in fall 2011 whereas the Masters program was discontinued. Gender and Development Studies is a multidisciplinary program of study. The students learn about the role of gender in, and its relationship with, socio-cultural variables, literature, psychology, religion, law, health, politics, media, and economics. Today our students are a batch of active citizens who excel in curricular and co-curricular activities, have adopted a school for educating child labor, have established their own NGOs, and have been successfully executing their income generation projects.

The department is in a three years partnership with George Washington University U.S.A. Under this partnership the LCWU faculty and selected MS students go to GWU every year for training & learning the curriculum of PhD in Gender and Development Studies has also been prepared as part of this collaboration.

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

1.1.1 Mission Statement of Department of Gender & Development Studies

Department of Gender & Development Studies aims to inculcate awareness, assertiveness, self-confidence, and entrepreneurial zeal in the students along with education, research potential and communication skills. We are putting all efforts to help our students excel in education, research and entrepreneurship. The Mission of department is as follows:

- Give a broader, liberal and tolerant vision to the students
- Mold and train students in such a manner that they have a wider range of job opportunities in future so that at the end of the day they are economically viable units of the society
- Develop an awareness of women's legal rights
- Develop awareness of women related issues especially women's reproductive health
- Developing interpersonal skills, leadership ability, analytical skills and ability to work effectively independently and in teams.
- Networking with other organizations in order to develop a platform for advocacy of women rights

With the help of modern teaching techniques we are trying to inculcate higher degree of academic excellence and making the students' future prospects brighter and prestigious. In order to make students ready for participation in professional life 6 weeks internship program is must for students, moreover, they have to actively engage in practical work of entrepreneurship (annual exhibition of their own entrepreneurial projects) and counseling (to help the women in distress). It is the result of these endless efforts that our students are working on prominent positions in Civil sector, Academia, Civil Services and also running their businesses.

Teaching Methodology

Our teaching methodology is a combination of various methods e.g. lectures, seminars, group discussions, presentations, practicals and tutorials using audio

visual aids. It enables the students to think critically, act creatively, analyze and interpret the facts.

Department of Gender & Development Studies offer BS (4-years) degree with following particulars:

Name of Program	Duration	No. of Modules (Semesters)	Total Credit Hrs
B.S Gender and Development Studies	4 years	8 semesters (Internship + Research)	131

1.1.2 a. Mission of BS Program

BS 4-years program in Gender & Development Studies consists of HEC approved courses and curriculum. The courses are a combination of basic, foundation, compulsory and minor courses as per requirement of HEC. These courses include:

i) Compulsory courses

ii) Foundation and major courses of Gender and development

iii) Supporting minor courses from Sociology, Anthropology, Psychology, Social Work and Political Science

iv) In final year students study advanced courses like scientific report writing, counseling: Helping Women in distress and entrepreneurship and work on professional projects like entrepreneurial exhibition/ fair.

v) Thesis and research work is also offered to the students who opt that.

1.1.2. b. BS Program Objectives

1. To improve students' understanding of the biological, psychological and social dimensions of sex and gender.

2. To highlight the often overlooked diverse contributions and struggle of women in history, particularly that for human rights and women's rights.

3. To develop self-confidence, critical thinking, and communication skills required for academic achievement and successful career building.

4. To develop a spirit of entrepreneurship.

5. To prepare a well-equipped, well groomed and able new generation of women leaders.

1.1.3. Aligning program objectives of BS Gender & Development Studies

1. The curriculum is designed in a way to accomplish desired understanding level and as per requirements of students.

2. Compulsory Internship programs to help students gain practical exposure.

3. Class discussion and participation among students is promoted by involving them in case studies, academic activities and knowledge based competitions.

4. Class presentations are assigned to students under their relevant subject

5. Regular revision of the curriculum to keep updated and inculcate new laws and policies about protection and development of women

6. Updating the knowledge of faculty members through a series of workshops, seminars and professional development courses. Since last three years foreign trips also enhanced faculty and students' exposure and potential.

1.1.4 Assessment of Educational objectives:

Table 1: BS Program Objectives Assessment

Objectives (1)	How Measured (2)	When Measured (Frequency) (3)	Improvement Identified (4)	Improvement Made (Corrective & Preventive Action) (5)
As given in Para 1.1	The students are assessed regularly for their knowledge and ability through different methods Like: 1) Quiz/ presentations	There is one test and at least one assignment and presentation comprising midterm assessment and one test and quiz before final term exams	1. Students and teachers both required to be more regular 2. Enhancing communications skills, revision of course/curriculum	1. Attendance rules applied strictly 2. Teachers training and development

2) Class room discussions	Class discussions are conducted regularly throughout the semester	3. Guidance of students about any problem	3. Making courses more interactive and interesting by active participation of teachers and students
3) Examinations	Midterm Evaluation in terms of test, assignment etc and one final term examination in each semester	4. Tutorials	
4) Practical Assignments	Practicals are conducted as per course requirement	5. Teachers' training about new teaching methods	4. Encouraging teachers to teach with more updated, relevant and daily life examples
5) Scientific Report writing Project	In semester 7 students are supposed to conduct a group research and write its full report	6. Revising course outlines of some subjects and shuffling a couple of subjects across semesters on students' recommendation	5. Introducing new courses
6) Internship report or Thesis	In final semester students submit either internship report or thesis work (separate from scientific report writing) and it is evaluated by external examiner		6. Arranging national / international level seminars, lectures, workshops and symposiums and encouraging students of actively participate in them
8) Class exercises	As per course requirement		7. Immediately trying to sort out the solutions if some complaints are put forward by students
7) Teacher's evaluation by students	During semester or at end teacher evaluation is done by students		

> **Standard 1.2:** The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

1.2 Program Outcomes:

BS Gender & Development Studies Program's Outcomes:

1   Familiarity with key analytic debates in the field of gender and development.

2   Identification and analysis of the links between gender, sexuality, identity, power, and social justice.

3   Command over core understanding of gender issues, policies and practices

4   Capacity to evaluate the impact of development interventions such as policies, projects and institutional reforms on issues of gender equity and empowerment.

5   Ability to start personal income generation activity and to do social service by establishing NGOs and application of learned knowledge.

Table 2: BS Program Outcomes Versus Objectives

Program Objectives	Program Outcomes				
	1	**2**	**3**	**4**	**5**
1	✓	✓	✓	✓	✓
2	✓	✓		✓	✓
3	✓		✓	✓	✓
4		✓	✓	✓	✓
5	✓	✓	✓	✓	

Describe the means for assessing the extent to which graduates are performing the stated program outcomes/learning objectives.

1. QEC conducts program evaluation survey
2. A record of alumni is maintained.
3. Results of examination too indicate that outcomes are achieved.

The program outcomes are the byproducts of the program objectives and are interrelated. An example of interrelation between the program objectives and the program outcomes is shown in the following table.

Program Objectives	Program Outcomes				
	1	2	3	4	5
1	*	*	*	◊	_
2	*	◊	*	*	_
3	*	◊	◊	*	*
4	◊	◊	*	*	*
5	◊	◊	*	*	*

Legend: ***** Denotes **Substantial** Contribution to the objectives

   ◊ Denotes **Moderate** Contribution to the objectives

   _ Denotes **No** Contribution to the objectives

Standard 1.3: The results of program's assessment and the extent to which they are used to improve the program must be documented.

1.3.1 Actions taken on the basis of assessment:

- More practical oriented approach adopted
- Attempted to make courses and teaching method more participatory and relevant
- Syllabi revision
- Teachers training
- Faculty development

1.3.2 Strengths of Department

i. Qualified and enthusiastic faculty members.

ii. Out of 13 faculty members 10 are having MS degree; 3 with PhD degree and 5 are pursuing for PhD degree

iii. Team work

iv. Departmental journal "Journal of Gender & Social Research" has been started.

v. Our self-motivated, active and competent students.

vi.   Our active linkages with other foreign and local educational institutes.

vii.   Our ties with industry.

viii.   Library

1.3.3 Weaknesses of Department

i)   Infrastructure needs to be improved e.g. number of class rooms is not sufficient for yearly growing number of students

ii)   Need for a regular, professional librarian

iii)   Separate rooms or even work stations are not available for senior faculty and for faculty members who actively engage in research and publications.

Future Plans

1. Starting PhD Program
2. Develop more national and international academic and industrial linkages
3. Most of the faculty members will complete their PhD degrees.

Standard 1.4: The department must assess its overall performance periodically using quantifiable measures.

1.4.1 Performance Measures:

Performance of the department of Gender and Development Studies in last three years (2016-2018) can be measured through

1) Student's enrollment

2) Passed out Ratio

3) Drop out Ratio

4) Number of other students in our Minors

5) Student teacher ratio

6) Number of Publications

7) Books in library

8) Workshops and Seminars

9) Employability of our ex students

10) Foreign linkages or inbound/ outbound visits

11) Extra-curricular activities of our students

i)   **Table 3: <u>No. of Students Enrolled</u>**

Program	Session	No. of Students
BS	2015-2019	58
	2016-2020	70
	2017-2021	68
	2018-2022	40

ii)   Table 4: <u>Student-Faculty Ratio</u>

Year	No. of Students	No. of Faculty Members	Student-Faculty ratio
2015-2016	502	12+2=14	36:1
2016-2017	452	10+2=12	38:1
2017- 2018	535	07+3=10	54:1
2018-2019 (Fall Semester)	436	8 regular +2Visiting =10	44:1

iii)   Table 5: <u>No. of Students Passed Out</u>

Program	Passing out Year	No. of Students
BS	2016	56
	2017	69
	2018	73

iv)   **Table 6: <u>Percentage of Honor Students & Attrition Rate</u>**

Year	%age of Honor Students **Criteria:** CGPA 3.75 and above	Attrition Rate (Admitted –pass out) *100 Admitted
2017	1approx (1.44%)	23.33
2016	0	20

v)   Table 7: <u>Faculty Training, Conferences, Seminars and workshops (Appendix A)</u>

Year	No. Of Trainings, Seminars and workshops
2018 (till October)	8
2017	33
2016	51

vi)   <u>Papers Published at National & International Level</u>

Table 8: <u>Number of Publications (Appendix B)</u>

Year	Papers published
2016	9
2017	6
2018	5

vii)   <u>Books in Library</u>

Departmental library has total 1724 books. The Library offers different categories of books like; Women issues, men issues, entrepreneurship, research, statistics, SPSS, politics, NGO establishment, fiction etc.

Research Areas

The Faculty is involved in research in the following areas:

- Gender and Psychology
- Women's Health (health beliefs, premenstrual syndrome, menopause)
- Gender and Education
- Women and Economic activity
- Violence against women
- Gender and Impact of media
- Men's Issues
- Leadership
- Gender and organizations
- Gender Stereotypes and Portrayal of Gender

Collaborations

Department of Gender and Development Studies has following collaborations

1. With Punjab Commission on the Status of Women
2. with a number of NGOs like GRAP, Action Aid, Al-fajr, SPO, SMEDA, WBIC, Directorate of Women Development, Aurat-Foundation, SIMORGH, Women Empowerment group,
3. With Pink Ribbon and White Ribbon
4. George Washington University, USA (Department of Gender and Development Studies is in three year partnership (2014-2016) with George Washington University USA's Global Gender Program. This partnership involves curriculum development, student and faculty exchange,

international conferences, collaborative research and similar activities. The partnership is providing opportunities for cross-cultural learning and understanding between faculty and students. Dr. Sarah Shahed from LCWU, Dr. Barbara Miller and Dr. Shaista Khilji from George Washington University are the co investigators.

Departmental Achievements (others)

2018

- In March 2018 students participated in poster competition on "Peace Building & Harmony" organized by BeaconHouse National University and won 1st prize.
- Department launched research journal named "Journal of Gender & Social Research"

2017

- One faculty member won PHEC PhD split Program Scholarship.
- Two faculty members won small research grant awarded by Pak-US Alumni Network (PUAN).
- Four faculty members won Research Incentive Award by Lahore College for Women University
- Students' Exhibition on Entrepreneurial skills development for whole one month from 16.10.17 to 16.11.17 in collaboration with Yes network.
- Fundraising of almost 85 Thousand by GDS department in collaboration with other departments for Pink Ribbon Pakistan.

2016

- Department organized a 3-day international conference in collaboration with George Washington University, US in Pearl Continental , Lahore from 14th to 16th November, 2016. Conference was a huge success More than 100 national and international presenters participated and over 100 research papers were presented in the conference. Participants from seven countries presented, which includes USA, UK, Sweden, Germany, and Norway, Zimbabwe and Nepal.
- MS students participated in "Youth competition on safe cities" arranged by British Council and got 1st position and cash prize.
- Five faculty members won Research Incentive Award by Lahore College for Women University

- Exhibition of entrepreneurial skills was held by students of Gender and Development Studies

Faculty and Student Exchange Program

Gender Studies students and faculty have been benefiting from the George Washington University partnership since 2014. For details of inbound/outbound see Appendix C

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

The development of curriculums for each program of Gender & Development Studies is based on the detailed curriculum development guidelines issued by HEC.

BS (4-Year) Gender and Development Studies

2013-2017 and Onward

STRUCTURE OF SCHEME OF STUDY

Nature of Courses	Numbers of Course	Credits Hours
Compulsory Course (No choice)	07	19
Basic Course	03	13
Foundation Course	04	13
General / Minor Courses	06	18
Major Courses	18	61
Research Report	01	06
Total Credits	**39**	**131**

YEAR-1

SEMESTER-I

Course No	Course Title	Credits
CC/Eng-101	Language in Use	3(3+0)

Course No	Course Title	Credits
CC/Isl-101/ CC/Phil-101	Islamic Education/Ethics (For Non Muslim)	2(2+0)
Maj/GDS-101	Introduction to Gender and Development Studies-I	4(3+1)
Min/GDS-101	Introduction to Sociology	3(3+0)
Min/GDS-102	Introduction to Anthropology	3(3+0)
	Total Credits	**15**

SEMESTER-II

Course No	Course Title	Credits
CC/Eng-102	Academic Reading & Writing	3(3+0)
CC/PS-101	Pakistan Studies	2(2+0)
CC/Math-101	Mathematics	3(3+0)
Maj/GDS-102	Introduction to Gender and Development Studies-II	4(3+0)
Min/GDS-103	Development of Social Thoughts	3(3+0)
Min/GDS-104	Pakistani Society and Culture	3(3+0)
	Total Credits	**17**

YEAR-2

SEMESTER-III

Course No	Course Title	Credits
CC/Eng-201	Communication Skills	3(3+0)
EC/CS-101	Introduction to Computer Application	3(3+0)

Maj/GDS-201	Meaning and Significance of Gender and Development	3(3+0)
Maj/GDS-202	Contemporary Gender Issues	4(3+1)
Min/GDS-201	Sociological Theories	3(3+0)
	Total Credits	**16**

SEMESTER-IV

Course No	Course Title	Credits
CC/Eng-202	Advanced Academic Reading and Writing	3(3+0)
CC/Stat-101	Introduction to Statistics	3(3+0)
Maj/GDS-203	Feminist Theories and Movements	3(3+0)
Maj/GDS-204	Gender and Socio-Cultural Issues	4(3+1)
Min/GDS-202	Social Psychology	3(3+0)
	Total Credits	**16**

YEAR-3

SEMESTER-V

Course No	Course Title	Credits
Maj/GDS-301	Psychology of Gender	3(3+0)
Maj/GDS-302	Methods of Gender and Development Research- I	3(3+0)
Maj/GDS-303	Gender and Literature	3(3+0)

Maj/GDS-304	Gender and Occupation	3(3+0)
Maj/GDS-305	Presentation Skills	4(3+1)
	Total Credits	**16**

SEMESTER-VI

Course No	Course Title	Credits
Maj/GDS-306	Methods of Gender and Development Research-II	3(3+0)
Maj/GDS-307	Advanced Statistics	4(3+1)
Maj/GDS-308	Gender in Religious Perspective	3(3+0)
Maj/GDS-309	Gender and Media	3(3+0)
Maj/GDS-310	Seminar Presentation	4(3+1)
	Total Credits	**17**

YEAR-4

SEMESTER-VII

Course No	Course Title	Credits
Maj/GDS-401	Gender and Economic Development	3(3+0)
Maj/GDS-402	Gender and Politics	3(3+0)
Maj/GDS-403	Gender and Law	3(3+0)

Maj/GDS-405	Computerized Analysis and Scientific Report Writing	4(3+1)
Maj/GDS-407	Entrepreneurial Skills Development	4(3+1)
	Total Credits	**17**

SEMESTER-VIII

Course No	Course Title	Credits
Maj/GDS-404	Gender and Health	3(3+0)
Maj/GDS-406	Gender and Education	3(3+0)
Maj/GDS-408	Helping Women in Distress: Counseling skills	4(3+1)
Maj/GDS-409	Internship/Research Report	06
	Total Credits	**16**

Total Hours: 15+17+16+16+16+17+17+16=**131 CR**

Curriculum Break up

Table 10: Curriculum Break up

Curriculum Breakup	Credit Hours
COMPULSORY COURSES • Language in use • Islamic Education/Ethics (For Non Muslim) • Academic Reading & Writing • Pakistan Studies • Mathematics • Communication Skills • Advanced Academic Reading and Writing	19

BASIC COURSES • Introduction to Computer Application • Introduction to Gender and Development Studies- I • Introduction to Gender and Development Studies- II	11
FOUNDATION COURSES • Introduction to Statistics • Advanced Statistics • Methods of Gender and Development Research- I • Methods of Gender and Development Research-II	12
MINOR COURSES • Introduction to Sociology • Introduction to Anthropology • Development of Social Thoughts • Pakistani Society and Culture • Sociological Theories • Social Psychology	18

MAJOR COURSES	
• Meaning and Significance of Gender and Development • Contemporary Gender Issues • Feminist Theories and Movements • Gender and Socio-Cultural Issues • Psychology of Gender • Gender and Literature • Gender and Occupation • Presentation Skills • Gender in Religious Perspective • Gender and Media • Seminar Presentation • Gender and Economic Development • Gender and Politics • Gender and Law • Gender and Health • Computerized Analysis and Scientific Report Writing • Gender and Education • Entrepreneurial Skills Development • Helping Women in Distress: Counseling skills	44
• RESEARCH REPORT	6
Total Credit Hours	**131**

Standard 2.1: The curriculum must be consistent and supports the program's documented objectives.

BS program contents/courses meet the program outcomes as shown in the table below.

Table 11: Courses versus Program Outcomes

Courses	Outcomes			
	1	2	3	4
CC/Eng-101	✓			✓
CC/Isl-101 /CC/Phil-101		✓		✓
CC/Maths − 101		✓		✓
CC/PS-101			✓	
CC/Eng-201	✓			
Maj/GDS-101	✓	✓		✓
Min/GDS-101	✓	✓		✓
Maj/ GDS -102		✓		✓
Min/GDS-102	✓	✓	✓	✓
Min/GDS-103	✓	✓	✓	✓
Min/GDS-104	✓	✓	✓	✓
Maj/ GDS -201		✓		✓
Min/GDS-201	✓		✓	
Maj/ GDS -202			✓	
CC/Eng-202	✓			
Maj GDS -203	✓	✓		✓
Maj GDS -204	✓	✓	✓	✓
Maj GDS -301		✓		✓
Maj GDS -302	✓	✓	✓	✓
Maj/ GDS -303	✓			✓
Maj/ GDS -304	✓	✓	✓	✓
Maj/ GDS -305	✓	✓	✓	✓
Maj/ GDS -306	✓	✓	✓	✓
Maj/ GDS -307	✓		✓	✓
Maj/ GDS -401			✓	✓
Maj/ GDS -402	✓	✓	✓	✓
Maj/ GDS -403	✓	✓	✓	✓
Maj/ GDS -404	✓	✓		
Maj/ GDS -405	✓	✓		
Maj/ GDS -406	✓	✓	✓	✓
Maj/ GDS -407	✓	✓	✓	✓
Maj/ GDS -408	✓	✓		

Table 12: <u>Program versus Objectives</u>

Courses	Program Objectives				
	1	2	3	4	5

CC/Eng-101	✓			✓	✓
CC/Isl-101 /CC/Phil-101		✓	✓	✓	✓
CC/Maths—101		✓		✓	✓
CC/PS-101	✓	✓	✓		✓
CC/Eng-201	✓				✓
Maj/GDS-101	✓	✓	✓	✓	✓
Min/GDS-101		✓	✓	✓	✓
Maj/ GDS -102	✓	✓		✓	✓
Min/GDS-102		✓	✓		✓
Min/GDS-103	✓			✓	✓
Min/GDS-104	✓	✓		✓	✓
Maj/ GDS -201	✓	✓	✓	✓	✓
Min/GDS-201		✓		✓	✓
Maj/ GDS -202	✓	✓	✓	✓	✓
CC/Eng-202			✓		✓
Maj GDS -203	✓	✓			✓
Maj GDS -204	✓	✓	✓	✓	✓
Maj GDS -301	✓			✓	✓
Maj GDS -302	✓		✓	✓	✓
Maj/ GDS -303	✓	✓			✓
Maj/ GDS -304		✓	✓	✓	✓
Maj/ GDS -305	✓		✓	✓	✓
Maj/ GDS -306	✓	✓	✓	✓	✓
Maj/ GDS -307	✓	✓	✓	✓	✓
Maj/ GDS -401				✓	✓

Maj/ GDS -402		✓	✓	✓	✓
Maj/ GDS -403	✓	✓			✓
Maj/ GDS -404		✓	✓	✓	✓
Maj/ GDS -405	✓	✓	✓	✓	✓
Maj/ GDS -406		✓	✓	✓	✓
Maj/ GDS -407				✓	✓
Maj/ GDS -408	✓	✓	✓	✓	✓

> **Standard 2.2:** Theoretical background, problems analysis and solution design must be stressed within the program's core material.

Program: BS

The modules of all the programs adequately address:

1)   Theoretical background
2)   Problem solving
3)   Solution design

Some of the modules include the theoretical background and contain problem solving and solution design while others deal with Theoretical background, Problem analysis and Solution design separately.   During teaching great stress is lead to problem solving and design of solution.   Thus the modules stress the practicality of the program.

Table 13: **Elements of Courses**

Elements	Courses	No of Courses
Theoretical background	Maj/GDS-101 Maj/GDS-102, Maj/GDS-201, Maj/ GDS -202, Maj/ GDS -203, Maj/ GDS -204, Maj/ GDS -301, Maj/ GDS -303,Maj/ GDS -308, Maj/ GDS -309, Maj/ GDS -401, Maj/ GDS -402, Maj/ GDS -404, Maj/ GDS -406	14

Problem solving	CC/Stat-101, Maj/GDS-305, Maj/GDS-310, Maj/ GDS -403, Maj/GDS-407,	6
Solution design	Maj/GDS-307, Maj/GDS-405, Maj/GDS-407, Maj/GDS-408	4
Application of Theoretical Knowledge	Maj/GDS-307, Maj/GDS-407, Maj/GDS-408	3

Standard 2.3: The curriculum must satisfy the core requirements for the program, 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 program as specified by the respective accreditation body.

The curriculum satisfies major requirements of the programs per approval of board of studies.

Standard 2.5: The curriculum must satisfy general education, arts, and professional and other discipline requirements for the program, as specified by the respective accreditation body/council.

The curriculum satisfies general education disciplines requirements. The programs and curriculum are designed according to HEC guidelines and has the approval of Board of Studies and Lahore College for Women University.

Standard 2.6: Information technology component of the curriculum must be integrated throughout the program.

The information technology components are present in most of the courses.

Standard 2.7: Oral and written communication skills of the student must be developed and applied in the program.

Oral and written communication skills of the student are developed by seminar, Presentations, question answers, debates, class participation of the students.

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

Computer Lab is situated in GDS department. The objective is to teach computer related courses and to facilitate students in using lab for their official tasks and for using e-library.

Standard 3.1: Manuals/documentation/instructions for experiments must be available and readily accessible to faculty and students.

Department has up-to-date computer lab

Standard 3.2: There must be adequate support personnel for instruction and maintaining the laboratories:

The department is lacking the support personnel for maintenance of computer labs. The steps have yet to be taken for indulging of technical and support staff.

Standard 3.3: The university computing infrastructure and facilities must be adequate to support program's objectives:

Computing infrastructure being provided by the university to fulfill departmental needs is inadequate. Steps should be taken as per updating computers, providing qualified lab assistants etc.

CRITERION 4: STUDENT SUPPORT AND ADVISING

Standard 4.1: Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner:

The strategy for course offering per semester is approved by Board of Studies for timely completion of the program. BS program is offered once a year.

Standard 4.2: Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants:

The effective student/faculty interaction in programs taught by more than one faculty members is streamlined by coordination of these faculty members and the commonality is maintained through any curriculum which is adopted for the particular module. The programs are structured to ensure effective interaction between students, faculty and the Head of Department. The students require extra help are facilitated through tutorials, questions and answers. Questions are encouraged by the faculty from the students. Seminars are arranged where the students are free to discuss the topics relating to the program. Debates are initiated. The students are free to interact with the Head of Department in case of any shortcoming.

Standard 4.3: Guidance on how to complete the program must be available to all students and access to academic advising must be available to make course decisions and career choices:

Students are provided guidance regarding the completion of the programs and having access to qualified faculty as well as their counseling. Under Women Institute of Leadership & Learning (the basic umbrella over Gender studies department) there exists a student service center which provides counseling services to students through two qualified and certified counselors. Students are encouraged to bring forward their suggestions and complaints by having face to face interaction with the Head of Department. The students once in semester carry-out the teacher's evaluation surveys. The counseling of the students is provided by the university counseling cell regarding different academic affairs.

CRITERION 5: PROCESS CONTROL

Standard 5.1: The process by which students are admitted to the program 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:

BS [4 Year Degree Program]

BS program is divided in eight semesters with two semesters each year covering a total of 133 credit hours

Eligibility

Students with Intermediate education (science or humanities) are eligible to apply for BS Gender and Development Studies.

Standard 5.2: The process by which students are registered in the program and monitoring of students' progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives:

Advertisements are made in leading newspapers and on Lahore College for Women University website. The student academic progress is monitored regularly by the test, assignments, projects, and regular written examination system.

Standard 5.3: 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:

The standards are clearly indicated in the University charter which are followed. Qualifications which are required for each module are kept in mind. The criteria for recruiting are qualification, experience which is judged through analysis of resumes 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 Institute. The input of the students for maintaining the quality of the teachers is done by evaluating the teachers regularly once in a semester by the students. The results of these studies are sent to the teachers for improvement and in extreme cases replacements are made.

An Annual Confidential Report (ACR) is initiated by the Dean annually for each member of staff and their retention, increment and promotion are based on ACRs.

Standard 5.4: The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives:

The evaluation process to ensure that the teaching and delivery of the program material to the students emphasizes active learning is carried out through projects and assignments that are based on practicality of the knowledge given to the students.

Standard 5.5: The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

In order to ensure that graduates / outgoing students have completed the requirement of the programs, the processes are based on standards prescribed by university under semester rules. QEC and the Head of Department ensure the compliance of the standards.

DEPARTMENT OF GENDER & DEVELOPMENT STUDIES
LAHORE COLLEGE FOR WOMEN UNIVERSITY, LAHORE

SELF-ASSESSMENT REPORT

Submitted to

Quality Enhancement Cell,

Lahore College for Women University, Lahore

Dated: 23-10-2018

Name of the Program: MS Gender & Development Studies

Name of the Director: Prof. Dr. Sarah Shahed

Contact Number (Institution): 92-42-99203801-9

Contact Number (Director): 03213939657

Team Leader	Dr.Subha Malik Assisstant Professor
Team Member	Nayab Javed Lecturer

Signature the Leader of Program Team:

_____   Date: _____

Signature of Director:

_____   Date: _____

Department of Gender & Development Studies offers MS (2-years) degree with following particulars:

Name of Program	Duration	No. of Modules (Semesters)	Total Credit Hrs
M.S Gender and Development Studies	2 years	4 semesters (Including Research)	36

1.1.2 a. Mission of MS Program

MS 2-years program in Gender & Development Studies consists of HEC approved courses and curriculum. The courses are a combination of major courses, internship / community development project report and research thesis as per requirement of HEC. These courses include:

i)   Major courses includes gender and development, gender and health,

ii)   Research Courses like Research Methodology , Statistics and computing ,

iii) One course is related to field work like Internship / Community Development Project Report

iv)   Research Thesis is compulsory for all MS students

1.1.2. b. MS Program Objectives

1. To build an association between gender issues and development.
2. To enhance students ability to apply theoretical knowledge through working with NGOs.
3. To contribute to women empowerment at professional and grass root level through gender sensitization and entrepreneurship.
4. To reduce the gender gap in scientific and technological advancement.
5. To integrate gender issues in all academic fields.

1.1.3. Aligning program objectives of MS Gender & Development Studies

1. The curriculum is designed in a way to accomplish desired understanding level and as per requirements of students.

2. Class discussion and participation among students is promoted by involving them in case studies, academic activities and knowledge based competitions.

3. Class presentations are assigned to students under their relevant subject

4. Regular revision of the curriculum to keep updated and inculcate new laws and policies about protection and development of women

5. Updating the knowledge of faculty members through a series of workshops, seminars and professional development courses. Since last three years foreign trips also enhanced faculty and students' exposure and potential.

4 Assessment of Educational objectives:

Table 1: MS Program Objectives Assessment

Objectives (1)	How Measured (2)	When Measured (Frequency) (3)	Improvement Identified (4)	Improvement Made (Corrective & Preventive Action) (5)
As given in Para 1.1.2b	The students are assessed regularly for their knowledge and ability through different methods Like: 1) Quiz/ presentations	There is one assignment before Test 1 and presentation before Test 2	1. Students and teachers both required to be more regular 2. Enhancing communications skills, revision of course/curriculum 3. Guidance of students about any problem 4. Tutorials	1. Attendance rules applied strictly, marks are given for attendance 2. Teachers training and development 3. Making courses more interactive and
	2) Class room discussions	Class discussions are conducted regularly throughout		

		the semester	5. Teachers' training about new teaching methods	interesting by active participation of teachers and students
	3) Examinations	Class tests (T1, T2) and one final term in each semester		
			6. Revising course outlines of some subjects and shuffling a couple of subjects across semesters on students' recommendation	4. Encouraging teachers to teach with more updated, relevant and daily life examples
	4) Community Project	In semester 3 students are supposed to community project and write its full report		5. Introducing new courses
	5)Thesis	In final semester students submit thesis work (separate from community project) and it is evaluated by external examiner		6. Arranging national / international level seminars, lectures, workshops and symposiums and encouraging students of actively participate in them
	6) Class exercises	As per course requirement		
	7) Teacher's evaluation by students	During semester or at end teacher evaluation is done by students		7. Immediately trying to sort out the solutions if some complaints are put forward by students

Standard 1.2: The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

1.2 Program Outcomes:

MS Gender & Development Studies Program's Outcomes:

1. Knowledge of the main theoretical approaches used in gender analysis of development issues and their links to wider social and political change.

2. Awareness of the interplay between regional cultures, social change and development interventions in terms of differential impact on women and men.

3. An understanding of the value of critical and comparative analysis using quantitative and qualitative data.

4. Skills in academic research planning, analysis, and reporting on current development issues.

5. Establishment of personal NGOs and networking with GOs and NGOs.

Table 2: MS Program Outcomes versus Objectives

Program Objectives	Program Outcomes				
	1	2	3	4	5
1	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4		✓		✓	✓
5	✓	✓	✓	✓	

Describe the means for assessing the extent to which graduates are performing the stated program outcomes/learning objectives.

1. Conducting a survey of graduating seniors every semester.
2. Conduct a survey of alumni every two years.
3. Conduct a survey of employers every two years.

4. Carefully designed questions asked during senior project presentations. These questions should be related to program outcomes.
5. Outcome examinations.

The program outcomes are the byproducts of the program objectives and are interrelated. An example of interrelation between the program objectives and the program outcomes is shown in the following table.

Program Objectives	Program Outcomes				
	1	**2**	**3**	**4**	**5**
1	*	◊	◊	*	*
2	*	*	*	*	*
3	◊	*	*	*	*
4	*	*	*	*	*
5	*	*	*	*	◊

Legend: ***** Denotes **Substantial** Contribution to the objectives

◊ Denotes **Moderate** Contribution to the objectives

_ Denotes **No** Contribution to the objectives

Standard 1.3: The results of program's assessment and the extent to which they are used to improve the program must be documented.

1.3.1 Actions taken on the basis of assessment:

1. More practical oriented approach adopted
2. Attempted to make courses and teaching method more participatory and relevant
3. Syllabi revision
4. Teachers training
5. Faculty development

1.3.2 Strengths of Department

1. Team work

2. Qualified and enthusiastic faculty members.

3. Our self-motivated, active and competent students.

4. Our active linkages with other foreign and local educational institutes.

5. Working with different GOs and NGOs

6. Library

1.3.3 Weaknesses of Department

1. Infrastructure needs to be improved e.g. number of class rooms is not sufficient for yearly growing number of students.

2. Separate rooms or even work stations are not available for senior faculty and for faculty members who actively engage in research and publications.

Future Plans

1. Starting PhD Program

2. Develop more national and international academic and industrial linkages

3. Starting a new journal for Gender and Development Studies

4. Most of the faculty members will complete their MS and Ph.D degrees.

Standard 1.4: The department must assess its overall performance periodically using quantifiable measures.

1.4.1 Performance Measures:

Performance of the department of Gender and Development Studies in last five years (2010-2015) can be measured through

 1) Student's enrollment Ratio

 2) Passed out Ratio

3) Drop out Ratio

4) Student teacher ratio

6) Number of Publications

7) Books in library

8) Workshops and Seminars

9) Employability of our ex students

10) Foreign linkages or inbound/ outbound visits

11) Extra-curricular activities of our students

i) **Table 3: No. of Students Enrolled**

Program	Session	No. of Students
MS	2016-2018	14
	2017-2019	14
	2018-2020	15

ii) **Table 4: Student-Faculty Ratio**

Year	No. of Students	No. of Faculty Members	Student-Faculty ratio
2016	29	4+1	5:1
2017	31	5+1	5:1
2018	29	4+2	4:1

iii) **Table 5: No. of Students Passed Out**

Program	Passing out Year	No. of Students
MS	2016	8
	2017	8
	2018 (till October)	9

i) **Table 6: Percentage of Honor Students & Attrition Rate**

Year	%age of Honor Students Criteria: CGPA 3.75 and above	Attrition Rate (Admitted –pass out) *100 Admitted
2016	1	42
2017	1	42
2018	2	40

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

The development of curriculums for each program of Gender & Development Studies is based on the detailed curriculum development guidelines issued by HEC.

MS Gender and Development Studies
Scheme of Studies

Structure of Scheme of Study

Nature of courses	Numbers of Courses	Credits Hours
Major Courses	09	27
Internship / Community Development Project Report	01	03
Research Thesis	01	06
Total Credits	11	36

YEAR-1

SEMESTER-I

Course No	Course Title	Credits
GDS-501	Gender and Development: Principles and Concepts	03
GDS-502	Research Methodology	03
GDS-506	Gender, Enterprise and Organizations	03
GDS-504	Pro-Seminar Presentations	03
Total Credits 12		

SEMESTER-II

Nature of courses	Numbers of Courses	Credits Hours
GDS-505	Gender Politics, Civil Society and Human Rights	03
GDS-503	Statistics and Computing	03
GDS-507	Gender and Health	03
GDS-508	N.G.O. Establishment and Operations	03
Total Credits 12		

YEAR-2

SEMESTER-III

Nature of courses	Numbers of Courses	Credits Hours
*GDS-601	Gender, Technology and Economic Development	03
*GDS-601	Gender and Environment	03
*GDS-601	Counseling Skills and Communication Skills	03
*GDS-601	Men and Masculinity	03
GDS-602	Community Work	03
Total Credits 6		

*Students have to choose one elective subject in Semester III from the mentioned subjects.

SEMESTER-IV

Nature of courses	Numbers of Courses	Credits Hours
GDS-603	Thesis	06
Total Credits 6		

Total Hours: 12+12+6+6 = 36CR

Curriculum Break up

Table 10: Curriculum Break up

Curriculum Breakup	Number of Courses	Credit Hours
Major Courses • Gender and Development: Principles and Concepts • Gender, Enterprise and Organizations • Research Methodology • Pro-Seminar Presentations	09	27

• Gender Politics, Civil Society and Human Rights • Statistics and Computing • Gender and Health • N.G.O. Establishment and Operations • *Gender, Technology and Economic Development • *Gender and Environment • *Counseling Skills and Communication Skills • *Men and Masculinity		
Internship / Community Development Project Report • Community Work	01	03
Research Thesis	01	06
Total	11	36

(*)Students have to choose one elective subject in Semester III from the mentioned subjects.

> **Standard 2.1:**The curriculum must be consistent and supports the program's documented objectives.

MS program contents/courses meet the program outcomes as shown in the table below.

Table 11: Courses versus Program Outcomes

Courses	Outcomes				
	1	**2**	**3**	**4**	**5**
GDS-501	✓			✓	
GDS-502		✓	✓		
GDS-506	✓	✓		✓	✓

GDS-504	✓		✓		✓
GDS-505	✓	✓		✓	
GDS-503		✓	✓		
GDS-507	✓	✓			
GDS-508		✓			✓
GDS-505	✓	✓			
*GDS-601	✓			✓	
*GDS-601	✓		✓		
*GDS-601	✓			✓	
*GDS-601	✓		✓	✓	
GDS-602			✓	✓	✓
GDS-603			✓	✓	

(*)Students have to choose one elective subject in Semester III from the mentioned subjects.

Table 12: Program versus Objectives

Courses	Program Objectives				
	1	2	3	4	5
GDS-501	✓		✓	✓	✓
GDS-502	✓	✓	✓	✓	✓
GDS-506	✓	✓	✓	✓	✓
GDS-504	✓		✓	✓	✓
GDS-505	✓		✓	✓	✓
GDS-503				✓	
GDS-507	✓	✓	✓	✓	✓
GDS-508	✓	✓	✓	✓	✓

*GDS-601	✓	✓	✓	✓	✓
*GDS-601	✓	✓	✓	✓	✓
*GDS-601	✓	✓	✓	✓	✓
*GDS-601	✓	✓	✓	✓	✓
GDS-602	✓	✓	✓	✓	✓
GDS-603	✓	✓	✓	✓	✓

(*)Students have to choose one elective subject in Semester III from the mentioned subjects.

> **Standard 2.2:**Theoretical background, problems analysis and solution design must be stressed within the program's core material.

Program: MS

The modules of all the programs adequately address:

1) Theoretical background

2) Solution design
3) Application of Theoretical Knowledge

Some of the modules include the theoretical background and contain problem solving and solution design while others deal with Theoretical background, Problem analysis and Solution design separately. During teaching great stress is lead to problem solving and design of solution. Thus the modules stress the practicality of the program.

Table 13: **Elements of Courses**

Elements	Courses	No of Courses
Theoretical background	GDS-501, GDS-503, GDS-505	3
Solution design	GDS-502,GDS-506, GDS-507,*GDS-601	4
Application of Theoretical Knowledge	GDS-504,GDS-508, GDS-602, GDS-603	4

> **Standard 2.3:** The curriculum must satisfy the core requirements for the program, 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 program as specified by the respective accreditation body.

The curriculum satisfies major requirements of the programs per approval of board of studies.

> **Standard 2.5:** The curriculum must satisfy general education, arts, and professional and other discipline requirements for the program, as specified by the respective accreditation body/council.

The curriculum satisfies general education disciplines requirements. The programs and curriculum has the approval of Board of Studies and Lahore College for Women University.

> **Standard 2.6:** Information technology component of the curriculum must be integrated throughout the program.

The information technology components are present in most of the courses.

> **Standard 2.7:** Oral and written communication skills of the student must be developed and applied in the program.

Oral and written communication skills of the student are developed by seminar, Presentations, question answers, debates, class participation of the students.

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

Indicate for each lab the following:
- o Laboratory Title
- o Location and area

- o Objectives
- o Adequacy for Instruction
- o Courses taught
- o Software available (if applicable)
- o Major Apparatus
- o Major Equipments
- o Safety regulations

Standard 3.1: Manuals/documentation/instructions for experiments must be available and readily accessible to faculty and students.

Department has up-to-date computer lab at first floor of Department of Gender and Development Studies. There is no specific course in MS Gender and development to teach in Computer Lab but students work on their course projects and thesis work in GDS Lab.

Standard 3.2: There must be adequate support personnel for instruction and maintaining the laboratories:

The department is lacking the support personnel for maintenance of computer labs. The steps have yet to be taken for indulging of technical and support staff.

Standard 3.3: The university computing infrastructure and facilities must be adequate to support program's objectives:

Computing infrastructure being provided by the university to fulfill departmental needs is inadequate. Steps should be taken as per updating computers, providing qualified lab assistants etc.

CRITERION 4: STUDENT SUPPORT AND ADVISING

Standard 4.1: Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner:

The strategy for course offering per semester is approved by Board of Studies for timely completion of the program. MS program is offered once a year.

Standard 4.2: Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants:

The effective student/faculty interaction in programs taught by more than one faculty members is streamlined by coordination of these faculty members and the commonality is maintained through any curriculum which is adopted for the particular module. The programs are structured to ensure effective interaction between students, faculty and the Head of Department. The students require extra help are facilitated through tutorials, questions and answers. Questions are encouraged by the faculty from the students. Seminars are arranged where the students are free to discuss the topics relating to the program. Debates are initiated. The students are free to interact with the Head of Department in case of any shortcoming.

Standard 4.3: Guidance on how to complete the program must be available to all students and access to academic advising must be available to make course decisions and career choices:

Students are provided guidance regarding the completion of the programs and having access to qualified faculty as well as their counseling. Under Women Institute of Leadership & Learning (the basic umbrella over Gender studies department) there exists a student service center which provides counseling services to students through two qualified and certified counselors. Students are encouraged to bring forward their suggestions and complaints by having face to face interaction with the Head of Department. The students once in semester carry-out the teacher's evaluation surveys. The counseling of the students is provided by the university counseling cell regarding different academic affairs.

CRITERION 5: PROCESS CONTROL

> **Standard 5.1:** The process by which students are admitted to the program 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:

MS [2 Years Degree Program]

MS program is divided in four semesters with two semesters each year covering a total of 36 credit hours

Eligibility

Students with BS Gender and Development Studies are eligible to apply for MS Gender and Development Studies.

> **Standard 5.2:** The process by which students are registered in the program and monitoring of students' progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives:

Advertisements are made in leading newspapers and on Lahore College for Women University website. The student academic progress is monitored regularly by the test, assignments, projects, and regular written examination system.

> **Standard 5.3:** 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:

The standards are clearly indicated in the University charter which are followed. Qualifications which are required for each module are kept in mind. The criteria for recruiting are qualification, experience which is judged through analysis of resumes 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 Institute. The input of the students for maintaining the quality of the teachers is done by evaluating the

teachers regularly once in a semester by the students. The results of these studies are sent to the teachers for improvement and in extreme cases replacements are made. An Annual Confidential Report (ACR) is initiated by the Dean annually for each member of staff and their retention, increment and promotion are based on ACRs.

Standard 5.4: The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives:

The evaluation process to ensure that the teaching and delivery of the program material to the students emphasizes active learning is carried out through projects and assignments that are based on practicality of the knowledge given to the students.

Standard 5.5: The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

In order to ensure that graduates / outgoing students have completed the requirement of the programs, the processes are based on standards prescribed by university under semester rules. QEC and the Head of Department ensure the compliance of the standards.

CRITERION 6: FACULTY

Standard 6.1: 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. The majority of the faculty must hold a Ph.D. in the discipline:

There is adequate full time faculty supplemented by visiting faculty who provide adequate coverage of the program with continuity and stability. The expertise of all faculty members are pre-judged and monitored for each module forming a part of the program. The level of competency of the faculty members are evaluated at time of induction and monitored during teaching.

Program Area of Specialization	Courses in the Area and Average Number of Sections per Year	Number of faculty Members in Each Area	Number of Faculty with Ph. D Degree
Area 1.	Gender & Development Studies	7	None
Area 2.	Gender related courses	7	None
Area 3.	Research	8	3
Area 4.	Statistics & SPSS	3	1
Total			

Table 3: Faculty Distribution by Program Areas

Standard 6.2: All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place:

All the faculty members remain current in the disciplines and sufficient time is provided for scholar activities and professional development. Effective program for faculty development is in place. They are provided centralized training by university through faculty development program of HEC and FDC. Moreover, department actively utilizes its academic and industrial linkages for the training of staff. Even staff participation in foreign online courses is highly encouraged.

Standard 6.3: All faculty members should be motivated and have job satisfaction to excel in their profession:

The faculty members are regularly motivated and efforts are made to provide job satisfaction so that they excel in their profession.

CRITERION 7: INSTITUTIONAL FACILITIES

Standard 7.1: The institution must have the infrastructure to support new trends in learning such as e-learning

➡   Portable Overhead Projectors are available which can be used in the class rooms.

➡   Internet facility is available throughout department.

➡   Access to HEC digital library is available.

➡   Resource room for MS

➡   Lack of class rooms in our department as compared to number of students

Standard 7.2: The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel:

Almost every up-to-date book is available in main and departmental library that covers all the areas of programs. Library provides facility of books borrowing and adequate reading time. Reference books are also available to be consulted with in library premises. The library lacks regular library attendant. Digital library is also

provided by university. Importantly, relevant research journals can also accessed through digital library of LCWU.

> **Standard 7.3:** Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities:

There exist 4 class rooms in Department of Gender and Development Studies which are not adequate to cater needs of ever growing number of students. So, we need extra rooms for MS Students. There is one office of HOD and one Staff room for all faculty members. Separate rooms or work stations should be provided for senior staff members and those who indulge in research activities. There is a dire need for more class rooms as 4 rooms are highly inadequate for almost 500 students.

CRITERION8: INSTITUTIONAL SUPPORT

> **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:

Teachers are recruited on the basis of criterion established by the HEC. Existing faculty is sent to different courses of teaching organized to update the knowledge. Workshops are organized by FDC for faculty development.

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

The admission criteria ensure the intake of high quality students. Our MS and BS students are engaged in high quality research activities. Some of these students are later on hired as research assistants.

> **Standard 8.3:** Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities:

Budget for Library is provided occasionally but it is not the case with computer lab.

APPENDICES

Appendix A

Sr no	Title	Date	Organization	Participants
			2018	
1.	3days workshop on 'Advance Statistical Techniques' by Dr. Irum Fatima,	28.8.18 - 30.8.18.	LCWU	Dr. Shehla Dr. Subha Ms. Uzma Ms. Maryam Batool Ms. Madiha Ms. Samina Ms. Syeda Maryam
2.	International Conference: Women pillars of civilizations	11.3.18 – 13.3.18	Paigham-e-Pakistan,	Dr. Shehla Ms. Maryam Batool Ms. Fareeha Anjum
3.	Tow day Workshop on " Understanding Child Rights Advocacy & UN Human Right Mechanisms	16.8.18-17.8.18	Child Right Movement Punjab	Ms. Madiha
4.	4th International Conference on Emerging Trends in Multidisciplinary Research" (4th ETMR)	23.10.18-24.10.18	KS Global Research at Asain Institute of Technology (AIT),Thailand	Dr. Shehla
5.	South Asia Conference on Multidisciplinary Research (SAMR'2018)	5.10.18 – 6.10. 18	The International Research & Development Institute, Sri Lanka	Dr. Shehla
6.	5th International Conference on Contemporary Issues of Business Management	21.3.18 - 22.3.18	University of Central Punjab Business School, Lahore	Dr. Shehla
7.	1st International conference on Social Science and Humanities	25.4.18 – 27.4.18	Kinnaird College, Lahore	Dr. Shehla

8.	2nd AIOU National Graduate Conference	28.8.18-29.8.18	Islamabad	Ms. Madiha Nadeem
	2017			
9.	Seminar on Her talk cyber safety	10.1.17	Women Development Department	Ms. Farah Adil Ms. Fareeha Anjum Ms. Zain Khadija
10	Seminar on transgender	20.1.17	Social Work Department, LCWU	Ms. Madiha Nadeem
11	5 days training on "Professional Development of Teachers Teaching through Medium of English"	6.2.17 - 10.2.17	Learning Innovation Division of HEC & DFDI, LCWU	Dr. Shehla Ms. Madiha Nadeem
12	International Women's Day Conference	6.3.17 to 8.3.17	GDS in collaboration with Mass Communication, LCWU and Simorgh	Prof. Dr. Sarah Shahed Dr. Subha Malik Ms. Uzma Ashiq Ms. Asma Malik Ms. Maryam Batool Ms. Farah Adil Ms. Fareeha Anjum Ms. Maryam Batool Ms. Shehla Ahmad Ms. Samina Riaz Ms. Zain Khadija Ms. Fizzah Zainab Ms. Madiha Nadeem
13	Women's Leadership Program	4.3.17-8.3.17	University of Education, Lahore	Ms. Farah Adil Ms. Fareeha Anjum Ms. Shehla Ahmad Ms. Madiha Nadeem
14	1st International Conference "Clinical Psychology and the Developing World: Issues, Challenges and Solutions	9.3.13-10.3.17	University of Management Science, Lahore	Prof. Dr. Sarah Shahed Dr. Subha Malik Ms. Madiha Nadeem
15	Leadership Training "Ma Pakistan Ho"	17.3.17 to 1.4.17	Gulistan-e- Saida at Aiwane Iqbal	Fareeha Anjum Madiha Nadeem
16	3 Days Training Of Trainers on Human Rights, Strengthening Cities Of Government Officials	20.3.2017 to 22.3.2017	Ministry of Human Rights ,	Fareeha Anjum

			The Asia Foundation	
17	Water Crisis: Issues and Challenges	28.3. 2017	WILL	Dr. Subha Malik Ms. Shehla Ahmad Syeda Maryam Batool Ms. Madiha Nadeem
18	Language Usage Competnecy Workshop	March-April	DFDI	Dr. Subha Malik
19	International Conference on Gender, work & Society: Challenges, Opportunities & Prospects for Women's Economic Empowerment	22.4.17- 23 .4.17	Suleman Dawood School of Business (SDSB), LUMS	Dr. Shehla
20	Research Colloquium: Gender and Institutional Differences in Job satisfaction, Professional Stress & Work Family Conflict in Academia	23.10.17 - 27.10.17	DFDI, LCWU.	Dr. Shehla
21	International Conference of Social Sciences & Humanities	14.12.17 – 16.12.17	Virtual University & Lahore College for Women University	Dr. Sarah Shahed Dr. Shehla Ms. Madiha Nadeem Ms. Fareeha Anjum
22	Mindfulness: techniques for stress reduction by Ms.Saira Aziz	6.4.2017	GDS	Dr. Subha Malik
23	Condolence Reference of Nigar Ahmad	21.4.2017	WILL	GDS Faculty except Ms. Farah
24	International Conference on Gender, Work and Society	22.4.2017 to 23.4.2017	LUMS	Dr. Sarah Shahed Ms. Shehla Ahmad
25	Quality in Qualitative Data Collection, Designing and Conducting Mixed Method Research	25.4.2017	Government College University	Prof. Dr. Sarah Shahed Dr. Subha Malik Ms. Uzma Ashiq Ms. Maryam Batool Ms. Shehla Ahmad Ms. Samina Riaz Ms. Madiha Nadeem
26	Regression Analysis Workshop	9.5.2017	GCU	Madiha Nadeem Uzma Ashiq
27	UN Women's 2018-2022 Strategic Planning Consultation	18.5.2017	UN Women, Lahore	Madiha Nadeem

28	Workshop on "Resilience energy Training".	13.12.17	Psychology department, LCWU	Dr. Shehla Ms. Maryam Batool
29	One-day session on "Improving quality of teaching and learning with outcome based education" at LCWU,	16.10.17	Pakistan Institute of Quality Control	Dr. Subha Dr. Shehla
30	One Day Workshop on Psychological issues of Youth and their solutions	17.11.17	GDS, LCWU	Prof. Dr. Sarah Shahed Dr. Subha Mailk Dr. Shehla Ahmad Ms. Uzma Ashiq Ms. Maryam Batool Ms. Farah Adil Ms. Fareeha Anjum Ms. Madiha Nadeem
31	Proposal writing Workshop for PUAN grant	5.12.17	GDS & PUAN	Prof. Dr. Sarah Shahed Dr. Subha Mailk Ms. Uzma Ashiq Ms. Asma Semmi Dr. Shehla Ahmad Ms. Samina Riaz Ms. Maryam Batool Ms. Farah Adil Ms. Fareeha Anjum Ms. Syeda Maryam Batool Ms. Zain Khadija Ms. Fizzah Zaineb Ms. Madiha Nadeem
32	One day workshop Training on "How to confront and stop Sexual Harassment"	8.12.17	GDS & PUAN	Prof. Dr. Sarah Shahed Dr. Subha Mailk Ms. Uzma Ashiq Ms. Asma Semmi Dr. Shehla Ahmad Ms. Samina Riaz Ms. Maryam Batool Ms. Farah Adil Ms. Fareeha Anjum Ms. Syeda Maryam Batool Ms. Zain Khadija Ms. Fizzah Zaineb Ms. Madiha Nadeem

33	Islamic Law Orientation Course	14.12.17-15.12.17	Islamic Studies Department LCWU, with collaboration of Shari'ah Academy, International Islamic University, Islamabad.	Ms.Farah
34	Come in Stressed: Leave Revitalized	23.2.18	Ruth Pfau Institute for Leadership and Learning, LCWU & Pak-US Alumni Network	Dr. Sarah Dr. Shehla Ms. Samina Ms. Maryam Batool Ms. Fareeha
35	International Women Days Conference, 2017	06 to 08 2017	Women Institute for Leadership and Learning, LCWU-Pakistan & Simorgh Organization Lahore-Pakistan	All staff Members
36	Workshop on "Psychological issues of youth and their solutions"	17-11-2017	Women Institute for Leadership and Learning, LCWU-Pakistan	All staff Members
37	3-Day International Conference on Health Psychology: Issues and Challenges	26.4.17-28.4.17	GC University, Lahore.	Ms. Farah & Dr. Sarah
38	International Conference on Peace, Conflict, and Violence: Challenges and Resolution Strategies	29.11.17-30.11.17	Department of Humanities, COMSAT Institute of Information	Dr. Sarah, Syeda Maryam, & Ms. Madiha

			Technology, Lahore.	
39	International Conference on "Health and Wellbeing"	11-13.12.17	Department of Applied Psychology, Lahore	Dr. Sarah, Dr. Shehla, Ms. Maryam, Ms. Madiha Nadeen Syeda Maryam
40	International Punjabi Conference "Punjabi Language, Literature, Art and Culture"	21-23.12.17	Punjabi Department, Lahore College for Women University, Lahore	Dr. Sarah
41	International Conference on Peace, Conflict, and Violence: Challenges and Resolution Strategies.	29-30 .11.17.	Department of Humanities, COMSAT Institute of Information Technology, Lahore	Prof. Dr. Sarah Shahed
2016				
42	1st International Conference on "Global Gender Perspective"	14 – 16.11.16	LCWU-GWU Partnership, Lahore.	All GDS Staff
43	Three Days Seminar on " Aquaculture and Feed Management"	3.8.2016	Department of Zoology, LCWU	Prof. Dr. Sarah Shahed
44	One day workshop on Advanced Statistics and AMOS	27.8.2016	Lahore School of Management	Madiha Nadeem
45	Advance SPSS Workshop by Dr. Asifa	20.9.16-.25.10-16	DFDI	Prof. Dr. Sarah Shahed Dr. Subha Malik Ms. Uzma Ashiq Ms. Samina Riaz Ms. Madiha Nadeem

46	Seminar on Safe and Secure Public Places –UN Women Consultation	27.9.16	UN Women	Prof. Dr. Sarah Shahed
47	Gender Awareness Seminar	29.9.16	Women Development Department	Prof. Dr. Sarah Shahed Ms. Farah Adil Ms..Madiha Nadeem
48	Breast Cancer Seminar at Shukat Khanum Hospital	18.10.16	Shukat Khanum Hospital	Ms. Syeda Maryam
49	Shukat Khanum Breast Cancer Awareness at GDS	19.10.16	Shukat Khanum Hospital and GDS	Prof. Dr.Sarah Shahed Dr. Subha Malik Ms. Uzma Ashiq Ms. Asma Seemi Ms. Maryam Batool Ms. Shehla Ahmad Ms.Fareeha Anjum Ms. Zain Khadija Ms. Fizzah Zaineb
50	Pink Ribbon Day celebration (Bake sale for Fundraising)	20.10.16	Pink Ribbon and GDS	Faculty of GDS
51	Pakistan Japan Joint Seminar on "Disability and Development"	24.10.16	CRP Department, LCWU	Prof. Dr. Sarah Shahed
52	One-day Training "LCWU Semester System/ Annual Examination Policy & Online Inventory of Award List"	27.10.16	DFDI	Dr. Subha Malik Ms. Maryam Ms. Shehla Ahmad Ms.Zain Khadija
53	White Cane Day Celebration	31.10.16	Independent Living Centre LCWU	Prof. Dr. Sarah Shahed
54	Safe City talk	18.11.16	Punjab Commission on Status of Women	Prof. Dr. Sarah Shahed
55	International White Ribbon Day for Eradication of Violence against women	25.11.16	Punjab Women Development Department Qazzafi Stadium	Prof. Dr. Sarah Shahed Dr. Subha Malik Ms. Farah Adil Ms. Fareeha Anjum

56	SPSS Advance Level	20.9-25.10.2016	DFDI & LCWU	Dr.Sarah
57	"Advanced Studies Program for Visiting Scholars"	1.4.16-16.4.16	Visited The George Washington University, United State America organized by GWU- LCWU partnership	Dr. Subha Malik Ms Farah
58	Summer Semester At GWU		Global Gender Program USA	Ms.Syeda Maryam Batool Ms.Zain Khadija
59	State, Society and Democracy in the Postcolony	5.8.2016	LUMS and LCWU in collaboration with Clemson University, USA	Prof. Dr. Sarah Shahed Ms. Uzma Ashiq Ms. Shehla Ms. Farah Adil Ms. Fareeha Anjum Ms. Madiha Nadeem Ms. Fizzah Zaineb
60	International Student Social Responsibility Conference 2016	28.10.16	FAIDA Foundation	Prof. Dr. Sarah Shahed Ms. Fareeha Anjum
61	First International Conference on Education, Building Knowledge Competencies for Sustainable Development in Asia: Achieving the Goals of Life Long Learning.	2.11.16-4.11.16	LCWU	Prof. Dr. Sarah Shahed Dr. Subha Malik Ms. Uzma Ashiq Ms. Maryam Batool Ms. Shehla Ahmad Ms. Madiha Nadeem Ms.Asma Seemi Syeda Maryam
62	Two day Workshop on "Interview Techniques". conducted by Dr. Jane Henrici	9th – 10th March, 2016	George Washington University, USA held under LCWU-GWU Partnership, Lahore.	Dr. Shehla Ms. Asma Seemi Ms. Madiha Ms. Fizzah Ms. Zain

63	International Symposium on Gender & Disasters. presided by Dr. Jane Henrici	8th March, 2016,	George Washington University, USA held under LCWU-GWU Partnership, Lahore.	Dr. Shehla Ms. Asma Seemi Ms.Madiha
64	Two-day Workshop on "Qualitative Analysis". conducted by Dr. Jane Henrici	14th – 15th March, 2016	George Washington University, USA held under LCWU-GWU Partnership, Lahore	Dr Shehla Ms Asma Seemi Ms.Madiha Ms.Fizzah
65	Workshop on Scholarly Writing .	10 November, 2016	Prof. Dr. Shaista E. Khilji in collaboration with George Washington University, Washington DC, USA	By all WILL staff members Ms Asma
66	**Co-presented a seminar on "Pakistani Women: successes and challenges"**	**13th April 2016**	**at The George Washington University, USA**	Ms.Farah
67	Overview talk on Global Gender Issues	7.3.16	Gender and Development Studies Department & George Washington University, USA	Ms. Madiha Ms.Fizzah
68	Panel Discussion organized on Women Empowerment by British High Commission	7.3.16	GDS and British Council	Ms. Madiha Ms. Fizzah
69	Seminar on Women Protection Act, 2016	13.4.2016	Punjab Commission on status of Women	Ms. Madiha

70	Awareness session on "Women's Helpline lunched by PCSW"	22.5.16	GDS in collaboration with Punjab Commission on Status of Women	Ms. Madiha
71	Lecture on Women's Political and Economic participation in the United States	16.3.16	GDS and GWU	All staff members
72	Gender Awareness training	29.9.16	Women Development Department	All staff members
73	Online Course on "Women and Global Politics"	18-05-16 - 27.6.16	GDS and GWU	Ms. Uzma Ms. Farah Dr. Subah Ms. Madiha Ms. Fareeha Syeda Maryam Ms Fizzah
74	One day training on "Personal Grooming"	18-03-2017	GDS and GWU	Ms.Fizzah
75	International conference on 'What Works for Women's Equality'	2 August 2016	Elliot School of International Affairs Washington, D.C., United States.	Ms. Maryam Ms. Zain
76	Seminar titled "The Punjab protection of Women against violence Act 2016: Issues and Challenges"	20.12.16	Gender Studies, School of Advanced Studies, University of Management Science	Prof. Dr. Sarah Shahed
77	College Teachers Training	8th Sept & 10th Sept 2016	HED/University of Education	Prof.Dr.Sarah Shahed

78	College Teachers Training	25th Aug&27th Aug 2016	HED/University of Education	Prof.Dr.Sarah Shahed
79	College Teachers Training	11th Aug&13th Aug 2016	HED/University of Education	Prof.Dr.Sarah Shahed
80	College Teachers Training	25th &28th June 2016	HED/University of Education	Prof.Dr.Sarah Shahed
81	College Teachers Training	26th &28th July 2016	HED/University of Education	Prof.Dr.Sarah Shahed
82	International Education Conference	2.11.16-4.11.16	LCWU	Uzma Ashiq and Dr. Sarah Shahed
83	2nd World Islamic Countries University Leaders' Summit (WICULS)	14th – 20th November,2016	University Sains Islam, Malaysia	Dr. Shehla
84	The International Symposium on Gender and Disaster	March 8th, 2016	under partnership of GW, and LCWU	Ms. Farah
85	In-service short training on "Anagogical and Communication skills	16.5.16-20.5.16	DFDI/HEC	Ms. Zain Khadija
86	" Students Colloquium on Gender Studies",	9.4.2016	Saeeda Waheed Gender Studies Initiative, by LUMS	Ms.Madiha
87	Panel discussion organized by British High Commission	8th March	Gender Studies dept ad British Council	Ms. Zain Khadija
88	Lecture on Women's Political and Economic participation in the United States	16th March	George Washington university (GWU) and Gender Studies dept.	Ms. Zain Khadija

89	6th International conference on Psychology of gender in perspective: Issues and Challenges	1.12.16-2.12.16	National Institute of Psychology, Islamabad	Prof.Dr. Sarah Shahed
90	Attended Final Meeting of National Curriculum Revision Committee in the discipline of Gender Studies at Karachi HEC Regional Centre	20-22 April, 2017	Ms Farah Adil	
91	Attended the National Curriculum Revision Committee Meeting in the discipline of Gender Studies at HEC Regional Centre, Lahore	19-21 October 2016	Ms Farah Adil	
92	Foreign Linkages Scholarship meeting	07-02-2017	Ms.Fizzah	

Appendix B

	Name of Authors	Title of Research Paper	Name of Journal	Year	Category of Journal	Volume#	Page#
			2018				
1.	Dr. Shehla	Moderating Role of Extroversion Personality Trait on Emotional Intelligence and Cognitive Styles of University Students	Pakistan Journal of Social and Clinical Psychology,	2018	Y	16(2)	
2.	Dr. Shehla	School Dropout of Rural Girls in Pakistan: Exploring the Role of Gender Discrimination	Journal of Research and Reflections in Education	2018	Y	12(1)	1-10

3.	Ms Farah & Dr. Shehla	Exposition Of Gender Awareness In Primary Textbooks Of Punjab: Gendered Content Analysis	Pakistan Journal of Gender Studies, ,	2018	Y	16	37-56
4.	Malik, R., Nayab Javed, & Dilshad, M.	Inquiry into gendered teacher student classroom interactions.	Pakistan Journal of Education	2018	X	35(1),	97-116
5.	Malik, R., Nayab Javed, & Qureshi, A.M	Social learning sites in higher education: needs and challenges.	Pakistan Journal of Distance and Online Learning	2018	Y	4(1)	243-264

2017

6.	Mohsin, Z., Sarah Shahed, & Sohail, T.	Correlates of Professional Quality of Life in Nurses.	Annals of King Edward University.	2017	X	23(4)	474-478
7.	Dr. Shehla	Resilience and Meaning of Life among Pakistani Slum Dwellers	Journal of the Indian Academy of Applied Psychology	2017		43(1)	85-97
8.	Ms. Asma Seemi and Madiha Rauf	A Work-Family Conflict and Organisational Commitment among Employees of Multinational Companies. Pakistan	Journal of Women's Studies: Alam –e-Niswan	2017	Y	24 (2)	79-91
9.	Ms. Farah Adil & Dr. Sarah Shahed	The Burden of Being a Man in a Patriarchal Society.	Journal of Arts and Social Sciences	2017	Z	4(2)	57-70
10.	Ms. Madiha	Factors Influencing the Attitude of Urban Educated Women towards Politics	Journal of Arts and Social Sciences	2017	Z	1 (4)	

11.	Ms. Madiha	Attitude of Educated Urban Youth Towards Rape Myths	Pakistan Journal of Women' Studies: Alam-e-Niswan	2017	Y	24(1)	
2016							
12.	Subha Malik, Sundus Ijaz, Sarah Shahed.	Psychosocial Well Being of Urban and Rural Infertile Women.	Journal of Pakistan Psychiatric Society	2016	Y	13(2)	24-27.
13.	Sarah Shahed, Zahida Ilyas, and Ali Madeeh Hashmi.	Academic Performance, Self-Efficacy and Perceived Social Support of Visually Impaired Students.	Annals of King Edward Medical University	2016	X	22(1)	72-77
14.	Sarah Shahed, Madiha Rauf Hashmi, Ali Madeeh Hashmi.	Correlates of Science Concept Acquisition: Foundations for Better Doctors, Engineers, and Scientists.	Annals of King Edward Medical University	2016	X	22(2)	90-95
15.	Hurria Manzoor, and Sarah Shahed.	Gender Differences in Young Adults' Body Image and Self-Esteem	Pakistan Journal of Women's Studies: Alam-e-Niswan.	2016	Y	22(2)	
16.	Dr. Shehla	Gender and Institutional Differences in Job satisfaction, Professional Stress & Work Family Conflict in Academia	Pakistan Journal of Psychology,	2016	Y	47(1)	71-84
17.	Dr. Shehla	Role of Infertility in Determining Couples' Marital Satisfaction and Locus of Control	Journal of Pakistan Psychiatric Society,	2016	Y	13(4),	18-20
18.	Ms. Asma Seemi & Maryam Zafar	A Study of Urban Women's Reproductive Health Decision within	Pakistan Journal of Women's Studies: Alam-e-Niswan	2016	Y	23 (2),	115-134

		socio-cultural Context of Pakistan.					
19.	Ms. Madiha	Bonded Laborers: Women As Victims A Curse That Lingers On	Journals Of Arts And Social Sciences,	2016	Z	3(1)	
20.	Subha Malik & Jabeen,T.	Role Playing and Extraversion in Hearing Children of deaf Parents".	Science International	2016	Y	28 (3)	

Appendix C

Detail of International Collaboration/Exchange programs (outbound/inbound) for students (one month) or for Faculty

Name of International Collaboration/exchange Programme/Project	In/outbound	Organization/Agency with whom collaboration /Exchange program held	Country	Date	Duration
1. GW-LCWU Partnership Building Connections, Building Capacity	1. During November 2016, 6 faculty members from GWU visited LCWU for International Conference (Dr. Shaista Khilji, Dr David Gow, Dr Jane Henrici, Dr Kelly Pemberton, Dr. Michael Clark, Dr. Lionel C. Howard) 2. From July 2016 to August 2016 six students went GWU for 6 weeks (Ms. Zain, Ms. Maryam Batool, Ms. Huma	George Washington University (GWU) under Global Gender Program	USA	01.01.14	3years

	Siraj, Ms. Kanza Saboor, Ms. Maryam Naz and Ms. Madiha Sultan) 3. April 2016, 2 faculty members from LCWU visited GWU for 2 weeks (Dr. Subha Mailk & Ms. Farah Adil) 4. March 2016, 1 faculty member from GWU visited LCWU for 2 weeks (Dr. Jane Henrici) 5. Ms. Fizzah & Ms. Zille completed online course on " Women & Global Politics" from George Washington University, US from 18 May to 27 June 2016				