

# **Self Assessment Report**



**Beaconhouse National University**

**School of Liberal Arts and Social Sciences (SLASS)**

**Department of Liberal Arts**

**BA (Hons) in Social Sciences with Major in Liberal Studies and Minor in  
Theater, Film and TV**

*Prepared by: Program Team of SLASS-DLA*

*Presented by: Quality Assurance Department*

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## **Executive Summary of Self Assessment Reports**

BNU strives hard to deliver quality education and has never compromised on its quality standards. Quality Assurance Department (QA) was setup in BNU in September 2005 as per directives of HEC and since then has actively worked for the quality of all academic programs offered at BNU. One of the important steps in this process is the Self Assessment of the Academic Programs.

Self-Assessment Report (SAR) is an effective tool in measuring and monitoring the outcome of a program. This is employed in Degree Awarding Institutes of Pakistan to identify strengths and weaknesses of the degree programs. Self Assessment Reports are prepared at the end of the assessment cycle of all academic programs at Beaconhouse National University (BNU).

QA department at BNU attempts to furnish the requisite information to complete Self Assessment Report in the light of certain criteria and standards as spelled out in the Self Assessment Manual prepared by HEC. To complete the second cycle of Assessment in the year 2019-2021, fifteen degree programs were selected for Self Assessment, evaluation and improvements.

### **Objectives**

Objectives of the Self Assessment report are:

1. To improve and maintain academic standards.
2. To verify that existing programs meet their objectives and institutional goals.
3. To provide feedback for the academic program.
4. To identify areas requiring improvements in order to achieve objectives through desired outcomes.

### **Execution of Self Assessment Process:**

Presentations on the preparation of Self Assessment Report (SAR) were arranged for all Schools and faculty members of the selected program. This also served to explain the Self Assessment process and also a soft and hard copy of self assessment manual were also provided to further aid the process.

To initiate the SAR process, the Dean appoints the Program Team and Assessment Team Members to prepare the report in the subsequent weeks. Once completed, the Report is submitted to the Assessment team and QA department. The Assessment Team, accompanied with GM (QA) review the report with

Dean and Program Team Members and concerned faculty.

The program weaknesses and strengths are identified in the final meeting. Solutions and Implementation plans are prepared based on the discussions. The following are discussed.

- a. Assessment Team findings
- b. Corrective Actions required
- c. Responsible Body for corrective actions
- d. Implementation Date

The recommended target dates to complete the tasks observed by Assessment Team, were approved by Vice Chancellor.

At the completion of Self Assessment cycle, QA submitted soft copy of all SAR to HEC for review and record.



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**Noreen Lodhi**  
GM, Quality Assurance  
Beaconhouse National University



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**Shahid Hafiz Kardar**  
Vice Chancellor  
Beaconhouse National University

## INTRODUCTION

### **Department of Liberal Arts**

The flagship department of the Beaconhouse National University offers a unique interdisciplinary program in Liberal Studies that combines the best of social sciences and humanities. The program includes courses from multiple academic disciplines including anthropology, gender studies, history, literature, philosophy, political science, and sociology. The first year of foundation courses is designed to help students develop the essential skills of critical thinking, analytical reasoning, and effective communication through the written and spoken medium. After exploring the introductory level social sciences and humanities courses the students are encouraged pursue courses offered by the department based on their primary academic interests. The program has a strong research focus and the students are given a rigorous training in various research methodologies. This culminates in a senior thesis project in the final year which serves as the capstone for every student's academic endeavor.

The primary impulse inspiring this step in our academic endeavors is the need to create and foster an academic agenda that creatively and constructively responds to the cultural, economic, political and institutional challenges of the country. Since our inquiry is anchored around questions like who are we, what is our history, how do we live in and with the world today, how do we live with others to find peace and prosperity, this initiative aims to cultivate an uninhibited spirit of inquiry in young minds by opening up new vistas of current thinking and action.

We promise to help our students grow into intellectually insightful and cosmopolitan individuals, fully cognizant of the civic obligations, national and transnational challenges, and eager to contribute towards a world that values pluralism and celebrates diversity. This degree will give our youth a wonderful opportunity to put the global knowledge into local practice, and while doing so transform the self and the society. Apart from taking core courses in the Department of Liberal Arts, students will be encouraged to avail rich and unparalleled academic resources offered by the other BNU schools. Elective courses in fine arts and design studies, architecture, psychology, education, journalism and film/television studies will be an integral component of our pedagogy and methodology. This degree is also highly suitable for students wanting to discover their moorings before pursuing higher education in law, business studies, social sciences and other vocations.

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

### **Standard 1-1 The program must have documented measurable objectives that support institution mission statements.**

#### **INSTITUTION MISSION STATEMENT**

“A truly national higher-education institution, emerging as a world-class Liberal Arts University with a merit-driven, need-based recruitment and admission policy at all levels; offering modern curricula in a range of conventional and new disciplines; while preserving the history and culture of Pakistani society; enriching the overall intellectual growth of a student through interaction and professional excellence.”

#### **PROGRAM MISSION STATEMENT**

“Our Mission is to equip our students with the requisite skills to arrive at rationally informed judgments based on independent analysis and critical thinking. We encourage and guide our students to make the best of global knowledge by analyzing it in the context of local cultures and experiences. Liberal Studies aims to foster an environment where the students not handed the answers but the tools to pursue the questions. We don’t teach our students what to think but how to think.”

#### **PROGRAM OBJECTIVES**

- i. To create and foster an academic agenda that creatively and constructively responds to the cultural, economic, political and institutional challenges of the country
- ii. To cultivate the sense of inquiry in young minds enabling them to ask questions like who are we, what is our history, how do we live in and with the world today, how do we live with others to find peace and prosperity.
- iii. To help our students grow into intellectually insightful and cosmopolitan individuals, fully cognizant of the civic obligations, national and transnational challenges, and eager to contribute towards a world that values pluralism and celebrates diversity.
- iv. To provide students with opportunities for research and critical reflection about social and global issues.



## Program Objective's Assessment

The following table shows how each of the above program objectives is measured and the actions taken as a result of these measurements.

The three tools for assessments of program objectives are:

1. Employer Survey
2. Alumni Survey
3. Graduating Students Survey

**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.**

Objectives:	How Measured:	When Measured:	Improvement Identified:	Improvement Made:
1	Graduating Students Survey	Within One year of Graduation	More courses on gender & Philosophy to be included ,Instructors should stay longer in BNU rather than leaving for other opportunities	Introduction of courses on the classical traditions, literary and critical theory ,contemporary trends in gender and philosophy
2	Alumni Survey	Within One year of Graduation	Student should be prepared more for the real life experience and more advanced level course should be introduced specially for Research methods	Current affairs and communication skills course should be introduced for the improvement of students
3	Employer Survey	Within One year of Graduation	NIL	NIL

## PROGRAM OUTCOMES

Our primary goal is to help our students to make the best use of their time in a liberal arts institution by becoming fully cognizant of the civic obligations, national and transnational challenges, and effectively contribute towards a world that values pluralism and celebrates diversity.

1. Understand the concept of critical thinking and its relevance to reading, writing, and general life within and outside the academy.
2. Develop the necessary language proficiency to effectively participate in and contribute towards fostering a discourse community.
3. Introduced to critiques of Western political thought, including decolonization, feminism, anarchism and socialism.
4. To understand the relationship between economics and politics.
5. To familiarize students with anthropological literature
6. To introduce students to key anthropological terms and concepts and cultivate an ease with usage of that terminology

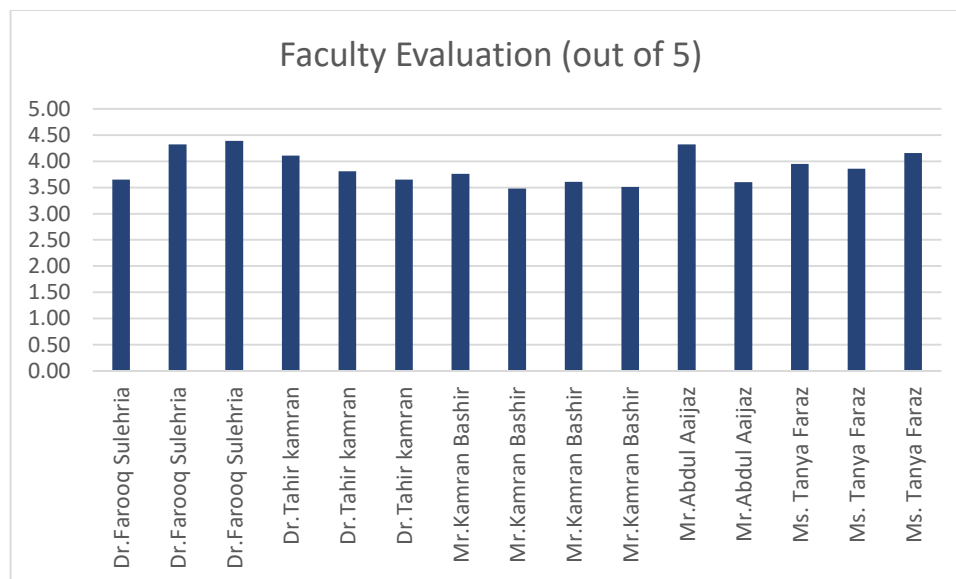
Program Objectives	Program Outcomes					
	1	2	3	4	5	6
1		x	x	x	x	x
2			x	x	x	x
3			x	x	x	x
4	x	x				

**Standard 1-3: The results of the program’s assessment and the extent to which they are used to improve the program must be documented.**

**Faculty Evaluation**

<b>Sr.No.</b>	<b>Name of Faculty</b>	<b>Faculty Evaluation (out of 5)</b>
1	Dr.Farooq Sulehria	3.65
2	Dr.Farooq Sulehria	4.32
3	Dr.Farooq Sulehria	4.39
4	Dr.Tahir Kamran	4.11
5	Dr.Tahir Kamran	3.81
6	Dr.Tahir Kamran	3.65
7	Mr.Kamran Bashir	3.76
8	Mr.Kamran Bashir	3.48
9	Mr.Kamran Bashir	3.61
10	Mr.Kamran Bashir	3.51
11	Mr.Abdul Aaijaz	4.32
12	Mr.Abdul Aaijaz	3.60
13	Ms. Tanya Faraz	3.95
14	Ms. Tanya Faraz	3.86
15	Ms. Tanya Faraz	4.16

### **Graphical Presentation of Faculty Evaluation**

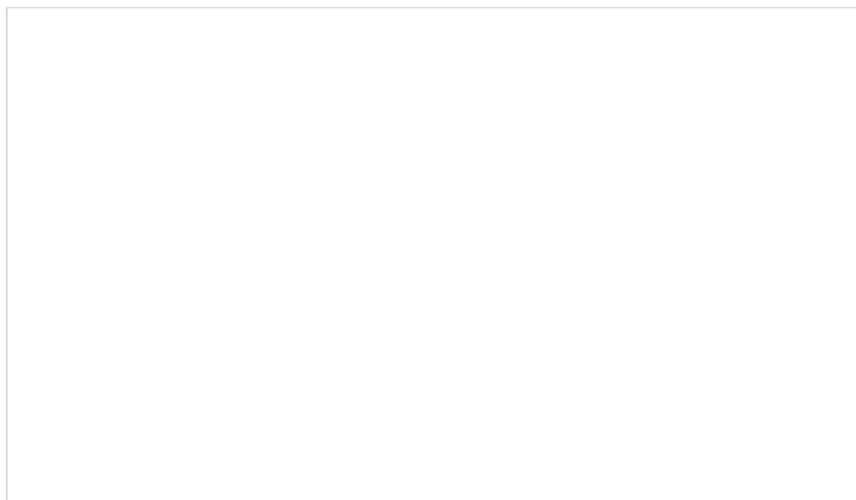


## Course Evaluation

Sr.No.	Course Code	Course Title	Course Cr.Hrs.	Course Evaluation (out of 5)
1	DLA-367	Problems of Development in Pakistan	3	3.65
2	DLA-253	Opinion & Editorial Writing	3	4.27
3	DLA-249	Transnational Media and Popular Culture	3	4.34
4	DLA-533	History of Ideas	3	4.10
5	DLA-591	South Asian Literature	3	3.71
6	DLA-490	Thesis	6	3.58
7	DLA-103	History of the Modern World	3	3.75
8	DLA-109	Introduction to Political Thought A	3	3.48
9	DLA-109	Introduction to Political Thought B	3	3.62
10	DLA-302	Critical Approaches to the Study of Religion	3	3.58
11	DLA-143	Introduction to Social Anthropology B	3	4.31
12	DLA-143	Introduction to Social Anthropology A	3	3.60

13	DLA-209	Intro. to African Literature	3	3.90
14	DLA-523	Victorian Novel	3	3.83
15	DLA-236	Comedy in Literature	3	4.16

### Graphical Presentation of Course Evaluation



#### Program Strength:

1. BNU is the only University offering a degree in Liberal Arts with a programme focusing on Anthropology, Literature, History and International Relations.
2. DLA is training confident and erudite graduates; well-groomed in communication skills, creativity and the ability to think critically.
3. DLA has a mix of locally and globally qualified faculty with an average experience of 20 years.
4. DLA faculty is consistently publishing books and articles at the national and international level.

#### Program weaknesses:

1. Focus is dissipated, whereas a singular pathway in terms of degree would be a source of clarity and better orientation.
2. A Specialized stream of studies is needed so that students can have a better sense of direction and a more concentrated effort.

### **Future Development Plan:**

1. To Introduce Classical Literature and Languages course
2. To Introduce Cultural Studies
3. To introduce Philosophy into the program
4. Improvement of Writing skills
5. Aligning courses to meet Market Demand
6. Preparing Students for Competitive Exam and other professions

### **Standard 1-4: The department must assess its overall performance periodically using Quantifiable measures**

<b>Year</b>	<b>Applied</b>	<b>Admitted</b>	<b>Left</b>	<b>Terminated</b>	<b>Studying/Active</b>	<b>Graduated</b>
<b>2017-2018</b>	0	0	0	0	0	0
<b>2018-2019</b>	7	1	0	0	1	0
<b>2019-2020</b>	10	2	0	0	2	0

### **Achievements of Dr Tahir Kamran**

Dr. Tahir Kamran's book "Punjab Social History" will be published in December.

A chapter "Abdul Sattar Edhi: Personification and pacifist Sufi" is being published in a Routledge volume under the auspices of Japanese Association of South Asian Studies

A comprehensive article "Resistance without Arms: Localizing Global concerns in Humanities in Pakistan" (1990-2019) to be published by UNESCO on the state of humanity of Pakistan to be published by Wisconsin University Press.

Dr. Tahir Kamran has also contributed a report on Impact of Nationalization Policy on Educational Institutions.

Regularly contributes for THE NEWS on every Sunday

A Chapter “The Making of a Minority: Ahmedi exclusion through Constitution Amendments” (1974) is being published in Pakistan journal of historical studies.

**Achievements of Dr.Farooq Sulehria:**

Dr Farooq Sulehria’s new book titled, ‘From Terrorism to Television: Dynamics of Media, State and Society’, has been published by Routledge (London and India).

The book was launched by National Press Club , Washington DC

Dr Farooq Sulehria also co-edits the daily *Jeddojihad*, a nonprofit website that promotes liberal and progressive discourses.

**Criterion 2: Curriculum Design and Organization**

**Standard 2-1: The curriculum must be consistent and supports the program’s documented objectives.**

**A. Title of Degree Program**

B.A. Hons in Social Sciences with Major in Liberal Studies and Minor In Theater, Film and TV

**B. Definition of Credit Hour**

The B.A. Hons in Social Sciences with Major in Liberal Studies and Minor in Theater, Film and TV is a 131 Credit Hour program earned over eight semesters across four years. As per HEC Policy, one credit hour stands for one contact hour teaching per week.

**C. Degree Plan**

**B.A (Hons) Social sciences with Major in Liberal Studies and Minor in Theater, Film and TV**

Table 3: DLA Core & Elective Courses	
Year 1	
Semester 1:	
DLA-109 Introduction to Political Thought	(3 credits)
DLA-110 Academic Writing	(3 credits)
NON-DLA Elective	(3 credits)
TFT 008 Script writing	(3 credits)
DLA-170 Introduction to World Literature	(3 credits)
Semester Total	(15 credits)

Semester 2:		
NON -DLA Elective		(3 credits)
DLA-100	Introduction to Political Economy	(3 credits)
TFT 3212	Direction	(3 credits)
DLA-143	Introduction to Social Anthropology	(3 credits)
(DLA 200)	Introduction to Creative Writing	(3 credits)
DLA-247	Introduction to World History	(3 credits)
Semester Total		(18 credits)
Year 2:		
Semester 3:		
SLA-102	Pak Studies	(1.5 credits)
TFT	Camera & Light	(3 credits)
DLA 220	Nationalism(s)	(3 credits)
DLA 226	Gender & media	(3 credits)
DLA 248	Introduction to Urban studies	(3 credits)
DLA 249	Transnational Media and Popular Culture	(3 credits)
Total		(16.5 credits)
Semester 4:		
CSE-100	Computer Literacy	(2 credits)
SLA-103	Islamic Studies	(1.5 credits)
DLA 222	Introduction to Punjabi Literature	(3 credits)
DLA 228	Demystifying Feminism	(3 credits)
Debt & Development		(3 credits)
TFT 249	Sound & Audio Design	(3 credits)
Total		(15.5 credits)
Year 3:		
Semester 5:		
DLA 313	Transmutations: Creative writing workshop	(3 Credits)
TFT 253	Fundamentals of Editing	(3 Credits)
NON-DLA Elective		(3 credits)
DLA 334	Historical methods and Archives	(3 Credits)
DLA 338	Gender & Development	(3 credits)
DLA 362	The British Empire In India	(3 Credits)
Total		(18 credits)
Semester 6:		
DLA 308	Modern Fiction	(3 credits)
DLA 361	Pakistan in the contemporary world	(3 credits)



DLA 335	Globalisation: Politics, Economics, Culture	(3 credits)
DLA 400	Research Methods	(3 credits)
TFT 252	3D Modeling & Animation	(3 credits)
NON-DLA Elective		(3 credits)
Total		(18 credits)
Year 4:		
Semester 7:		
DLA 367	Problems of Development in Pakistan	(3 credits)
DLA 364	War Literature	(3 credits)
DLA 363	Comparative Politics	(3 credits)
DLA 366	Law & Society	(3 credits)
NON-DLA Elective		(3 credits)
Total		15 Credits
Semester 8:		
DLA 490	Thesis	6 Credits
DLA 401	Research Topics in Liberal Studies	3 Credits
DLA 345	Political Ecology	3 Credits
NON-DLA Elective		3 Credits
Total		15 credits
Total Credits:		131

*The department reserves the right to replace, cancel, and/or change the sequence of courses depending on enrolment and faculty availability. Courses are offered upon minimum course enrollment of 15 students.*

#### **D. Course Outlines**

The course outlines are attached below

##### **❖ Introduction to African Literature**

Spring 2020

Credit Hours: 3

Course Code: DLA 209

##### **Course Description**

The course covers both African oral literature and the early development of written literature. The origins and historical background of African traditional literature will receive a special focus. This is due to the fact that students will need to nurture an interdisciplinary approach in their way of dealing with the large variety of literature coming from the continent. The course examines the different genres of literature. That is, it examines the short story, poetry, drama, and the novel in order to provide students with a general knowledge about African literature in its various forms.

### **Learning Outcomes**

- Students to acquire better knowledge of the physical and cultural geography of the continent
- Enable students to rethink the dominant image of Africa as a continent of conflict, disease, and exotica
- Expose students to some of the continent's exciting literary, visual, and youth culture
- Provide students a basic understanding of the interesting scope of the field of African Literature of one that is vibrant and related to their contemporary experience
- Hone students' skills at critical reading, critical thinking, and critical writing.

### **Course Content**

#### **Oral Tradition**

- The Ship-wrecked Soldier
- Why the Sun and the Moon Live in the Sky
- Contest at the Baobab Tree
- Anansi Borrows Money
- How Twins Came Among the Yoruba
- The Brothers, Sun and the Moon, and the Pretty Girl
- Adventures of Abunawas, Trickster Hero
- The Origin of Death

#### **Short Stories**

- Kenyatta-Gentleman of the Jungle
- Bessie Head- The Deep River: A Story of Ancient Tribal Migration
- Heaven is not Closed
- Assia Djébar- My Father Writes to my Mother
- Ben Okri- Incidents at the Shrine

**Poetry**

- Ben Okri- Lament of the Images
- Wole Soyinka- Telephone Conversation
- Civilian and Soldier
- Mazisi Kunene- A Note to All Surviving Africans
- Njabula Ndebele-The Revolution of the Aged.

**Post Mid term**

**Drama**

Death and the King’s Horseman

**Grading Criteria**

In-class response	10%
Assignment	10%
Midterm Exam	25%
Final Exam	30%
Project	10%
Presentation	10%

Class Participation                    5%

## **Policies**

### ▪ **Attendance**

- (i) BNU expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class to receive credit for the course.
- (ii) Late comers (Over 15 minutes) will be noted and marked as absent.
- (iii) Excused absences are granted if accompanied with official documentation.

### ▪ **Assignments**

All take home assignments must be typed and follow MLA formatting and style guidelines. Purdue University's Online Writing lab can be consulted for research guidelines.

Do submit your work on time responsibly. The instructor reserves the right to deduct marks or not to accept a late assignment.

### ▪ **Academic Honesty**

Each student must pursue his academic goals honestly. All take home work will be submitted on assignments created in Turnitin. Although you will be collaborating on various tasks but your work should be original and yours. Plagiarism will not be accepted and a strict penalty will follow.

## ❖ **Introduction to Political Thought**

### Instructor Details

Instructor: Dr Kamran Bashir

Email: kamran.bashir@bnu.edu.pk

Office: SLASS Room 113

## **Introduction to the Course**

This course aims to study how humans live in groups, organize themselves to serve each other, and how they think about this process of organizing effectively. The course examines the history of political thought and the questions it raises about the design of the political and social order. It considers the ways in which thinkers have responded to the particular political problems of their day, and the ways in which they contribute to a broader conversation about human good and needs, justice, democracy, and the proper relationship of the individual to the state. Our aim will be to understand the strengths and weaknesses of various regimes and philosophical approaches in order to gain a critical perspective on our own. We will study thinkers in the history of western political thought such as Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Tocqueville. In addition, we would also focus on non-Western intellectual traditions such as Islamic and Chinese political thought. Through lectures and in-class work, we will also explore political systems in different countries of the world, including world constitutions.

During the course, we will deal with the questions underlying political thought such as:

- How can we as humans, given our nature and dispositions, best achieve the good life?
- How can we balance the claims of the individual with the well-being of the entire community?
- To what extent is human behavior shaped by environment and culture?
- Are there some constants, such as rationality and an innate moral sense, that distinguish humans in their efforts to live in community?
- Or are we motivated primarily by base passions and selfish predispositions that must be controlled before any sort of collective social existence is possible?

### **Course Readings**

Relevant course readings will be uploaded on Google Classroom.

### **Course Assessment Criteria**

- Mid-Term Exam 20%
- Assignments (Following 2 Types)
  - In-Class Work (first 12 weeks) 20%
  - Focused In-Class Work (last 4 weeks) 10%
- Class Participation 10%
- Paper on Political Thought 10%
- Final Exam (written) 30%

## **Lecture / Class Work Content**

### *Western Political Thought*

- Greek and Roman Political Thought
- Christian Political Thought
- Medieval and Early Modern Political Thought
- Modern Political Thought

### *Non-Western Political Thought*

- Islamic Political Thought
- Chinese Political Thought

### In-Class Work based on

- Real-World Political Systems
- Basic Concepts and Ideas underlying Political Thought
- Applied Political Thought

### ❖ **Critical Approaches to the Study of Religion**

### Instructor Details

Instructor: Dr Kamran Bashir

Email: kamran.bashir@bnu.edu.pk

Office: SLASS Room 113

### **Introduction to the Course**

Religion is all around us. It not only influences and shapes our individual lives, it also has a strong influence on the social, political, and economic spheres in our collective lives. The course draws upon all the world religions, including Abrahamic traditions. The course aims to study three questions about religion in detail:

1) How histories of different religions and their foundational texts illustrate the complexity of understanding the phenomenon we call religion?

2) What are the issues discussed in various debates and controversies in which religious ideas

play the key role? In other words, how do religious positions on individual and collective matters are debated in public arena?

3) What role does it play in society, including the question of what are the personal and collective needs that religion fulfills? While studying this aspect of religion, we will also look at how religion has been theorized in the academy, in particular western secular academy. For instance, we will discuss the question: What is religion? We may discuss cognitive and social theories of religion in this category. In short, we will discuss theory and method in studying religion.

The course will also draw upon interesting and seminal events in the history of world religions. It will also discuss the history of the discipline of religious studies in the academy.

### **Course Readings**

- Relevant course readings will be uploaded on Google Classroom.
- Optional readings and textbook will be uploaded on Google Classroom.

### **Course Assessment Criteria**

- Mid-Term Exam 20%
- In-Class Work 25%
- Research Paper 15%
- Final Exam (written) 40%

### **Lecture / Class Work Content**

Following topics will be covered in the course, but not necessarily in the same order:

The Nature of religion as a category, form of knowledge, and experience, including theories of religion

- Critics of Religion
- Varieties of World Religions
- Histories of Religious Scriptures

- Religious Texts, their Social Lives, and their Interpretations
- Introduction to the Philosophy of Religion
- Religion and South Asia
- Religion and Society
- Religion and Politics (including citizenship and multiculturalism)
- Religion in the Era of Globalization
- The Question of Religious Authority

- **History of the Modern World**

Spring 2020

Instructor Details

Instructor: Dr Kamran Bashir

Email: kamran.bashir@bnu.edu.pk

Office Timings: SLASS Room 113

**Introduction to the Course**

In this survey course on the history of the modern world, we will study major events, movements, and ideas that influenced and shaped the worlds of the twentieth and twenty-first centuries. By focusing on selected themes, the larger aim of the course is to make a deeper sense of the current world in which we inhabit. The course will deal with the questions such as:

- Why the world looks the way it does?
- How it has come into being in terms of its political, social, cultural configurations?
- What is the historical making of the current problems that we face in our country and elsewhere?
- How can we think about world's current development issues in a historical perspective?
- What are the ways to understand social, political and economic problems facing the world,



and how we may reflect upon their solutions?

The course aims to enable students reflect on our world through the lens of history, and to think about current problems in a systematic manner.

### **Course Readings**

- Compulsory course readings will be uploaded on Google Classroom
- Links to some optional books will be mentioned on Google Classroom

### **Course Assessment Criteria**

- Mid-Term Exam 20%
- In-Class Work 25%
- Research Paper 15%
- Final Exam (written) 40%

### **Lecture / Class Work Content**

- A Review of Larger World History
  - Impact of European imperialism and colonialism on developing and under-developed countries
  - Key Events of the Twentieth Century and their Impact
  - Post-Colonialism
  - Key Social Movements around the World
  - History of Key Ideas in the Twentieth and Twenty-First Centuries
  - Development Issues in the Light of Modern History
  - What is Modernity? What is the tension between modernity and tradition?
  - Individual and Society in the Modern World
  - History of Gender Studies
  - History of Globalization in the Modern World
- **Transnational media and popular culture**

### **Aims, Scope and Outcome**

To introduce to the media practices, theoretical concepts and debates that inform the contemporary media at global level.

To enable the students to independently conduct research on topics relevant to contemporary media debates.

To encourage the students to engage with media scholarship in a critical and argumentative manner.

The module begins by offering a broad overview of transnational media at global and regional levels, media theories, and media education, and such aspects as role of the transnational media, gender in the transnational-media, Diaspora and media, and mediated transnational-representations etc. The module moves on to the question of cultural, debates on and forms of the popular culture. It offers Pakistan as a case study.

At the end of this module, the students will be able to write essays and conduct future media-research by deploying such lenses as political economy, audience theory, gender and dependency.

	<b>Topic</b>	<b>Date</b>
<b>Week 1</b>	Argument and Criticality	Jan 30
<b>Week 2</b>	Transnational media in the Age of Globalisation	Feb 6
<b>Week 3</b>	Transnational media as media imperialism	Feb 13
<b>Week 4</b>	Transnational media as media sub-imperialism	Feb 20
<b>Week 5</b>	Academic Writing	Feb 27
<b>Week 5</b>	Media Theories	Mar 6

<b>Week 6</b>	Transnational-media education and training	Mar 13
<b>Week 7</b>	Representations in transnational media	Mar 20
<b>Week 8</b>	Transnational media and gender	Mar 27
<b>Week 9</b>	Diasporic media as transnationality	Apr 3
<b>Week 10</b>	Social media as transnationality	Apr 17
<b>Week 11</b>	Culture, popular and high-brow	Apr 24
<b>Week 12</b>	Culture and imperialism	May 1
<b>Week 13</b>	Sports under capitalism	May 8
<b>Week 14</b>	The Fashioned Body	May 15
<b>Week 15</b>	Coke Studio and Lit Fests	May 22

**Assessment Criteria:**

Class participation: 15%

Mid-term Essay: 35%

End-term: 50%

**Journals:**

- Asian Journal of Communication

- Global Media and Communication
- International Journal of Communication
- Tripple-C
- Media, Culture and Society
- Monthly Review
- Economic and Political Weekly
- New Left Review
- Socialist Register

**Films:**

- Kill the Messenger
- The Post
- Peepli Live
- Networks

**News Channels:**

- BBC World
- Al Jazeera-English
- Democracy Now
- teleSUR-English
- CNN
- TRT-English
- RT
- NDTV

• **Introduction to Social Anthropology**

Spring 2020

Instructor: Dr. Kamran Bashir

Department of Liberal Arts

Email: kamran.bashir@bnu.edu.pk

Office: SLASS 113

Office Timings: 12:45-1:45pm (Mondays and Wednesdays)

### **Course Description**

“Anthropology can be defined as the comparative study of humans, their societies and their cultural worlds. It simultaneously explores human diversity and what it is that all human beings have in common.” This course introduces both the subject-matter of social anthropology and an anthropological way of thinking. The comparative study of society and culture is a fundamental intellectual activity with important implications for other forms of engagement with the world.

Through the study of different societies, we learn something essential not only about other people’s worlds, but also about ourselves. This course will provide a framework for analyzing diverse facets of human experience such as gender, ethnicity, language, politics, economics, communication, and art.

### **Learning Outcomes**

At the end of the course, students should be able to:

- □ Demonstrate mastery of basic socio-cultural anthropology vocabulary words and the analytical ideas that underlie their usage
- □ Apply anthropological methods of inquiry to cultural data while engaging in cultural relativism
- Contextually recall case studies from around the world to demonstrate the range of human variability in the arenas of traditional anthropological inquiry (e.g., kinship, economics, politics, religion, linguistics)
- Define culture, and articulate its relationship to the concept of social identity.
- Display familiarity with a variety of anthropologists and their contributions to the discipline.
- Recognize the anthropological way of thinking on personal and social issues.
- Become familiar with a variety of theoretical perspectives that have been used in anthropology to illuminate micro- and macro-scale social and cultural processes over time and space.

### **Course Assignments, Assessments and Weightage**

- Class Participation/Attendance 10%
- In-Class Work/Assignments 25%
- Quizzes (2) 10%
- Mid-Term Exam 15%
- Final Exam 40%

### **Course Materials/Readings**

The following materials will help you grasp the course content:

- PowerPoint slides – these will be discussed in class and regularly uploaded on Google Classroom
- Compulsory / Optional Readings – these will be uploaded on Google Classroom
- In-Class assignments and reading exercises will also familiarize you with social and cultural anthropology.
- In case you missed a class, go through PowerPoint slides and reading materials to catch up with the class.
- Suggested Textbook: James Peoples & Garrick Bailey, *Humanity: An Introduction to Cultural Anthropology*. 10th Edition (Cengage Learning, 2015) – uploaded on Google Classroom.

### **Lecture Contents**

Lectures and in-class work will be comprised of the following topics whose order will change according to class needs:

- Introduction to the Discipline of Anthropology
- History of Anthropological Thought
- Introduction to Ethnography and Fieldwork

In addition to the above, a large part of the course will deal with topics that discuss humans in diverse settings, which include the following:

- The Social Person
- Local Organization
- Kinship
- Marriage and Relatedness

- Gender and Age
- Caste and Class
- Politics and Power
- Exchange and Consumption
- Production, Nature and Technology
- Religion
- Language and Cognition
- Ethnicity
- Nationalism
- Globalization

**Disciplinary Issues**

- Make sure you enter the class in time.
- In the case of any missed quizzes and exams, there is no guarantee that these tests will be re-scheduled.

• **Comedy in Literature**

Spring 2020

Credit Hours: 3

Course Code: DLA-236

**Course Description**

This course is designed around analyzing how comedy is characterized on the fictional page and the stage. And what might the comic teach us about the self and culture(s), especially when we come to understand its patterns of transgression as confounding social norms through jokes and laughter? Tracking a history of comedy, beginning with the first Greek humorist, Aristophanes, we will traverse genres, periods and cultures to reflect on various types of humor: satire, farce, slapstick, love, and parody. You will read how that laughter informs cultural ideologies and constructs social identities. How does comedy—with a focus on *gender* and *the body*—comments on politics, philosophy, and other socio-cultural topics.

Reflecting upon a sampling of a wide range of *comedy*—that is, beginning with its origin and tracking its transformations through time and cultures to contemporary forms—we will partake in an investigation that addresses the following: Where did comedy originate? What is its relation to tragedy? Is comedy thus universal and timeless or is it culture-gender-experience-specific? What does comedy tell us about the culture from which it arises? What exactly is comedy's purpose? Does comedy have its own language, rules, or system? Does comedy happen or is it constructed? Why do we laugh and what do we laugh at? Does laughter thus define comedy and is the person laughing hold as much agency as the comedian? In short

1. What are the main features of *comedy*? Which features have remained constant since the earliest dramatic productions? Which features have changed over time?
2. What did writers of comedy in different times and places think about their craft?
3. What techniques can be used to create a successful comedy?
4. What role does audience play in the construction of a comedy?
5. What makes people laugh? What makes something funny?

### **Course Outcomes**

- Read and analyze rhetorically (primary sources) comedy from Classical through modern times
- Understand the cultural contexts within which literature arises
- Synthesize their analyses verbally and in writing through class discussion, groupwork, presentations, and written examinations, critical analyses, and papers.
- Practice library and internet research skills, consulting secondary sources and formulating results into classroom presentations

### **Course Content**

- The Frogs, Aristophanes
- A Mid- Summer Night's Dream, William Shakespeare
- The Importance of Being Earnest, Oscar Wilde
- A Modest Proposal, Jonathan Swift
- The Damned Human Race, Mark Twain
- Travesties, Tom Stoppard



## **Grading Criteria**

- In-class response 15%
- Assignment 15%
- Mid term Exam 20%
- Final Exam 25%
- Project 10%
- Presentation 10%
- Class Participation 5%

## **Policies**

### **Attendance**

- i. BNU expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class to receive credit for the course.
- ii. Late comers (Over 15 minutes) will be noted and marked as absent.
- iii. Excused absences are granted if accompanied with official documentation.

### **Assignments**

All take home assignments must be typed and follow MLA formatting and style guidelines. Purdue University's Online Writing lab can be consulted for research guidelines.

Do submit your work on time responsibly. The instructor reserves the right to deduct marks or not to accept a late assignment.

### **Academic Honesty**

Each student must pursue his academic goals honestly. All take home work will be submitted on assignments created in Turnitin. Although you will be collaborating on various tasks but your work should be original and yours. Plagiarism will not be accepted and a strict penalty will follow.

- **Victorian Novel**

Spring 2020

Credit Hours: 3

Course Code: DLA-523

### **Course Description**

The Novel as an art form blossomed in the Nineteenth Century. France produced Stendhal, Honore de Balzac, and Gustave Flaubert. Herman Melville, Henry James, and Mark Twain emerged from the United States, and Russia gave the world Leo Tolstoy and Fyodor Dostoevsky. In England, the Victorian Age is seen as the great age of the novel. The period named after Queen Victoria (1837-1901), the longest reigning monarch in British history, produced a staggering number of novels, with estimates ranging from 40,000 to 60,000. Victorian novelists like Charles Dickens, Emily Bronte, Charlotte Bronte, George Eliot, and Thomas Hardy have come to enjoy international acclaim. They explored an array of subjects, themes, and ideas ranging from the social and political to the intensely personal, creating a dazzling array of male and female characters, many of whom are embedded in the collective unconscious of a readership unconfined by national boundaries.

This course will focus on three masterpieces. *Hard Times* (1854) by Charles Dickens, *The Mill on the Floss*, (1860) by George Eliot, and *Tess of the D'Urbervilles* (1891) by Thomas Hardy. The contexts in which they emerged – social, political, cultural, and ideological, will be systematically elaborated. The impact and significance of colonialism and the rise and expansion of empire on the Victorian novel will receive particularly close scrutiny. Many Victorian novels are celebrated for their portrayal of female protagonists who give expression to their rich inner lives, experiences, and passions, often in a constricting and confining social environment. The novels explore a range of themes including identity and the construction of a self, (male and female), memory and displacement, the consequences of the loss of faith, the relationship of materialism and the spirit, and “gentility and morality”.

Prominent among the issues that will receive consideration are the following: the Victorian novel and the construction of national identity, the factors responsible for the emergence and popularity of the novel, the distinctive features of early, ‘high’ and late Victorianism, what if anything binds these diverse novelists and brings them under one roof, the emergence of the ‘realist’ novel and the various flavors of realism, narrative technique, and the structure of the novels.

How did categories of gender, sexuality, and even personhood change in this vast new framework? How were the conventions of Victorian literature affected by the fact of imperial domination? And was the

practice of imperialism itself shaped by the works that described, and sometimes critiqued, it? How did the Victorians imagine their era of globalization?

### **Learning Outcomes**

- Students will emerge from this course with a heightened understanding of the distinctive contributions of Charles Dickens, George Eliot and Thomas Hardy in shaping and defining the sensibility of the Victorian age. Students should emerge from this course with the critical and analytical tools necessary to critique the novels of the principal writers of the Victorian Age.
- Students will manifest an understanding of the ways in which labels and periods are constructs which can enlarge as well as impede understanding. Students will demonstrate an understanding of why and how literary artists reflect, interrogate, and construct ‘the spirit of the age’

### **Course Content**

- Hard Time, Charles Dickens
- The Mill on the Floss, George Eliot
- Tess O’ Dubervilles, Thomas Hardy
- Critical Reading Material will be uploaded, assigned for pre reading, presentation or class discussion.

### **Grading Criteria**

- |                       |     |
|-----------------------|-----|
| ▪ In-class response   | 10% |
| ▪ Assignment          | 10% |
| ▪ Midterm Exam        | 25% |
| ▪ Final Exam          | 30% |
| ▪ Project             | 10% |
| ▪ Presentation        | 10% |
| ▪ Class Participation | 5%  |

### **Policies**

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**Standard 2-1: The curriculum must be consistent and support the program’s documented objectives.**

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1	Dr. Tariq Rehman, Dean DLA	tariq.rehman@bnu.edu.pk
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Courses / Groups of Course	Program Outcomes					
	1	2	3	4	5	6
Literature	X				X	X
Liberal Arts	X			X	X	
Core DLA Electives	X	X	X			X
Non DLA Electives	X					
Research				X	X	X

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

Elements	Courses
Theoretical background	Intro to South Asian History, Intro to Political Thought, Philosophy 1, Intro to Sociology, Intro to Anthropology, Intro to political Economy, History of Modern World, Intro to World, Literature, Philosophy 2, Islamic Studies, Pak Studies World Literature
Problem analysis	Academic Writing, Creative Writing, DLA Electives, Non DLA Electives
Solution design	Research Methods, Thesis

**Standard 2-3: The curriculum must satisfy the core requirements for the program, as specified by HEC. Examples of such requirements are given in Table A.1, Appendix A.**

The program meets the following HEC requirements:

• **Admission**

The admission procedure followed by the Department of Liberal Arts meets the guidelines prescribed by HEC

• **Credit Hour Breakdown**

All courses in the B.A. (Hons) in Social Sciences with major in Liberal Studies and minor in TFT program are of minimum three credit hours (one credit hour equals one contact hour per week in a semester under the HEC guidelines)

• **Assessment Procedure**

The assessment procedure followed by the University is in line with the HEC guidelines.

• **Quality Control**

The University adheres to strict quality control measure. The programs are evaluated on a regular basis.

• **Evaluation Procedure**

The evaluation procedure being followed by the Department of Liberal Arts is designed in the light of HEC guidelines. An evaluation of the course and faculty is conducted at the end of every course. The results of evaluation are shared with the concerned faculty member, the program Coordinator, Head of Department and Dean. At the end of the semester an action plan is prepared in the light of the evaluation to maintain quality and improve the programs.

• **Program Requirement**

The program is updated annually in the light of modern trends. Approvals for any changes required are taken from the Board of Studies, Board of Advanced Studies, Academic Council and final approval is sought from the Board of Governors of the University.

**Standard 2-4: The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body. Examples of such requirements are given in Table A.1, Appendix A.**

Refer to program roadmap

**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.**

Refer to program roadmap

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

- The B.A. (Hons) in Social Sciences with major in Liberal Studies and minor in TFT and minor in tft program includes a two credit hour Computer Literacy course. The course introduces students to software's and programs that can be used in the educational context. It also, gives an opportunity to students to reflect on ways of encouraging the Use of ICT in their educational contexts.
- The use of Information Technology is integrated throughout the program. Classes are equipped with multimedia facilities and students are encouraged to use computing facilities. PowerPoint presentations, computer based projects are a couple of the main means of assessment. Students are also encouraged to use online journals during research and for assignments.

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

- At the start of the year students are acquainted with the norms of Academic English. Students facing difficulty are given tutorials. The Academic Writing Course involves the component of research writing. During the program students take part in seminars, give presentations, make projects and write assignments, reflective journals and research papers.

### **CRITERION 3: LABORATORY AND COMPUTING FACILITIES**

Information Technology Lab The Lab contains nineteen workstations and one laser printer. All required software for the B.A. (Hons) in Social Sciences with major in Liberal Studies and minor in TFT program is available on each workstation.

**Standard 3-1: Laboratory Manuals/ Documentations / Instructions for equipment's must be available and readily accessible to faculty and students.**

The above mentioned lab facilitates the students in performing lab exercises and projects relating to the courses offered in B.A. (Hons) in Social Sciences with major in Liberal Studies and minor in TFT.

**Standard 3-2: There must be adequate support personnel for instruction and maintaining the laboratories.**

The above lab is maintained by a Lab Administrator who is responsible for keeping the computer's hardware and software in working condition. He is also required to ensure that the networking of the computers is working properly and the Internet is available at each workstation. The Lab Administrator seeks guidance from the course Instructor regarding conduct of experiments pertaining to different courses. Further, the Lab Administrator is supported in his job by the Information Technology Resource Centre Staff located in the Server Room.

**Standard 3-3: The University Computing Infrastructure and Facilities must be adequate to support program's objectives.**

The facilities mentioned in the above labs are adequate to support the objectives of the B.A. (Hons) in Social Sciences with major in Liberal Studies and minor in TFT program. Students of this program who are residing in the University Hostel have been provided computers which are equipped with necessary software along with Internet Access.

**CRITERION 4: SUPPORT AND ADVISING**

Students must have adequate support to complete the program in a timely manner and must have ample opportunity to interact with their instructors and receive timely advice about program requirements and career alternatives. To meet this criterion the standards in this section must be satisfied.

**Standard 4-1: Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner**

The B.A. (Hons) in Social Sciences with major in Liberal Studies and minor in TFT program is a four year program comprising 130 credits. All courses (core and elective) are offered once every two years, giving students' adequate opportunity to complete the courses in a timely manner.



**Standard 4-2: Courses in a major area of study must be structures to ensure effective interaction between students, faculty and teaching assistants.**

Majority of the courses in the program are taught by individual faculty for the whole semester. Each course is of minimum 3 credits which equals 48 contact hours. In addition to the contact teaching by the faculty students can book tutorials with the instructor or department head anytime during the course. This gives an opportunity to the student to discuss any individual concerns and queries with the concerned tutor on an individual basis.

**Standard 4-3: Guidance on how to complete the program must be available to all the students and access to academic advising must be available to make course decisions and career choices.**

• **Introduction:** All program related information is readily available to the students. At the start of every academic year the Department conducts an Open Day for prospective students. This gives an opportunity to the students to visit the campus, get all required information and meet with the faculty. The department also prints individual flyers for all the courses offered at the Department of liberal Arts. These flyers contain important information regarding the program. In addition the University annually publishes a detailed prospectus describing different programs being offered by the University.

• **Student Advising System:** There is an effective student advising system in practice at the Department of Liberal Arts. The Program Coordinator and Head of Department are in constant contact with the students advising them on all academic issues. Students are at liberty to book an appointment and meet with either member as and when they feel the need to get advice. In addition, the students can also book tutorials with the concerned faculty to discuss all matters relating to the particular course. In the final year, once students embark on their dissertations they are assigned supervisors of their choice and with expertise in the relevant field.

• **Student Counseling System:** The Department Head keeps direct contact with the students enrolled on the program. The students meet with the program coordinator to discuss all personal and professional issues. In cases where further counseling is required for the students the Program Coordinator refers the case to the Dean so that arrangements can be made for the students.

• **Access to Professional Counseling:** The Institute of Psychology at Beaconhouse National University provides support to the students at the University by providing opportunities for professional counseling.

- **Opportunities provided to the students:** Throughout the year the Department invites experts in the areas of Cultural Studies, Literature and Politics to give guest lectures. The students during these lectures get an opportunity to interact with experts in the area.

#### **CRITERION 5: PROCESS CONTROL**

The processes by which the major functions are delivered must be in place, controlled, periodically reviewed, evaluated and continuously improved. To meet this criterion a set of standards must be satisfied.

**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.**

- **Program Admission Criteria**

Graduates with 12 years of education (F.A, F.Sc, or A' levels) from recognized institutes will be eligible to apply for the B.A.(Hons.) in Social Science with major in Liberal Studies program. Applicants must clear the DLA admission test and interview to join the B.A.(Hons.) in Social Science with major in Liberal Studies program

- **Program/Credit Transfer**

The school refers all transfer cases to the University Equivalence Committee. The Equivalence Committee after thorough scrutiny in light of HEC guidelines gives approval for all transfers.

- **Evaluation of Admission Criteria**

The admission criterion is reviewed annually in light of the HEC guidelines. The Board of Studies meets twice a year and reviews all matters regarding the program. In addition, the Academic Council of the University also reviews the Admission procedure and subsequent approval is taken from the Board of Governors of the University.

**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.**

- **Process of Registration**

The process of registration being followed at the School of Liberal Arts & Social Sciences is a two pronged process. The coordinator under the supervision of the Dean of the School keeps a record of the student registration. This includes the registration in the courses. This record is then passed on to the Registrar Office.

- **Monitoring Students Progress**

The student progress is carefully monitored throughout their academic stay at the School. The program follows continuous assessment procedures. The results of the students are carefully recorded and monitored by the School and passed on to the Examination Department.

The faculty, Head of Department and the Dean meet on a regular basis to discuss all student related issues. Attendance records, class performance records of all students are also maintained by the School. Transcripts are prepared by the examination department upon Student's request.

**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**

- **Faculty Recruitment Process**

The Department of Liberal Arts follows a thorough process for the recruitment of faculty in line with the BNU and HEC guidelines. The process begins with identification of faculty (preferably foreign qualified), they are then invited to give guest lectures, conduct workshops or teach as part of the visiting faculty team. Feedback is taken from the students and faculty members on their performance. Based on the feedback the Department of Liberal Arts then proposes their name to University authorities so that the formal recruitment process may begin. These cases are then put before the Selection Committee that interviews and scrutinizes the candidates. On the recommendation of the Selection Committee the Board of Governors then interviews the candidates to give final approval.

- **Faculty Retention Incentives**

Faculty Retention Incentives for professional development are given as part of faculty retention. The University grants its faculty members upto 3 months paid leave in a year. Additionally, the University grants concession in tuition fee upto 75% in addition to full waiver in admission fee, to faculty members studying in BNU in various academic programs. Additionally, off-campus academic and training programs are sponsored by the University.

- **Faculty Promotion Process**

If a faculty member in service achieves qualification and experience required for promotion at the next level, the respective Dean sends a recommendation to Department Promotion Committee which reviews the candidates' credentials in accordance with HEC guidelines for faculty appointment. In event of promotion as Assistant Professor and Associate Professor, the Committee further forwards the case to BNU Selection Board which interviews the candidate and sends recommendation to Vice Chancellor for approval. In case of promotion as Professor, the case is forwarded to Selection Board which interviews the candidate and sends its recommendation to the Board of Governors for approval.

**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 courses are designed in light of modern trends and developments in Liberal Arts. The needs of the students are also taken into consideration at the time of design. The Department personnel meets on a regular basis to discuss the progress of the courses. Evaluations done by students at the end of the course and soft feedback is given weightage when courses are designed. In addition, the recommendations given by the Board of Studies which constitutes of experts from the field is given great importance.

**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.**

The Administrative Coordinator maintains thorough records of the students. These records are reviewed at the start and end of every semester to ensure the student is progressing and meeting all requirements of the program. The Registrar office maintain files on each student. These files contain past and ongoing academic record of the students. At the end of each semester these records are reviewed as a means to check student performance.

At the time of graduation the record of each student id thoroughly scrutinized to ensure that the student has fulfilled the requirements of the program. After ensuring that all requirements have been met the student is allowed to graduate.

## CRITERION 6: FACULTY

Faculty members are current and active in their discipline and have necessary technical depth and breadth to support the program. There are enough faculty members to provide continuity and stability, to cover the curriculum adequately and effectively, and to allow for scholarly activities..

**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 have a level of competence that would normally be obtained through graduate work in the discipline.**

Program area of specialization	Number of Faculty members in each area	Number of Faculty with PHD
English Literature	1	1
Cultural Studies/ Political Economy	3	1
History	1	2
Journalism	1	1

Faculty Resume are attached as annexure-A

**Standard 6-2: All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development.**

- Faculty is encouraged to take regular courses in their relevant field.
- Full time faculty members are assigned a maximum load of 12 semester credit hour of students contact. Keeping in view this load the fulltime faculty pursues professional development when possible.
- Faculty is encouraged to participate in seminars, workshops and conferences in the area of their interest.

## CRITERION 7: INSTITUTIONAL FACILITIES

**Standard 7-1: The institution must have the infrastructure to support new trends in learning such as e-learning.**

*Please refer to Criterion 6*

**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.**

**Library Services**

BNU library is providing following services to its users

- Circulation Service
- Reference Service
- Reservation of books
- Recommendation of library material
- Current Awareness Service
- Inter Library Loan Service
- Photocopying / Scanning Service
- Orientation and Information Sessions
- Selective Dissemination of Information
- Audio Visual Service

**Shifting of library**

BNU library was shifted in December 2019 into a newly state of the art library (7200 sf) situated in Recourse Center Block. In this newly constructed library there are three main sections (a) Circulation Section, at the entrance of the library. (b) Reference & Research Section, where 07 computers are placed and research dissertations and thesis are arranged in this section to facilitate BNU research scholars. (C) Technical Section, which provides technical services to complete the newly purchased/gifted items of the library.

**Research Workshops/Seminars**

BNU library is providing services in promoting research culture in university for this purpose research workshops/seminars are being held in all BNU schools to facilitate the research scholars that how can the easily access BNU and other online resources whining the university and from home? During the academic year 2019-20 BNU library arranged 10 research workshops seminars to enhance the research abilities of the scholars. Experts, educationists and professionals from outside the campus especially Dr. Muhammad Tariq

(academician, researcher, library professional and a trainer) was also invited to facilitate the BNU research scholars.

### **Library Database**

BNU library is working with ITRC team on customization of a Library Management System that fulfills the all requirements to meet the modern library trends. Main features of this Management Systems are mentioned bellow.

- Acquisition
- Cataloging
- Memberships
- Circulation
- Reports
- Web OPAC
- Serials
- Data Exchange
- Standards
- Digital Library
- Management
- Institutional Research Repository

BNU library is also working on BNU Research repository where the user will be able to check the research work of the university researchers online.

### **Professional Development**

The librarians have been trained in MARC records development and cataloging in a new integrated Library System (Libxol). Furthermore, all library staff is trained to meet the modern Library and Information Science trends. Training in the use of the software and Archives and Records Management is given to library professionals. The need for this has arisen as a new Archives and a Records Management program has been initiated at the University.

### **Library Committee**

The BNU Library is guided by the Library Committee for effective management. Dean, Heads of schools are members and library liaisons are nominated from all departments.

### **Annual Report**

Librarian prepares an annual report to present to the Vice Chancellor of the University, highlighting the accomplishment, problems and needs of the library. Utilization of resources and statistical data is presented in this report.

### **Books (print from)**

Total:	16064
During 2020-2021:	264
Books (Electronic):	148000 (through e-brary) & 6500 PDF
Reports:	2283
DVDs:	1056 (E-Movies 3500)
Art Catalog:	1181

### **Government Documents:**

Pakistan Economic Survey 1980 to 2019-20

State Bank of Pakistan Report

All 5 years Plans (Soft Copy is also available)

Annual Plans (Soft Copy is also available)

50 Years Pakistan Statistics of Pakistan

Ten Years Perspective Development Plan 2001-11

Pakistan Education Policy

Pakistan Education Statistics 2007-2008

Pakistan Demographic & health Survey 2006-07



District Census Reports 1998

HEC Annual Reports

HEC Curriculums 2009, 2010

Judicial statistics of Pakistan Annual Reports

Punjab Development Statistics

Pakistan Engineering Congress Reports sessions 1983, 1984, 1985, 1992

Pakistan in the 21<sup>st</sup> Century: Vision 2030

Promise, Policy, Performance: Two Years of People Government 2008-2010

### **Library Budget**

- Annual Budget of BNU Library is Rs. 5.9 million

### **BNU Publications (Thesis)**

Institute of Psychology:	173
School of Education:	267
School of Mass Communication:	329
SMC TFT:	99
SLASS-Economics:	25
SLASS DLA:	66
School of IT:	288
IPP Reports:	2008-2014
The Maya Tree: Vol. 1	Fall 2009
Students Degree Shows:	Annually

Prospectus:	Annually
MDSVAD/SA Prospectus:	Annually
Faculty Catalogs	Arts Catalogs
Convocation Gazette:	1 <sup>st</sup> – 15 <sup>th</sup>
BNU Gazette (news letter)	3 /years
Research Journals (Print)	050
Research Journals (electronic)	6277

### **BNU Library URL:**

<http://www.bnu.edu.pk>

### **Library Members**

Total Library Membership:	3132
Faculty:	335
Students:	2689
Staff:	106

### **BNU Digital Library**

#### **ProQuest Dissertations & Theses**

ProQuest Dissertations & Theses Global is the world's most comprehensive collection of dissertations and theses from around the world, spanning from 1743 to the present day and offering full text for graduate works added since 1997, along with selected full text for works written prior to 1997. It contains a significant amount of new international dissertations and theses both in citations and in full text.

Access URL: <https://search.proquest.com/pqdtglobal?accountid=135034>

### **Subject Strengths**

- Business and Economics
- Medical Sciences
- Science
- Technology
- Agriculture
- Social Sciences
- Arts
- Humanities

## **Ebrary**

### **Content Available**

**eBrary** offers a wide variety of content across many subject areas, especially in business and social science. It acquires integrated collections of eBooks and other content. ebrary continues to add quality eBooks and other authoritative titles to their selection from the world's leading academic and professional publishers.

- Users will be able to copy paste each page and **download a book for 15 days( after 15 days it can be downloaded again)**
- **All** Institutions will be able to access all subject collections
- **142,000** e-Books will be accessible

### **Ebrary Search Guide: Access Ebrary User Guide**

#### **Access URLs For HEC Only:**

<https://ebookcentral.proquest.com/lib/hec-ebooks/home.action>

Other institutions may access from their webpages.

**Publishing Partners** list of partners who are participating in ebrary available in library.

#### **Service Strengths:**

- Agriculture
- Auxiliary Sciences of History

- Bibliography, Library Science, Information Resources (General)
- Education
- Fine Arts
- General Works
- Geography, Anthropology, Recreation
- History (General) and History of Europe
- History: America
- Language and Literature
- Law
- Medicine
- Military Science
- Music and Books on Music
- Naval Science
- Philosophy, Psychology, Religion
- Political Science
- Science
- Social Sciences
- Technology

**Ebrary Does research:**

- Discover content from leading publishers
- Optimize online viewing and navigation with the ebrary Reader
- Expand your research with InfoTools
- Save and manage research through a Personal Bookshelf and automatic citations

**Institute for Operations Research and the Management Sciences (INFORMS)**

**Available Contents**

INFORMS publishes 12 scholarly journals, including a journal for the practice of OR/MS (Interfaces), as well as an on-line open access journal (INFORMS Transactions on Education).

**Access URL: <http://journals.informs.org>**

**License Agreed:** Available to all public and selected private universities and some other eligible institutes

### **Subject Strengths**

- Operations Research
- Management Science
- Analytics
- Operations Management
- Information Systems
- Decision Analysis
- Research Theory
- Marketing Research and Science
- Computing and Information Technologies
- Research Theory
- Strategic Management
- Mathematical Theory
- Supply Chain Management

### **Service Strengths**

- Full text of 12 INFORMS titles available, current year dating back to 1998
- Clean interface and excellent navigation
- In depth title information for each journal
- Free table of contents alerting service available for all users, for all titles: [eTOC Alerts](#)
- [Articles in Advance](#) of publication information service
- Full-text articles available in PDF
- Comprehensive search facility
- Reference linking through Cross-Ref
- COUNTER2-compliant reporting on usage statistics

**2012 INFORMS Journals: [Full Text Listing](#)**

**[JSTOR](#)**

- Content in JSTOR spans many disciplines, with over 500 high-quality publications available in the archive.
- JSTOR provides the ability to retrieve high-resolution, scanned images of journal issues and pages as they were originally designed, printed, and illustrated.

## **Springerlink**

### **Available Contents**

Springer is the world's second largest STM publisher, delivering high quality peer-reviewed journals through its acclaimed online service - SpringerLink. Through SpringerLink, Springer publishes more than 1,250 journals online of which 1,030 are now available to Institutes within a range of PERI countries. Springer also offers optional pricing for the remaining (new and takeover journals in its programme). The [www.SpringerLink.com](http://www.SpringerLink.com) website lists a vast collection of Springer electronic products including: e-journals, 'Historical Archives' of e-journals, e-book series, 'Historical Archives' of e-book series, e-books and e-reference works. Most INASP-PERI subscribers have 'paid' access to selective e-journals only and none of these other electronic products. All e-journals that your institution does have access to are clearly highlighted with a 'green box' next to the article. In addition to this all 'paid' INASP-PERI subscribers will have free access to the Abstracts of all Springer e-journals and also - where available- to the abstracts (only – not the full text) in Springer's Historical Archives.

**License Agreed:** Country wide access available to all public & private sector universities and non-profit indigenous R&D organizations.

**Access URL:** <https://link.springer.com/>

### **Subject Strengths**

- |                                |                 |
|--------------------------------|-----------------|
| • Astronomy                    | • Geosciences   |
| • Behavioral & Social sciences | • Humanities    |
| • Chemical sciences            | • Law           |
| • Computer science             | • Life sciences |
| • Economics                    | • Mathematics   |
| • Engineering                  | • Medicine      |
| • Environmental sciences       | • Physics       |

## Service Strengths

- Full text of Springer journals available, with back files ranging from 1997 onwards
- Online First service delivers journal articles in PDF or HTML format ahead of their print publication
- In-depth title information for each journal
- Free Table of Contents alerting service available for all users, for all titles
- State-of-the-art linking capabilities ensure users of SpringerLink are connected to the wider literature wherever possible
- Most of the articles available in HTML and PDF
- Comprehensive search functionality
- User statistics available

## Full Title Listings: Journal Listings

### Taylor & Francis Journals

More than 1,300 titles in humanities, social sciences and applied sciences.

**Access URL:** <http://www.tandfonline.com>

**Access T&F User Guide:** <http://www.tandfonline.com/page/librarians>

**License Agreed:** Available to all public and selected private universities and some other eligible institutes

## Subject Strengths

- Arts & Humanities
- Anthropology & Archaeology
- Behavioral Science
- Business, Management & Economics
- Chemistry
- Criminology & Law
- Education
- Library & Information Science
- Mathematics & Statistics
- Media, Cultural & Communication Studies
- Physics
- Politics, International Relations & Area Studies
- Public Health & Social Care

- Engineering, Computing & Technology
- Environment & Agriculture
- Geography, Planning, Urban & Environment
- Sociology & Related Disciplines
- Sport, Leisure & Tourism
- Strategic, Defense & Security Studies

### **Service Strengths**

- Alerting Services

To keep up to date with the latest research in your area the Taylor & Francis Online platform has a number of alerting services available including:

- New Issue Alerts generate an alert for new issues of journals in your chosen areas. Publication Alerts generate an alert for new publications within your chosen subject area.
- Citation Alerts generate an alert when new citations of your chosen articles, chapters or records appear.
- iFirst Alerts receive alerts on new articles in your field once they have been accepted for publication.
- Search Alerts displays your saved searches.
- RSS feeds receive a feed of the latest articles published in your chosen publication.

### **2017 Full Title Listings: Journal Listings**

Impact Factor:

Over 780 journals are listed in the 2010 Thomson Reuters, Journal Citation Reports®.

### **Wiley - Blackwell Journals**

#### **Content Available**

Wiley-Interscience is an STM (Science, technology, and Medicine) and SSH (Social Sciences and Humanities) publisher. Introduced in 1997, Wiley InterScience is a leading international resource for scientific, technical, medical and scholarly content

In June 2008, Wiley InterScience incorporated the online content formerly hosted on Blackwell Synergy to provide access across 1,234 journals in science, technology, medicine, humanities and social sciences. Since



the Blackwell-Synergy merger with Wiley-Interscience, all the journals available to HEC consortium are now available through Wiley-Interscience.

**Access URL:** <http://www3.interscience.wiley.com/>

**Licence Agreed:** Available to all DL registered universities/institutes

### **Wiley-Blackwell Journal List**

Journal Listings (available in library)

#### **Subject Strengths**

- Agriculture, Aquaculture & Food Science
- Architecture & Planning
- Art & Applied Arts
- Business, Economics, Finance & Accounting
- Chemistry
- Computer Science & Information Technology
- Earth, Space & Environmental Sciences
- Humanities
- Law & Criminology
- Life Sciences
- Mathematics & Statistics
- Medicine
- Nursing, Dentistry & Healthcare
- Physical Sciences & Engineering
- Psychology
- Social & Behavioral Sciences
- Veterinary Medicine

The following journals offer free online access to developing economies, based on either programs such as HINARI, or on a HighWire-based program offering access to countries appearing in the World Bank's list of "low income economies," plus Djibouti. Individual publishers use the list from the World Bank as a guideline for determining their policies, so some variation in access per publisher does occur. **You do not need to sign**

**up for this service as our software automatically detects the country you are connecting from and grants access accordingly.**

- AAP Grand Rounds
- AAP News
- Academic Emergency Medicine
- Academic Psychiatry
- Advances in Physiology Education
- American Journal of Geriatric Psychiatry
- American Journal of Psychiatry
- American Journal of Public Health
- Annals of Internal Medicine
- ASH Education Program Book
- BMJ
- British Journal of Radiology
- British Journal of Sports Medicine
- CA: A Cancer Journal for Clinicians
- Canadian Medical Association Journal
- Chest
- Circulation
- Clinical Chemistry
- Dentomaxillofacial Radiology
- Diabetes
- Experimental Biology and Medicine
- Health Affairs
- Hypertension
- Journal of Clinical Endocrinology & Metabolism
- Journal of Clinical Investigation
- Journal of Experimental Medicine
- The Journal of General Physiology
- Journal of Neuropsychiatry and Clinical Neurosciences
- Journal of Nuclear Medicine
- Journal of Nuclear Medicine Technology
- Journal of Ultrasound in Medicine
- Molecular Biology of the Cell
- Molecular Endocrinology
- NeoReviews
- New England Journal of Medicine
- The Oncologist
- Pediatrics
- Pediatrics in Review
- Psychiatric Services
- Psychosomatics

- Diabetes Care
- Diabetes Spectrum
- Endocrine Reviews
- Endocrinology
- Recent Progress in Hormone Research
- Red Book Online
- The Journal of Cell Biology

The International Community Trust for Health and Educational Services (ICTHES World Care) publishes four medical journals:

- **Community Dermatology**

Supported by some of the UK's leading skin specialists, 'CD' seeks to provide health workers with up-to-date and relevant information on the diagnosis and treatment of skin disease, and the general promotion of skin health within their communities. This publication, in particular, has many photographs and other illustrations to aid health workers in diagnosis and treatment.

- **Community Ear and Hearing Health**

Produced in partnership with the World Health Organization and Christian Blind Mission, 'CEHH' seeks to deal with the prevention, management and rehabilitation of ear and hearing disorders, whilst at the same time promoting ear and hearing health in developing countries.

- **Developing Mental Health**

Is designed to respond to global mental health issues. Mental health workers are particularly under-resourced in the developing world. It was founded after direct consultation with mental health specialists from 20 developing nations.

- **Repair and Reconstruction**

Addresses major needs throughout the world such as 'Burn Injury', 'Land-Mine Injury', 'Leprosy' and 'Congenital Abnormalities in Children'. Two issues of 'R&R' have already been produced, focusing on 'Burn Injury'. This Journal is produced in partnership with the Overseas Interest Group of the British Association of Plastic Surgeons. Publication is currently suspended for editorial reasons but it is hoped to resume publishing as soon as possible.

**You can read or download PDFs of these journals from this URL:**

**<http://www.icthesworldcare.com/journals.html>**

**Standard 7-3: Classrooms must be adequately equipped, and offices must be adequate to enable faculty to carry out their responsibilities.**

- **Classrooms**

The classrooms have adequate space for studio work. The Studios are equipped with multimedia and sound facilities which accommodate the needs of the students.

- **Faculty Office**

The faculty offices are fully equipped with desktop computers with internet and WIFI connectivity, printers and scanners for each of the permanent faculty members of the department. In house intercom system between faculty offices throughout the university helps to facilitate communication between faculty members and different studios, labs and working areas within the university.

### **CRITERION 8: INSTITUTIONAL SUPPORT**

The institution's support and the financial resources for the program are sufficient to provide an environment in which the program can achieve its objectives and retain its strength.

- **BNU HOSTEL**

The construction of BNU Hostels is complete and a state-of-art, purpose-built, on-campus boarding facility is ready and available for occupancy of 74 girls and 80 boys. BNU Hostel compound is a 42,000 sq.ft. segregated wings for girls and boys. Each wing of the facility has appropriately equipped common rooms, pantries on each floor, a visitor's lounge and a laundry.

An adjoining facility to cater to the accommodation needs of international faculty is near completion.

- **LIBRARY**

The BNU Library remains open from 9:00 a.m. – 6:30 p.m. daily, Monday to Friday and for a specific number of hours on Saturday as well. A full-time librarian and assistants provide library information and access. Photocopying facilities are available at cost five days a week, 9:00 a.m. – 6:30 p.m. daily at the student resource center.

- **BNU Library Space Relocation Project**

The first phase of BNU Library relocation project to its original planned location conducted successfully in September 2019. The interior and floor plans were developed by three graduating students of the BNU School of Architecture, Ar. Shahbaz Zafar, Ar. Fahad Rizwan and Ar. Kashif Moaz under the supervision and support

from the BNU Student Affairs and Procurement Departments. Our well-stocked facility now occupies a considerable 7,000 square feet of space with spacious reading areas and an extended reference section.

- **COMPUTER LABS**

All computer labs with access to Internet, scanning and printing (colour & b/w) from 9:00 am. to 6:30 pm. daily Monday to Friday.

- **SPORTS CLUB**

BNU encourages student participation in extracurricular activities and regularly hosts concerts, exhibitions, film screenings and other cultural events. The Sports Club of BNU promotes sports activities among the students by organizing matches throughout the year among different departments as well as with other universities and colleges.

- **STUDENT & ALUMNI AFFAIRS**

The Student Affairs Office under the Directorate of Student Affairs and External Relations coordinates with university's non-academic units for timely resolution of issues brought up by students (cafeteria, transport, hostels and related matters) besides providing support in holding co-curricular activities and ensuring students' co-curricular participation at events outside the university. It also maintains liaison with the university's alumni for their facilitation and assistance wherever needed.

The responsibilities of the department are as follows:

- a) Conduct orientation and guidance services for new entrants to acquaint them with University life and rules.
- b) Attend to student grievances and provide support for early resolution of student problems and issues.
- c) Support and facilitate co-curricular activities by student society's and clubs such as BNU Bestival, BNU Model United Nations (BUMUN) etc.
- d) Maintain the alumni network (graduate email database) and organize on-campus activities including meet-ups and homecomings.

- **VIRTUAL HEALTH CENTER**

BNU offers a primary care facility to its students, faculty and staff through its on-campus Virtual Health Centre (VHC) in partnership between iHeal and Cloudclinic. The Clinic provides services of regular checkup and basic medical screening to BNU faculty, staff and students. The Clinic is manned by trained nursing staff with the availability of an online panel of general physicians where patients can connect with them face-to-face in real-time via video screen upon request or requirement.

The purpose of VHC is to provide primary care on campus, screen for underlying risks for diabetes and hypertension, provide medical advice, monitor and manage basic health and refer to specialist care where required. Students can get their Blood Pressure, Blood Sugar, Body Mass Index (BMI), Body Temperature, Pulse and Eye Vision evaluated. VHC then creates a wellness profile of each student against a unique ID number which is stored with the Clinic for future visits. Based on any irregularities, a student may be advised appropriate course of action by the medical team. All screenings and visits to the clinic are optional and free-of cost for students.

- **CENTER FOR COUNSELING AND PSYCHOLOGICAL WELL-BEING**

BNU considers the emotional health of student and staff as its top priority. It has established an on-campus Center for Counseling and Psychological Well-being with support from BNU Institute of Psychology. The center aims to provide students with services to help them gain and maintain psychological well-being, featuring a qualified Psychologist on board as the Campus Counselor. Students can seek help from our trained professional in complete confidence regarding any personal, social or other crises they may be facing and discuss the same in a supportive and secure environment.

The aim of the Center is to encourage students' personal, academic & social growth, enhance their problem-solving and decision-making capabilities and to ultimately enable them to face various life challenges in a wholesome manner.

- **CAFETERIA AND RESOURCE CENTER**

The BNU cafeteria block is a three-story well-furnished facility spread on 18000 sq. ft. area and with seating capacity for over 3000 persons at a time. The basement and the ground floor are completely operational while the upper ground floor is reserved for special occasions and gala buffet events. A cafeteria quality assurance committee with representatives from faculty and management ensures maintenance of highest standards in quality and hygiene and diversity of cuisine at economical prices through surprise visits and regular in-person

meetings with the cafeteria management and staff. Periodic medical health examination and diagnostic tests of chefs and waiters is conducted.

- **CAREER PLACEMENT OFFICE**

BNU has established a Career Placement Office under the Directorate of Student Affairs and External Relations that serves Career Placement needs of students and graduates. The services include Academic Counseling, Professional Counseling, Job Placement, internship facilitation and enabling students for self-employment and start-up business opportunities.

The responsibilities of this department include the following services:

- a) Undertake career counseling of prospective applicants as well as parents during admissions cycle.
- b) Provide career guidance services to students, facilitate internship programs and build liaison with industry for job placements.
- c) Conduct Job Fairs, Recruitment Drives, Employer Meet-ups, and Screening Interviews for graduates and graduating students.
- d) Develop and maintain a graduate directory of recent graduates.
- e) Liaise with the United States Education Foundation in Pakistan and British Council, UK and explore other international education opportunities for students and keeping them informed on international fellowships and scholarship
- f) Extend support for international exchange semesters and summer (Turkey, USA, Germany etc.)
- g) Facilitate start-up incubation at Plan9 Technology Incubator, The Indus Entrepreneurs (TiE) Lahore Chapter, NetSol Nspire Program, National Incubation Center, The Nest I/O, WomenX Pakistan for mentoring of students and alumni to capitalize on their entrepreneurial potential.

**Table: University Wise Facilities:**

<b>Name of Facility</b>	<b>Quantity</b>	<b>Total Area/ Size (where applicable)</b>	<b>Total Capacity</b>
Sport Grounds/Courts (Cricket/Hockey/Football/Squash Court etc.)	2	326700	-

Religious Places ( Mosque/Church/Temple etc)	2	4043	185
Hostels for Boys	1	10051	78
Hostels for Girls	1	9579	72
Hostels for Faculty Members (Male)	1	4720	8
Hostels for Faculty Members (Female)	Combine	Combine	Combine
Auditorium(s)	3	6208	366
Laboratories (Computer Lab)	12	8136	400
Libraries	1	7200	100
Classrooms	67	64587	2348
Cars	-	-	-
Buses	-	-	-
Coasters/Hiaces	15	-	375
Cafeterias	1	18014	800
Wi-Fi Hotspots	63	-	-
CCTV Cameras	58	-	-
Generator(s)	14	-	-
ATMs	2	-	-
Trees	750	-	-
Any other important facility (Medical Facility)	1	-	-

**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 faculty of DLA gets market-based salaries along with standard service benefits i.e. Provident Fund, Annual Leave, Medical Leave, and Medical Insurance.
- ✓ The Institute has sufficient budgeted fund to support the faculty. The Institution also has funds to support faculty needs for teaching and research purposes.
- ✓ The Department of Liberal Arts has a coordinator to handle all administrative and coordination tasks.



**Standard 8-2: There must be an adequate number of high-quality graduate students, research assistants and Ph.D. students.**

The Department of Liberal Arts at School of Liberal Arts and Social Sciences offers only at the undergraduate level. Therefore, the department has no research assistants or graduate and Ph.D. students.

**Standard 8-3: Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.**

- **Library**

*Please refer to Standard 7 – 2*

- **Laboratories**

*Please refer to Criterion 3*

- **Computing Facilities**

*Please refer to Criterion 3*

## **Rubric Form**



**Beaconhouse National University**

**School of Liberal Arts and Social Sciences-DLA**

**BA Hons. in Social Sciences with major in Liberal Studies**

*Prepared by: Program Team of Department of Liberal Arts*

*Presented by: Quality Assurance Department*

<b>Criterion 1 - Program Mission, Objectives and Outcomes</b>	<b>Weight = 0.05</b>				
	<b>Score</b>				
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Does the program have documented outcomes for graduating students?	5				
Do these outcomes support the program objectives?	5				
Are the graduating students capable of performing these outcomes?	5				
Does the department assess its overall performance periodically using quantifiable measures?		4			
Is the result of the program assessment documented?	5				
<b>Total Encircled Value (TV)</b>	<b>24</b>				
<b>Score 1 (S1) = {TV / (No. of Questions * 5 )} * 100 * Weight</b>	<b>4.8</b>				

<b>Criterion 2 - Curriculum Design and Organization</b>	<b>Weight = 0.20</b>				
	<b>Score</b>				
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Is the curriculum consistent?	5				
Does the curriculum support the program's documented objectives?	5				
Are theoretical background, problem analysis and solution design stressed within the program's core material	5				

Does the curriculum satisfy the core requirements laid down by respective accreditation bodies? (Refer to appendix A of the Self Assessment Report Manual)	5				
Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies? (Refer to appendix A of Self Assessment Manual)	5				
Does the curriculum satisfy the general education, arts and professional and other discipline requirements as laid down by the respective body / councils? (Refer to appendix A of Self Assessment Manual)	5				
Is the information technology component integrated throughout the program?	5				
Are oral and written skills of the students developed and applied in the program?	5				
Total Encircled Value (TV)					
<b>Score 2 (S2) = {TV / (No. of Questions * 5)} * 100 * Weight</b>	<b>20</b>				

<b>Criterion 3 - Laboratories and Computing Facilities</b>	<b>Weight = 0.10</b>				
	<b>Score</b>				
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Are laboratory manuals / documentation / instructions etc. for experiments available and ready accessible of faculty and students?	5				
Are there adequate number of support personnel for instruction and maintaining the laboratories?	5				
Are the University's infrastructure and facilities adequate to support the program's objectives?		4			

Total Encircled Value (TV)	<b>14</b>
<b>Score 3 (S3) = {TV / (No. of Questions * 5 )} * 100 * Weight</b>	<b>9.3</b>

<b>Criterion 4 - Student Support and Advising</b>	<b>Weight = 0.10</b>				
	<b>Score</b>				
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	5				
Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5				
Does the University provide academic advising on course decisions and career choices to all students?	5				
Total Encircled Value (TV)					
<b>Score 4 (S4) = {TV / (No. of Questions * 5 )} * 100 * Weight</b>	<b>10</b>				

<b>Criterion 5 - Process Control</b>	<b>Weight = 0.15</b>				
	<b>Score</b>				
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Is the process to enroll students to a program based on quantitative and qualitative criteria?	5				

Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5				
Is the process to register students in the program and monitoring their progress documented?	5				
Is the process above periodically evaluated to ensure that it is meeting its objectives?	5				
Is the process to recruit and retain faculty in place and documented?	5				
Are the processes for faculty evolution & promotion consistent with the institution mission?	5				
Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5				
Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5				
Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	5				
Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	5				
Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	5				
Total Encircled Value (TV)		<b>55</b>			
<b>Score 5 (S5) = {TV / (No. of Questions * 5 )} * 100 * Weight</b>		<b>15</b>			

<b>Criterion 6 - Faculty</b>	<b>Weight = 0.20</b>				
	<b>Score</b>				
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?		4			
Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	5				
Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	5				
Do the majority of faculty members hold Ph.D. degree in their discipline?	5				
Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5				
Are there mechanisms in place for faculty development?		4			
Are faculty members motivated and satisfied so as to excel in their professions?	5				
Total Encircled Value (TV)	<b>33</b>				
<b>Score 6 (S6) = {TV / (No. of Questions * 5 )} * 100 * Weight</b>	<b>18.86</b>				

<b>Criterion 7 -Institutional Facilities</b>	<b>Weight = 0.10</b>				
	<b>Score</b>				
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Does the institution have the infrastructure to support new trends such as e- learning?	5				
Does the library contain technical collection relevant to the program and is it adequately staffed?		4			
Are the classrooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5				
Total Encircled Value (TV)	<b>14</b>				
<b>Score 7 (S7) = {TV / (No. of Questions * 5 )} * 100 * Weight</b>	<b>9.3</b>				

<b>Criterion 8 - Institutional Support</b>	<b>Weight = 0.10</b>				
	<b>Score</b>				
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Is there sufficient support and finances to attract and retain high quality faculty?	5				
Are there an adequate numbers of high quality graduate students, teaching assistants and Ph.D. students?		4			
Total Encircled Value (TV)	<b>9</b>				
<b>Score 8 (S8) = {TV / (No. of Questions * 5 )} * 100 * Weight</b>	<b>9.0</b>				

<b>Overall Assessment Score = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 =</b>	<b>96.26</b>
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## **Annexure A**

### **CURRICULUM VITAE**

#### **Tahir Kamran**

Professor in History,

Faculty of Liberal Arts

Beaconhouse National University Lahore

[tahirkamran\\_gcu@yahoo.com](mailto:tahirkamran_gcu@yahoo.com)

#### **ACADEMIC EMPLOYMENT & ASSOCIATIONS**

Centre of South Asian Studies, Cambridge University, UK

2017-, Affiliated Scholar

Khaldunia Centre for Historical Centre, Lahore, Pakistan

2015-, Managing Director

Government College University, Lahore, Pakistan

2015-2019 Professor of History, Chairman, Department of History and Dean of Faculty of Arts and Social Sciences

Cambridge University, UK

2010-2015, Allama Iqbal Professorial Fellow Wolfson College and Centre of South Asian Studies.

Government College University, Lahore, Pakistan

2005-2010, Associate Professor in History

1994-2005, Assistant Professor in History

Forman Christian College, Lahore, Pakistan

1987-1994, Lecturer in History

University of the Punjab, Lahore, Pakistan

1987, Senior Research Fellow at Pakistan Studies Centre

### **Administrative Experience**

<b>Designation/position</b>	<b>From</b>	<b>To</b>	<b>Total Years</b>
Chairman, Department of History, Government College University, Lahore	2003	2010	08 Years
Member of Governing Body and Fellow of Wolfson College, University of Cambridge, UK	April 2014	May 2015	01 Year
Management Committee of Centre of South Asian Studies, University of Cambridge, UK	2011	2015	04 Years
Chairman, Department of History, Government College University, Lahore	September 2015	To-date	2.5 Years
Dean, Faculty of Arts and Social Sciences, Government College University, Lahore	November 2015	To-date	2.5 Years
Director, Khaldunia Centre for Historical Research, Lahore	2015	To-date	2.5 Years

### **Member of Committee**

1. 2018-Member of Urdu-Science Board
2. 2016-2019 Member of GCU's Syndicate
3. 2016-2019 GCU Selection Board for Non-Gazetted Administrative Staff
4. 2016- 2019 GCU Selection Board for Gazetted Administrative Staff
5. 2016-2019 GCU Selection Board for Faculty
6. 2016-2019 Member of the GCU's Committee for Exploring avenues of Cooperation with the Russian Federation in Education
7. 2016-2019 Nominated by PHEC as a Member of Expert Review Committee to evaluate the proposal for findings of conferences
8. 2016-2019 Representative/Focal Person on behalf of GCU to coordinate with PHEC for Split PhD Scholarship Programme
9. 2016-2019 Nominated by GCU as a Member of Dean's Committee to look after matters/problems of students
10. 2016-2019 Nominated by GCU as a member of Institutional Scholarship Award Committee for HEC Need Based Scholarship
11. 2016-2019 Nominated by GCU as a Member of committee to interview students for Thespian Medal
12. 2016-2019 Nominated by GCU as a member of the committee for Advanced Studies & Research Board
13. 2016-2019 Nominated by GCU as a member of committee for revising the GCU Service Statutes
14. 2016-Nominated by GCU as a member of Reception Committee for the 14<sup>th</sup> Convocation
15. 2016-2019 Nominated by GCU as a member of Review Committee for GP
16. 2016-2019 Nominated by GCU as a member of committee for Departmental Tenure Review Committee
17. 2015-Nominated by GCU as a member of Review Committee for GP
18. 2010-Nominated by AIOU as a member of Committee of Courses
19. 2009-Nominated by GCU as a member of Departmental Academic Committee
20. 2009-Nominated by GCU as a member of committee for the Promotion of Research Culture at GCU
21. 2008-Nominated by AIOU as a member of Committee of Courses

## Post Docs

Charles Wallace Fellow, University of London	School of Oriental and African Studies, University of London	2001
Commonwealth Fellow	University of Southampton	2006-7

## ACADEMIC BACKGROUND

- a. 2000, Doctor of Philosophy, University of Punjab (Lahore), Thesis: *The Punjab Legislative Council-1897-1935*.
- b. 1986, M.A (History), University of Punjab (Lahore), Thesis: *East West Rivalry on Suez Canal*
- c. 1983, B.A, Government F.C. College, affiliated to University of Punjab, Lahore.

## LIST OF PUBLICATIONS

### CURRENT PROJECTS

#### Books

1. South Asian Islam and its Discontents
2. Shrines in Pakistan: Contestations of History, Culture & Society.(proposal under Review)

#### Articles

1. 'Limiting the Colonial State: "Source Communities" and Resistance in the Lahore Museum (Ajaib Ghar)(1880s-1940)'.
2. "Ubaidullah Sindhi" in edited volume (2018).
3. "Abdus Sattar Edhi: Modern incarnation of a pacifist Sufi" (2019)

## PUBLISHED WORKS

## A. PEER REVIEWED ARTICLES IN RESEARCH JOURNALS

1. 'Lockwood Kipling and the Establishment of Mayo School of Arts' will be published in *Journal of Royal Asiatic Society*, Cambridge University Press, Volume,25(2015). [Foreign publication]
2. 'The pre-History of Religious Exclusionism in Contemporary Pakistan: Khatam-e-Nubuwwat 1889-1953', *Modern Asian Studies*, University of Cambridge, available on CJO2015. doi:10.1017/S0026749X14000043. [Foreign publication]
3. With Amir Khan Shahid, 'Shari'a, Shi'as and Chishtiya Revivalism: Contextualising the Growth of Sectarianism in the tradition of the Sialvi Saints of the Punjab' *Journal of Royal Asiatic Society*, Cambridge University Press, Vol.24, Issue 03, July 2014. [Foreign publication]
4. 'Majlis-i-Ahrar-i-Islam: religion, socialism and agitation in action', *South Asian History and Culture*,(Routledge) Vol.4, No 4, October 2013. [Foreign publication]
5. 'Urdu Migrant Literati and Lahore's Culture' *Journal of Punjab Studies*, University of California Santa Barbara, USA, Vol.19, Issue 2, 2012. [Foreign publication]
6. 'Community of the Marginalized: State, Society & Punjabi Christians', *South Asian Review*, University of Pittsberg, USA, Volume 31, No.2, Oct-Dec, 2010. [Foreign publication]
7. 'Contextualizing Sectarian Militancy in Pakistan: A case Study of Jhang' , *Journal of Islamic Studies*, University of Oxford, Volume 20, No.1, Oct-December 2009. [Foreign publication]
8. 'Politics of Elections and Autocracy in Pakistan: Apprising the Electoral Process during Zia ul Haq's Regime', *Journal of Political Studies*, Punjab University, Lahore, Vol XV, Summer 2009. [Local publication]
9. 'Looking for Death: Genealogical Sociology of Sipah-i-Sahaba', *The Historian*, GC University Lahore, Vol. 7 No. 2, July- December 2009. [Local publication]
10. 'Electoral Politics in Pakistan (1955-69)', *Pakistan Vision*, University of Punjab Lahore, Vol. 10, No. 01, June 2009. [Local publication]
11. 'Activism of the Puritans: The Politics of Majlis-i-Ahrar' *Pakistan Perspective*, University of Karachi, Volume 13, No.2, 2008. [Local publication]

12. 'Young Turks Movement & 1908 Revolution', *Pakistan Journal of History & Culture*, Quaid-i-Azam University, Islamabad Vol XXIX, January-June, 2008. [Local publication]
13. 'The Unfolding Crises in the Punjab, March-August, 1947: Key Turning Points in British Responses', *Journal of Punjab Studies*, University of California, Santa Barbra, 2007. [Foreign publication]
14. 'Evolution and impact of *Deobandis* and the Impact in the Punjab', *The Historian*, GC University Lahore, Vol. 4: Nos. 1&2, 2006. [Local publication]
15. 'Punjab Punjabi and Urdu, A Question of Displaced Identity', *Journal of Punjab Studies*, April 2007. [Foreign publication]
16. 'Punjab through Ages', *The Historian*, Jan-July, 2005. [Local publication]
17. 'Sir Fazli Hussain aur Unionist Party', *Tareekh*, Jan-Apr, 2004. [Local publication]
18. The Struggle for Separate Representation in the Punjab Legislative Council : 1907-1913  
*The Historian* Vol. 2: No. 5, July-December 2003. [Local publication]
19. 'The Punjab Legislative Council and Minto-Morley Reforms', *Journal of The Punjab University Historical Society*, Vol XXVI, No 1, July 2003. [Local publication]
20. 'Communal Antagonism in the Politics of the Punjab (1911-1916)', *The Historian*, July-Dec, 2002. [Local publication]
21. 'Ranjeet Singh Kay Baad Intishar Ka Daur', *Tareekh*, July, 2002. [Local publication]
22. 'The Land Alienation and British Paternalism of the Punjabi Landlords', *Journal of Research Society of Pakistan*, April, 2000. [Local publication]
23. 'Jedo-jihad-i-azadi mein Punjab ka hisa' (Role of Punjab in Freedom Struggle), *Tareekh*, July-Oct, 2001. [Local publication]
24. 'Tareekh aur Adab ka Rishta' (History and its Relationship with Literature), *Irteqa*, Oct-Dec, 1996. [Local publication]

## **B. PEER REVIEWED ARTICLES IN EDITED VOLUMES**

1. Chaudhary Rahmat Ali's Pakistan national Movement and the Concept of the "Continent of Dinnia", in *Muslims against the Muslim League*, eds. Ali Usman Qasmi & Megan Eaton Robb (Cambridge University Press, 2017).

2. 'Majlis-i-Ahrar-i-Islam: religion, socialism and agitation in action' being published in an edited volume by Routledge (in 2015), Virinder S. Kalara (University of Manchester)& Dr. Shahlani Sharma (Keele university) are the joint editors.
3. With Amir Khan Shahid, ' Shari'a, Shi'as and Chishtiya Revivalism: Contextualising the Growth of Sectarianism in the tradition of the Sialvi Saints of the Punjab' in an edited volume on Shias in South Asian, to be published by Cambridge University Press in early 2015.
4. With Navtaj K. Purewal 'Pakistan's Religious *Others*: Reflections on the Minority Discourse on Christians in Punjab' in an edited volume to be published by Routledge. Editors, Ian Talbit and Yunus Samad.
5. 'The Politics of Exclusion in Pakistan: Case of Ahmadiya Community' in an edited volume published by Routledge (2015), Prof. Shaun Gregory, University of Durham, being its editor.
6. 'Hindu as the 'Other' in Pakistani History Text Books: A Conceptual Analysis' in an edited Volume titled *Pakistan: Dimensions of History*, edited by Syed Jaffar Ahmed, Published by University of Karachi.
7. 'Salafi Extremism in the Punjab and its transnational impact' in *Communalism and Globalization in South Asia and its Diaspora* edited by Deana Heath&Chandana Mathur, Routledge:UK,2011.
8. 'Contextualizing Sectarian Militancy in Pakistan: A case Study of Jhang' reprinted in *Islam in South Asia: Critical Concepts in Islamic Studies*, Volume III, edited David Taylor, London: Routledge, 2010.
9. 'Problematizing Iqbal as a State Ideologue' in *Revisioning Iqbal, as a Poet & Muslim Political Thinker*, by Gita Dharampal-Frick, Ali Usman Qasmi and Katia Rostetter,(Draupadi Verlag:Heidelberg,Germany,2010)&(Oxford University Press:Karachi,2011).
10. 'Some Prominent Strands in the Poetry of Sultan Bahu' in *Sufism in Punjab: Mystics, Literature & Shrines*, edited by Surinder Singh& Ishwar Dayal Ghaur,(Akkar Books:India,2009)
11. 'Islam, Urdu and Hindu as the Other, in *Instruments of Cultural homogeneity in Multicultural Society*', edited by Bipan Chandra & Suchta Mahajan *Composite Culture in Multicultural Societies*, (Pearson&Longman: India, 2007)

12. 'Imagined Unity as binary opposition to regional Diversity: A study of the Punjab history as a "silenced space" in Pakistani epistemic milieu', SDPI, *At the Crossroads: South Asian Research, Policy and Development in a Globalized World*, (Islamabad: Sama, 2006)
13. 'Shifting paradigms Emerging Perspectives and the Discourse of Orality' SDPI, *Troubled Times: Sustainable Development and Governance in the Age of Extremes*, (Islamabad: Sama, 2005)
14. 'Problematic of identity in the Educational discourse of Pakistan', SDPI, (Karachi: Oxford University Press 2004)
15. 'Punjab Mein Qomiyati Tazad', edited by Choudhary Anwar, *Mazhab aur Siasat*, (Lahore: South Asia Partnership, 2004)

### **C. BOOKS**

1. With Ian Talbot, *Lahore: A Portrait of a Colonial City*, (London: Hurst & Co., 2016). Declared best academic title of 2017 by CHOICE magazine.
2. Co-edited with Edwina Pio & Jawad Syed, *Deobandi Militancy & Faith Based Violence in Pakistan* (New York, NY: Palgrave, 2016).
3. *Role of Election Commission in Pakistan Politics*, Lahore: South Asia Partnership, 2009. (Also translated in Urdu: *Jamhoriyat aur Tarz-i-Hukamrani*, Lahore: South Asia Partnership, 2009)
4. *Democracy and Governance in Pakistan*, Lahore: South Asia Partnership, 2008 (Also translated in Urdu: *Pakistan mein Jamhuriyat aur Governance* (Lahore: South Asia Partnership, 2008)
5. (Co-edited), *Critical Perspectives on Social Sciences in Pakistan* (Lahore: G.C.University, 2008)
6. *Idea of History through Ages* (Lahore: Progressive Publishers, Lahore, 1993)
7. *Tareekh-i-Pakistan, from 1707 to 1988* (History of Pakistan 1707-1988), (Lahore: Majeed Book Depot, 1993)

### **D. TRANSLATIONS (Urdu)**



1. *Punjab Mein Zarai Paidawar Aur Nau Abadyati Policy*, Trans. of J. S. Grewal, *Tareekh* Oct, 2003
2. *Ru Ba Taraqi Riyasat Ka Mazi Aur Mustaqbil*, Trans. of Amiya Kumar Bagchi, *Tareekh*, Apr, 2003
3. *Aik Masa'la: Tareekh Ki Tahreer-I-Nau*, Trans. of Niladri Bhattacharia, *Tareekh*, 2003
4. *Kisan Aur Inqilab*, Trans. of Hamza Alvi, *Tareekh*, 1999
5. *Pakistan - Raisat Ka Bohran*, Anthology of Hamza Alavi's sociological writings, (Lahore: Fiction House, 2002)
6. *Jagirdari aur Samraj*, Anthology of Hamza Alavi's sociological writings, (Lahore: Fiction House, 1999)
7. *Punjab mein baen bazoo kee Tareekh*. Trans. of Dr Ajit Javed, *Left Politics in Punjab*, (Lahore, Fiction House: Lahore, 1997)
8. *Khizar Tiwana*, Trans. of Ian Talbot, *Khizar Tiwana*, (Lahore: Fiction House, 1996)
9. *Punjab: Ghulami say Azadi Tuk (1849-11947)*, Trans of Ian Talbot, *Punjab and the Raj*, (Lahore: Takhliqaat, 1996)
10. *Pakistan kay Muashi, Siasi aur Talimi Masail*, Trans. of Abdus Samad, *Problems of Governance in Pakistan*, (Lahore: Fiction House, 1996)

#### **E. ENCYCLOPEDIA AND OTHER ARTICLES**

1. "Pakistan: A Failed State?," *History Today* (September 2017).
2. '*Pakistan main Jamhoriyat: Aik Tareekhi Jaiza*', (Lahore: South Asian Partnership, 2007)
3. 'Sir Fazl-i-Hussain' and 'Sir Sikander Hayat', *Oxford Dictionary of National Biography* (Oxford: Oxford University Press, 2006)
4. 'Sectarian Militancy in Pakistan', *Oxford Analytica*, 2006
5. South Asian Islam and its Encounter with Modernity', translated into German by Bilger Wenzel, *Fikr-wa-Fun* (online journal), 2006.

#### **EDITOR (ACADEMIC JOURNALS)**

1. Member of Editorial Board, *Journal of South Asia*

2. Founding Editor (2015-), Pakistan Journal of Historical Studies, published by Indiana University Press, Bloomington, USA.
3. Founding Editor (2003-), The Historian, *bi-annual Journal of History*, Government College University, Lahore
4. Member, Editorial Advisory Board, *Journal of Social Sciences & Humanities*, Allama Iqbal Open University, Islamabad, Pakistan
5. Guest Editor, *Journal of Punjab Studies*, April 2007, University of California, Santa Barbara, USA
6. Jan 1999 - Dec 2001, Assistant Editor, *Tareekh, Quarterly Urdu Journal of History*, Lahore

#### **ACADEMIC PRESENTATIONS (CONFERENCES, SEMINARS)**

(11-12<sup>TH</sup> JULY 2018), A WORKSHOP ON “TRAINING WORKSHOP AND MENTORING SESSION”  
AT GOVT. COLLEGE UNIVERSITY LAHORE

(17<sup>TH</sup> OCTOBER 2017), A TALK ON “THE WILL OF THE PEOPLE”, AT GOVT. COLLEGE  
UNIVERSITY LAHORE

(11<sup>TH</sup> OCTOBER 2017), A SEMINAR “PAKISTAN TURNS SEVENTY”, AT GOVT. COLLEGE  
UNIVERSITY LAHORE

(10<sup>TH</sup> MAY 2017), A SEMINAR “LAHORE: PAST AND PRESENT”, AT GOVT. COLLEGE UNIVERSITY  
LAHORE

(6<sup>TH</sup> MARCH TO 9<sup>TH</sup> MARCH 2017), “WOMEN'S WEEK 2017”, AT GOVT. COLLEGE UNIVERSITY  
LAHORE

(31<sup>ST</sup> MARCH, 2016), A SEMINAR “THE STATE OF PUNJABI IN PAKISTAN AND UK”, AT GOVT.  
COLLEGE UNIVERSITY LAHORE

(25<sup>TH</sup> MARCH, 2016), A SEMINAR “PAKISTAN DAY: 23RD MARCH”, AT GOVT. COLLEGE  
UNIVERSITY LAHORE

(18<sup>TH</sup> MARCH, 2016), WORKSHOP ON EUROPEAN PERCEPTIONS OF THE MUGHALS AND SAFAVID STATES IN COMPARATIVE PERSPECTIVE, AT GOVT. COLLEGE UNIVERSITY LAHORE

(April, 2014), 'Pakistan's Electoral Politics during the first decade' in a Conference organized by CRAASH on South Asia, at University of Cambridge.

(March, 2014), 'Pakistan and the teaching of History', main speaker at one day workshop at South Asia Institute of Columbia University.

(December, 2013), 'The importance of Religion in Pakistani Polity', two-day conference at the University of Durham, UK.

(August 2013), 'Pakistan: the issues of Sectarianism and the political exigencies', four lectures delivered in different cities of Canada, Vancouver, Edmonton, Calgary and Toronto.

(March 2013), 'Chishtiya Order in the Punjab and its sectarian rubric' in Institut d'etudes avanc'es de Paris in two day conference.

(September 2012), 'The Politics of Exclusion in Pakistan' a seminar given at Royal Holloway, University of London.

(April 2011), 'State of Minorities in Pakistan: A Case Study of Pakistani Christians' in BASAS Conference, University of Southampton.

(July 2010), 'Jhang and Gilgit: Study in sectarian juxtaposition' in three day conference at University of Birmingham.

(June 2009), 'Punjab's Role in the Federal Structure of Pakistan', in one day seminar hosted by Punjab Research Group in GC University Lahore.

(November 2008), 'History in Crisis' in one day seminar on State of Social Science in Pakistan in GC University, Lahore.

(April 2008), 'Pakistan in a grip of Religious Fundamentalism' in three day seminar hosted by SAPNA in Nepal.

(December 2007) 'Problematizing Iqbal as a state Ideologue' in two-day Conference in South Asia Institute, University of Heidelberg, Germany.

- (June 2007), 'Refugees and their Settlement in the Punjab' Two day conference, 'Refugees and the End of Empire', De Montfort University
- (2007) 'The Unfolding Crises in the Punjab, March-August, 1947: Key Turning Points in British Responses' in a three day Conference on *Partition of Indian Sub Continent, 1947* in University of Southampton
- (March 2007), 'Sectarian Violence in Pakistan', Department of Sociology, University of Manchester
- (March 2007), 'Jinnah, the emergence of Muslim League and the Creation of Pakistan', De Montford University, Leicester,
- (Feb 2007), 'Dilemma with Pakistani History Textbooks' Two-day workshop hosted by Department of South Asian Studies, National University of Singapore
- (Jan 2007), 'Shia-Sunni Chasm in Pakistan' Invited by the Peace Studies Department, University of Bradford
- (Nov 2006), 'Sectarian Militancy in Pakistan', History Department, University of Southampton
- (Oct 2006), 'Jhang: The Epicenter of Sectarian Violence', Punjab Research Group, Coventry University
- (Feb 2006), 'Divergence between State and Society: A Case Study of Pakistan', Jawaharlal University, New Delhi
- (Feb 2006) Islam, Urdu and Hindu as the Other, Instruments of homogeneity in a multi-Cultural Society, A Case of Pakistan, in a two day Conference on *Multiculturalism* at Pragiti maidan New Delhi, hosted by Indian Book Foundation.
- (Jan 2006), 'Majlis-i-Ahrar-i-Islam', Two-day History Conference '*Punjab and the Raj*' hosted by Department of History, GC University, Lahore

- (Dec 2005), 'Imagined Unity as binary opposition to regional Diversity: A study of the Punjab history as a "silenced space" in Pakistani epistemic milieu', Sustainable Development Policy Institute's annual conference, Islamabad
- (Apr 2005), 'Construction of Hindu as the Other in Pakistani History Text Books', All Pakistan History Conference, Karachi
- (Mar 2005), 'Punjab Urdu and Pakistan – A Question of Displaced Identity', Lahore University of Management Sciences, Lahore
- (Jan 2005), 'Nationalism Aur Tareekh Naveesi' (Nationalism and the History Writing) History Conference, National College of Arts, Lahore
- (Dec 2004), 'Shifting paradigms Emerging Perspectives and the Discourse of Orality', Sustainable Development Policy Institute, Islamabad
- (May 2004), 'Colonialism, Nazria Aur Hindustan Par Us Ka Itlaaq', History Conference at Karachi hosted by Wafaqi Urdu University
- (Dec 2003), 'Problematic of identity in the Educational discourse of Pakistan', Sustainable Development Policy Institute, Islamabad
- (2001), 'Communalism and Rural Urban Divide in the Colonial Punjab', School of Oriental and African Studies, University of London
- (2001), 'Communal Strife and the role of missionaries in 19<sup>th</sup> century Punjab', Punjab Research Group, Coventry University
- (1997), 'Partition of 1947: A Retrospective Analysis', Institute of Punjab Studies, New Delhi, 1997
- (1996), 'Rise and fall of Kalhura Dynasty', Kalhuras of Sind, Karachi, under the auspices of the Government of Sind, 1996

## **COURSES TAUGHT**

## **GC UNIVERSITY, LAHORE (PAKISTAN)**

### Graduate Courses (MA, MPhil & PhD)

1997-2017- Philosophy of History, Discourses of History, History of the Punjab, Modern European Thought, Colonial Interception of South Asia, International Relations, Medieval India, History of Civilizations. History of Central Asia. Pakistan's Relations with China and India.

### Undergraduate Courses (BA-Hons)

History of Punjab, History of Modern Europe, History of Pakistan, Pakistan Studies, History of Freedom Movement, Medieval India, International Relations.

### **FC COLLEGE, LAHORE (PAKISTAN)**

- 1987- MA and BA
- History of Pakistan, Pakistan Studies, Modern European History.

### **Post Doc supervisions:**

- Dr.Ali Usman Qasmi, Newton Fellow, May-July, 2014
- Dr.Humera Ashfaque, HEC Fellow, October,2013-June 2014.
- Dr.Samina Awan, HEC Fellow, October 2012-June 2013.

### **GRADUATE STUDENTS**

#### PhD Students:

- Co-Supervisor with Prof. Joya Chaterji of Hira Amin, History Faculty, University of Cambridge.
- Zulfiqar Ali Mohel, Partition of the Punjab,1947 with particular reference to Gurdaspur District.
- Amir Khan Shahid, Modernist Islam and its political implications, A case study of Deobandi denomination in Pakistan.

#### MPhil Students at Cambridge University

- Ms Sara Aslam, M.Phil, 2014, Interrogating the Hudood Ordinances, with a particular focus on the Zina ordinance: Context, Substance and 'Solution'.
- Hamza Beg, M.Phil, 2014 The Construction of Homeland place in British Pakistani film.
- Tarika Khattar, M.Phil, 2014, Deconstructing The Progressive: Saadat Hasan Manto and the All-India Progressive Writer's Movement.
- Charisma Kundan, M.Phil, 2014, Operation Gibraltar (1965), Motives and Implication with reference to Kashmir.
- Marco Paoletti, M.Phil, 2014, America's Most Allied Ally? Pakistan's Foreign Policy in the Baghdad pact Era, 1953-1958.
- Alexander Hull, M.Phil, 2013, Historicizing the Talibanization in Waziristan: 1979-2009.
- Mari Oye, M.Phil, 2013, Government Legitimacy, Local Politics and the 1971-2 Famine in Afghanistan.
- Sucharita Sen, M.Phil, 2013, Negotiating between intention and action: Assessing Nehru's idea of religion and secularism through his political experience and reflections.
- Ms Huma Shah, M.Phil, 2013, Interactions of Ijtihad: Tracing Islamic Legal Reasoning in South Asian Judicial Discourse.
- Ms Dora Gunsberger, M.Phil 2013, Politics of Exclusion in Pakistan
- Adeel Hussain, M.Phil 2012, Idea of the Muslim Political (Cambridge University).
- Kristina Thomson, M.Phil 2011, Feminism Islamization in Pakistan during Zia Era. (Cambridge University).
- Afzel M Khan, M.Phil 2007, Derridian Concept of History.
- Umber bin Ibad, M. Phil 2007,
- Saadia Sumbal, M.Phil 2007, Patterns of Military Recruitment in Colonial Mianwali.
- Munawar Abbas, M.Phil 2006, Baraderi Politics in Jhang District after Partition.
- Naseer Ahmad, M.Phil 2005, Colonial Education in the Punjab.

#### MA Students:

- Hussain Ahmad Khan, MA 2001, Struggle for Regional Autonomy: A Case Study of Siraiki Belt.

## **HONOURS, FELLOWSHIPS AND ASSOCIATIONS**

- 2017- Best Author of Academic Title (2016), *Colonial Lahore*, by CHOICE
- 2010-2015, Fellow of Wolfson College, Member of the Governing Body, University of Cambridge.
- 2010, Member of the Management Committee, Centre of South Asian Studies, University of Cambridge.
- 2010 Chairman, Cambridge Iqbal Forum, Cambridge UK.
- 2009, Member of Board of Studies, Department of History, Allama Iqbal Open University Islamabad.
- 2008, Member of Selection Board, National Institute of Historical and Cultural Research. Quaid-i-Azam University, Islamabad.
- 2008, Member of Governing Body of National Institute of Historical and Cultural Research, Quaid –i-Azam University, Islamabad.
- 2007-8, Member of national Curriculum Committee for History and Pakistan Studies.
- 2007, Associate, Peace Studies Department, University of Bradford, UK
- Jan-Feb 2006, Visiting Fellow, Centre for Historical Studies, School of Social Sciences, Jawaharlal Nehru University, New Delhi

## **EVENTS PLANNED**

- (January 2006) Punjab and the Raj convened at GC.University Lahore, funded by Higher Education Commission Islamabad, ASR, Lahore and South Asian Partnership, Lahore.
- (2008) State of Social Sciences in Pakistan funded by Higher Education Commission and GC University, convened at GC University Lahore.



- (June 2009) Three Punjabs; their Past, Present and future under the auspices of Punjab Research Group. Convened at GC. University, Lahore funded by COCA COLA, Pakistan.
- (June 2010) Punjab in Turmoil; under the auspices of Punjab Research Group convened at Wolfson College University of Cambridge, funded by Pakistan Cultural Association, Cambridge

## **SERVICE AND CONSULTING**

### **Reviewer**

#### **Publishing Press:**

- Oxford University Press (New Delhi and Karachi)
- Pearson & Longman (New Delhi)
- SDPI (Islamabad)
- South Asian Partnership, Lahore
- Fiction house, Lahore
- Book Home, Lahore

### **Academic Journals**

- *Journal of South Asian Studies* (University of the Punjab, Lahore)
- *Journal of Social Sciences & Humanities* (Allama Iqbal Open University, Islamabad).
- *Pakistan Perspective* (University of Karachi, Karachi)
- *Modern Asian Studies* (Cambridge University Press, Cambridge)
- *Oxford Journal of Islamic Studies* (Oxford University Press, Oxford)
- *Journal of Humanities*

**Tania Fraz**

**362 –B Street 30, Askari XI**

**0333-4238140, 0332-1414500**

**Taniafraz01@gmail.com**

## **Professional History**

**Beaconhouse National University, Lahore**

September 2018-Till Date

Assistant Professor Department of Liberal Arts

**NUST Islamabad**

September 2015 till February 2017

Assistant Professor NUST Business School

Business Communication, Academic and Technical Writing, English Literature

**Kinnaird College for Women Lahore**

2006-2014

Assistant Professor Department of English Literature and Language

- **Postgraduate Courses taught :-**

- **M.Phil. in English Literature** : South-Asian Novel, Twilight in Delhi Tariq Ali, City of Djinns William Dalrymple, Delhi -6 UTV Motion Picture
- **M.A in English Literature** : Classical Poetry, Classical & Romantic Criticism, Early Novel- Henry Fielding, Victorian Novel-Charles Dickens, American Poetry- Walt Whitman- Emily Dickinson, Sylvia Plath
- **M.A. English Language Teaching** : Parent-Child Interaction and Literacy

- **Graduate Courses taught :-**

Introduction to English Literature, Classical Poetry, Romantic Poetry, Victorian Literature, Modern Literature, American Literature, Contemporary Fiction, Introduction to African Literature

- **Language Courses Taught at B.A Hons. Level :-**

- **Core I** Language through Literature 3 Credit Hours
- **Core II** Prose and Writing Skills 3 Credit Hours
- **Core III** Business Communication Skills 3 Credit Hours

- **Intermediate Courses taught :-**

Intermediate Compulsory English F.A /F.Sc I & II, English Literature F.A II

- **Research Supervision:-**

B.A. Honours Final Research Report, M.A Dissertation.

- **Administrative and Extra Curricular Duties:-**

Advisor to the English Club, Costume In charge Najmuddin Dramatics Society, Member Financial Aid Committee, Member Admission Committee, Member Election Committee, Member Result Compilation Committee, Member Panel of Research Committee, In charge of English Literature Matters.

**Beaconhouse National University**

**2011-2014**

Shakespearian Tragedy & Comedy, Elizabethan Literature, Victorian Novel, Medieval Literature

**Lahore Grammar College**

**2002-2004**

English Language and Literature to Bachelors, English Language and Literature to Intermediate.

**Aitchison College Lahore**

**1999-2002**

- O' levels English Literature and English Language. A' levels English Literature and General paper.
- Advisor quarterly publication The Unicorn.
- Adjudicator for Debating Society.

**Lahore Grammar School**

**1998-1999**

English Language and Literature class 6-7

**Educational History**

- **M.Phil English Literature** **2001- 2002**  
Course work and dissertation from University Of Punjab
- **Masters in English Literature** **1996 – 1998**  
Government College Lahore
- **Bachelors in Arts** **1993-1995**  
Kinnaird College for Women Lahore
- **Intermediate** **1991-1993**  
Kinnaird College for Women Lahore
- **O' Levels** **1991**  
Convent of Jesus & Mary Lahore

## **Kamran Bashir**

[kamran.bashir@bnu.edu.pk](mailto:kamran.bashir@bnu.edu.pk)

### **EDUCATION**

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2012-2018	PhD, Department of History University of Victoria, British Columbia, Canada
	Dissertation            Andrew Rippin (2012-2016) Supervisors            Derryl Maclean & Neilesh Bose (2016-18)
2014-2016	Graduate Certificate in Learning and Teaching in Higher Education Dept. of Educational Psychology / Learning & Teaching Centre University of Victoria
Fall 2013	Doctoral Coursework in South Asian Islam Simon Fraser University, Vancouver, Canada
2010-2012	MA in Muslim Cultures, London, United Kingdom Institute for the Study of Muslim Civilisations Affiliated with The Aga Khan University, Pakistan
2009-2010	Diploma in Arabic Language and Literature Department of Languages, Oriental College University of the Punjab, Lahore, Pakistan
1992-1994	MBA, Institute of Business Administration Punjab University, Lahore, Pakistan

## **ACADEMIC APPOINTMENTS**

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- 2019-            Assistant            Professor  
                  Department of Liberal Arts  
                  Beaconhouse National University  
                  Lahore, Pakistan
- 2017-2018      Sessional Instructor  
                  Department of Humanities  
                  Camosun College  
                  Victoria, British Columbia, Canada
- 2017-2018      Instructor  
                  Division of Continuing Studies (Humanities)  
                  University of Victoria  
                  Victoria, British Columbia, Canada
- 2016-2017      Sessional Instructor  
                  Department of History  
                  University of Victoria  
                  Victoria, British Columbia, Canada

## **TEACHING INTERESTS**

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Formative Period of Islam  
Modern South Asia and Islam  
Historiography / Philosophy of History  
Survey of Islamic History  
History of South Asia  
Qur'anic        Studies  
Cultural Anthropology

World Religions

### **INSTITUTIONAL AFFILIATIONS/ RESEARCH COLLABORATIONS**

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Summer 2018      Collaborated with Sheila Yeoman on a book project, involving archival research, that is aimed at writing a biography of Annie Gale (1876-1970), the first woman alderman in the British Empire.

2017-2018      Research Associate  
Centre for Global Studies, University of Victoria

2015-16      Research Assistant to Dr. Martin Bunton,  
Department of History, University of Victoria  
Worked with Dr. Bunton on the 6<sup>th</sup> edition of his textbook, *A History of the Modern Middle East* (Boulder, Colorado: Westview Press, 2016).

2015-2016      Winnifred Lonsdale Fellow  
Centre for Studies in Religion & Society, University of Victoria  
Research Project: “British India and the Qur’anic Discourses of Ashraf ‘Alī Thānawī (1863-1943).”

2013–2015      Worked as a historian with Dr. Margot Wilson, Department of Anthropology, University of Victoria on two research projects related to ethno-historical work on religion, indigeneity, and social stratification in modern India.

### **ACADEMIC PUBLICATIONS**

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***Books / Peer-Reviewed Journal Articles / Book Chapters***

- 2020 Book Manuscript under revision, based on the doctoral dissertation, for the Routledge Qur'an Series (London & New York). Series Editor: Walid Saleh, University of Toronto.
- Fall 2020 (Work in Progress) "Intellectual History of South Asia: The Emergence of the Idea of *Nazm* of the Qur'an in British India." Paper to be submitted to the *Oxford Journal of Islamic Studies* for peer-review.
- Fall 2018 "Re-imagining the Formative Moments of Islam: The Case of a "Modernist" Muslim Intellectual and his New Narrative of Early Islam," in *Religious Imaginations and Global Transitions: How Narratives of Faith are Shaping Today's World*, edited by James Walters (London: The Ginkgo Library, 2018).
- January 2017 "Unequal among Equals: Lessons from Discourses on 'Dalit Muslims' in Modern India." Co-authored with Margot Wilson. *Social Identities: Journal for the Study of Race, Nation and Culture* 23, no. 5 (2017): 631-646.
- March 2016 "The 'King's Inheritors': Understanding the Ethnic Discourse of Rajbanshi Indigenous Community." Co-authored with Margot Wilson. *Social Identities: Journal for the Study of Race, Nation and Culture* 22, no. 5 (2016): 455-470.
- June 2015 "Revisiting *Nazm* Approaches to the Qur'an: Iṣlāhī's Interpretation of Q 107 and Q 108 in his *Tadabbur-i Qur'an*," *Journal of Qur'anic Studies* 17, no. 2 (June 2015): 47-74.

***Book Reviews***



- Fall 2019                      Review of *The al-Baqara Crescendo: Understanding the Qur'an's Style, Narrative Structure, and Running Themes*, by Nevin Reda. *Der Islam* 96,no. 2 (2019): 550-555.
- Summer 2019                      Review of *Islam in Pakistan: A History*, by Muhammad Qasim Zaman. *ReOrient: The Journal of Critical Muslim Studies* 4, no. 2 (2019): 221-226.
- June 2017                      Review of *The Qur'an and its Readers Worldwide: Contemporary Commentaries and Translations*, edited by Suha Taji-Farouki. *Religious Studies and Theology* 36, no. 1 (2017): 112-113.
- February 2016                      Review of *Norton Anthology of World Religions: Islam*, edited by Jane Dammen McAuliffe. *Journal of Qur'anic Studies* 18, no. 1 (2016): 157-161.
- Spring 2016                      Review of *Misquoting Muhammad: The Challenge and Choices of Interpreting the Prophet's Legacy*, by Jonathan A.C. Brown. *ReOrient: The Journal of Critical Muslim Studies* 1, no. 2 (2016): 247-251.
- Autumn 2015                      Review of *Lives of Muhammad*, by Kecia Ali. *ReOrient: The Journal of Critical Muslim Studies* 1, no. 1 (2015): 112-115.

## **LANGUAGE SKILLS**

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### ***Languages of Primary Sources***

- Native Urdu
- Arabic Reading (Advanced)
- Studied the language in Pakistan, England, and Morocco
- Persian Reading (Intermediate)
- Native Punjabi

### ***Languages of Secondary Sources***

- French Reading (Intermediate)
- German Reading (Intermediate)

## **CONFERENCE PAPERS / GUEST LECTURES / PUBLIC TALKS**

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Key Conference Themes: Modern Muslim Intellectuals; Globalization; Traditionalism and Modernism; Religion in Modern India & Pakistan; Religious Imaginaries; The Qur'an

February 2018 Invited Talk at the Centre for Comparative Muslim Studies, Simon Fraser University, Vancouver, BC. “Understanding Modern (and not “Modernist”) Muslim Intellectuals.”

November 2017 Invited Talk at the Vancouver School of Theology, Vancouver: “Academic Insights on Political Islam and Islamophobia.”

June 2017 London School of Economics & Ginkgo Library Conference “Religious Imaginations and Global Transitions.” June 14-15, 2017. “Re-imagining the Formative Moments of Islam: Assessing New Narratives of Early Islam.”

November 2016 Conference on Media in Muslim Contexts: Inventing and Reinventing Identities, Institute for the Study of Muslim Civilizations, London, United Kingdom: “Media and the Globalization of a New Rhetoric Against Terrorism and Political Islam.”

March 2016 7<sup>th</sup> Annual MEICON Conference, the School of Fine Arts, University of Victoria: “The Role of Tradition in Modernist Thought: The Case of the Farāhī School in South Asia.”

January 2016 41<sup>st</sup> Annual Qualicum Conference, Parksville, BC, Canada: “Historicizing the Idea of the Coherence of the Qur'an in British India.”

November 2015 Public Talk at the United Church of Canada, Chemainus, British Columbia: “Introduction to Islam: The Message of Peace.”

- October 2015      Public Lecture at the Centre for the Study of Religion and Society, University of Victoria: “Reading the Qur’an as a Coherent Text: Muslim Understanding of the Qur’an in British India.”
- March 2015      6<sup>th</sup> MEICON Conference, Simon Fraser University: “Development of Qur’anic Hermeneutics in British India: Principles of Exegesis in Deoband’s Interpretive Community.”
- January 2015      Symposium on Reformers and Intellectual Reformulation in Contemporary Islam, SOAS and Queen Mary University London, UK: “Reformist Thinking in Qur’anic Hermeneutics: The Interpretive and Revivalist Potential of New Approaches to the Qur’an.”
- January 2014      Guest Lecture in the Department of Humanities, Camosun College: “Introduction to Islam and Contemporary Issues.”

### **AWARDS / DISTINCTIONS / FELLOWSHIPS**

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- 2012 - 2018      University of Victoria Doctoral Fellowship
- 2016-17      Jarmila Vasta Von Drak Thouvenelle Scholarship
- 2015-2016      UVic Donor Awards for Excellence
- 2015-2016      Winnifred Lonsdale Fellowship  
Centre for the Studies in Religion and Society, UVic
- 2015      Doctoral Research Award

- 2013-2014 Canadian Corporation for the Study of Religion,  
Special Deans Award, Faculty of Graduate Studies,  
For research on ethnohistory with Dr. Margot Wilson
- 2013 WHA '99 Scholarship in World History
- 2012 Best MA Dissertation Award,  
The Aga Khan Institute for the Study of Muslim Civilizations

### **PROFESSIONAL SERVICE / COMMUNITY WORK / LEADERSHIP**

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- 2017-2018 Member, Department of History, University of Victoria, Canada
- 2017-18 Volunteer Instructor, Division of Continuing Studies  
University of Victoria
- 2016 External Reviewer for the journal *Past Tense*, Graduate History  
Society, University of Toronto
- 2015-2016 Member Editorial Advisory Committee & Reviewer, *Graduate  
History Review*, Graduate History Students Union, University of  
Victoria
- 1998-2009 Leadership Positions at the multinational corporation, DIC  
Pakistan Limited, Lahore, Pakistan

#### ***Leadership Development Courses Attended at***

- 2011 Institute of Leadership and Management, London, UK
- 2009 Project Management, DIC Headquarters, Osaka, Japan
- 2002 & 2004 Lahore University of Management Sciences, Pakistan

### **PROFESSIONAL MEMBERSHIPS**

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- American Academy of Religion
- American Historical Association
- International Qur'anic Studies Association

**Zainab Fatima Moulvi**

87/1-A Arif Jan Road, Cantonment, Lahore

08-06-1989

Phone: +92300-8412601

Email: [zainabmoulvi@gmail.com](mailto:zainabmoulvi@gmail.com)

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**EDUCATION**

**Duke University, Durham, NC**

May 2014

Master of Arts in Liberal Studies

*Final Project: A historical and ethnographic study of indigenous fisher communities on the River Indus.*

**Lahore University of Management Sciences, Lahore, Pakistan**

May

2011 Bachelor of Science (Honors)

Major: Social Sciences

**AWARDS**

**Fulbright Master's Scholarship Program**

Aug 2012-May

2014 Awarded by the United States Education Foundation in Pakistan

**PROFESSIONAL EXPERIENCE**

**Lecturer, Department of Liberal Arts**

Aug 2014-

Present

*School of Liberal Arts and Social Sciences, Beaconhouse National University*

Member of the founding team of the Department of Liberal Arts, a unique multi-disciplinary program geared towards understanding and responding to cultural, political and economic challenges in the current local and global context. The department is committed to developing innovative teaching methodologies which include research-based courses and projects. Responsible for teaching undergraduate courses, supervising projects, as well as advising and mentoring students within the department.

**Teaching:** Responsible for the design, development and teaching of the following courses

- *Introductory core courses:* Introduction to Social Theory (2014), Introduction to Anthropology (2015/16/17) , Introduction to World History (2017/18)
- *Senior elective courses:* Anthropology of Energy (2017), Research Course on Land (2016), Exploring the Commons (2014), Critical Inquiries into Religion (2015), Mobility (2016) , Violence and Justice (2017)
- *Senior core course:* Research Methodologies (2014/2018)

**Supervising:** Supervisor for a number of original research based final undergraduate projects. Themes of projects include urban space and ecologies such as the sociopolitical dimension of hydraulic infrastructure in Lahore, urban ecology and local discourses around trees at shrines, gender and urban space in the context of a shrine. Other topics include gendered experiences of healthcare at an antenatal clinic, testimony and witnessing in Shia philosophy, colonialism and the development of Pakistani cinema.

**Institutional responsibilities:** Member of faculty hiring committee, responsible for designing four year road-map for B.A. degree in Liberal Arts

**Social Sciences Course Development Advisor**

June-Aug 2016

*University College of Arts and Sciences*

- Provided advisory services on program development and curriculum
- Designed a number of courses for the program including Introduction to Colonialism; Borders: A Critical Perspective; Law, Literature and Violence.

**GCE A'Level Faculty**

*Lahore Grammar School, Senior Boys Campus, Johar Town*

Aug 2014 – May

2015 Taught two components of “Sociology”

**GCE O'Level Faculty**

Aug 2011 – May 2012

*Lahore Grammar School, 55 Main Gulberg*

- Taught two components of the “English Literature” GCE O’Levelsyllabus
- Designed and taught “Critical Thinking” to final year O’level students,

### **Teaching Assistant**

*Lahore University of Management Sciences*

Responsible for TA duties for the following courses : Property Law(Spring 2012); The Scientific Imagination (Spring 2012); Introduction to Political Science (Spring 2011); Introduction to Western Political Philosophy (Fall 2010)

### **Sub-Editor**

June 2011 – Dec 2011

*Pakistan Today, Nawa Media*

- Worked on developing content for a weekly social and political magazine titled “TheReview”

### **CONFERENCES & PRESENTATIONS:**

**‘State, Society and Democracy in the Postcolony’**

August 2016

*An American Institute of Pakistan Studies funded Collaborative Conference organized by Clemson University, USA and LUMS, Pakistan*

Presented a paper titled “The case of LDA City: How a public-private partnership fractured a farmer’s resistance”

**“Urbanism, Exclusion and Change in South Asia”**

March 2016

### **LUMS HSS Annual Conference**

Participated in a panel discussion on the prospects and theoretical and empirical challenges of urban activism in Lahore

*“Contesting Ecological Imaginations in the Indus Riverscape”*

Sept

2018 Guest lecture at Lahore School of Economics, Centre for Policy and Environmental Studies

**RESEARCH & PROJECTS:**

*Moulvi, Z.F., Rashid, H. (Forthcoming) “The case of LDA City: how a public-private partnership fractured a farmer’s resistance”*. Manuscript submitted for publication. N. Kirmani (Ed) ‘Marginalization, Contestation and Change in South Asian Cities’. OUP.

This paper provides an ethnographic account of an instance of land acquisition in seven revenue villages in the urban periphery of Lahore for the purposes of a mega-housing scheme. It questions static categories animating this discourse such as that of the ‘peasant’ and ‘resistance’. It foregrounds instead the diverse set of responses to acquisition and places these in the broader context of a rapid financialization of land in the city, and in the particular context of a peri-urban space.

*Moulvi, Z.F. “Enclosing the River”. Master’s thesis, Duke University, 2014.*

The project analyses how the induction of the river into a regime of property rights displaced alternative rights to the river. It traces this shift back to colonial interventions in fishery development in India and then proceeds to examine spaces for alternatives to the dominant property regime by identifying existing and historical practices of ‘common-ing’ by the adivasi (indigenous) communities. I argue for an understanding of commons not as ‘common property’ but as practices that generate certain politically and historically constituted rights and give birth to values on which struggles for alternatives to the status quo can take place.

**Community Organizing**

May 2018-

present

*Sindhu Bachao Tarla (Plea to Save the River Indus) - a grassroots organization working for the rights of indigenous fisher communities.*

Activities conducted for the organization include providing legal advice and research, communication and publicity work including writing and publishing newspaper articles, conducting research and writing detailed reports and organizing and documenting community meetings



**LANGUAGES:**

English (Fluent in written and spoken)  
Urdu (Fluent in written and spoken)

Punjabi (Fluent in written and almost fluent in spoken)

Siraiki (Advanced comprehension)

**REFERENCES**

Dr. Engseng Ho

Professor of Cultural Anthropology, Duke University

engseng.ho@duke.edu

Dr. Arturo Escobar

Professor of Anthropology, University of North Carolina, Chapel

Hill

aescobar@email.unc.edu

**Implementation Plan – BSc. (Hons) in Social Sciences with major In  
Liberal Studies and Minor in Theatre, Film and TV**

AT Findings	Corrective Action	Implementation Date	Responsible body	Present Status
Regularity of attendees required in online classes.	Attendance rules applied more strictly.	February 15, 2021	Department of Liberal Arts	Attendance increased <b>Completed</b>
Students outside the city are facing residency problem.	Hostels are now operational within University premises.	September 2020	Registrar Office and Hostel Administration	Accommodations are provided to the students with residency need. <b>Completed</b>
Computer systems need to be upgraded in general labs	Request for upgradation generated by DLA for review by BNU ITRC team.	December 29, 2020	ITRC	Computer systems upgraded <b>Completed</b>

Member AT

Name Kamran Bashir

Signature 

HoD

Name TAHIR KAMRAN

Signature 

EC

Ms. Noreen Lodhi

Name \_\_\_\_\_

Signature N. Lodhi



