

**THE CONTRIBUTION OF INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD IN THE DEVELOPMENT OF FEMALE HIGHER
EDUCATION DURING LAST FIVE YEARS**



Supervised

By

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Thesis for MS Education

(59-FSS-MS EDU/F08)

A thesis submitted in partial fulfilment of the

requirement for the degree of

MS Education

Department of Education

Faculty of Social Sciences

International Islamic University Islamabad

2012



Accession No TB-9377

① Development of Education during last five years
MS 376 RUC female slight five years

DATA ENTERED

Aug 4/2/13

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Approval Sheet

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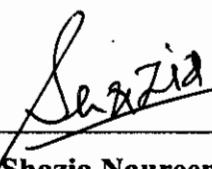
By

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It is accepted by the Department of Education, Faculty of Social Sciences,
International Islamic university Islamabad, in partial fulfilment of the
requirements for the degree of "MS Education".

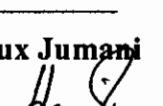
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AUTHOR'S DECLARATION

It is hereby declared that the author of the study has completed the entire requirement for submitting this research work in partial fulfilment for the degree of MS in Education. This thesis in its present form is the original work of the author except those which are acknowledged in the text. The material included in this thesis has not been submitted wholly or partially for award of any other academic certification than for which it is being presented.



Rukhsana Sardar

59-FSS/MS/EDU/F08

FORWARDING SHEET

The thesis entitled "The Contribution of International Islamic University Islamabad in the Development of Female Higher Education during last five years" submitted by Rukhsana Sardar in partial fulfilment of MS degree in Education has been completed under my guidance and supervision. I am satisfied with the quality of the student's research work and allow her to submit this thesis for further process as per IIUI rules and regulations.

Date: -----

Supervisor: -----

DR.SHAZIA NAUREEN



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allāh, the Most Gracious, the Most Merciful

Dedication

This is dedicated to my family whose prayers always make me fly and don't let me fall.

ABSTRACT

The study was conducted to examine the CONTRIBUTION OF INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD IN THE DEVELOPMENT OF FEMALE HIGHER EDUCATION DURING LAST FIVE YEARS FROM 2005 TO 2010. The objectives of the study were, (i) to explore female teacher's development at IIUI, (ii) to ascertain the female enrolments and graduates number from 2005 to 2010, (iii) to investigate the strategies adopted by IIUI for professional development of female teachers, (iv) to find out teaching methods adopted by female teachers at IIUI, (v) to examine teaching and learning facilities available for females at IIUI from 2005 to 2010, (vi) to discover research development by female teachers at IIUI from 2005 to 2010, (vii) to evaluate infrastructure development for female campus at IIUI from 2005 to 2010. The research was based on descriptive survey study. All the documents, research papers, articles, newsletters, prospectuses of university and convocations reports were collected. 242 teachers of IIUI in female campus were the population of the study. 100 teachers of the International Islamic University Islamabad in female campus were the sample of the study (which was the 41% of the total population). A questionnaire was developed for female teachers. A checklist was developed for documents data collection. The documents data were regarding enrolments, graduates, research publications, teacher's record, budget report, infrastructure and library data etc. The data were tabulated and interpreted in the form of tables and figures by using percentages.

The major conclusions of the study were that there was female teacher's development at IIUI because the number of teachers was increasing every year especially after 2005. It was concluded that the rate of enrolled students were high as compared to the rate of graduates. The rate of enrolment was increasing every year in all faculties especially in social sciences, applied sciences and management sciences as compared to other faculties. The rate of graduates was less than the rate of enrolments.

In the light of the conclusions following recommendations were made. For improving the graduates rates in all faculties especially in Arabic, Usuluddin and Shariah & Law there may be proper evaluation of teachers in all faculties and the reports may be communicated to the teachers directly to improve the teaching standards. There may be seminars and workshops arranged in such a way that every teacher can avail this facility once a time in a semester.

ACKNOWLEDGMENTS

All the praise and thanks to the Almighty Allah (SWT), the most Gracious and the most Merciful, who bestowed upon me uncountable and unlimited blessings, wisdom, knowledge, courage and perseverance to accomplish this thesis. It would not have been possible for me to complete this challenging task without His help.

It's a great honour to express my warm thanks to my affectionate supervisor, Dr. Shazia Naureen, her skilled guidance, keen interest, sympathetic attitude, encouragement and intellectual supervision at every stage in the completion of this research study despite of her heavy engagements. I express cordial thanks to Dr. Maqsood Alam Bukhari and Dr. Iqbal Shah for their persistent support and encouragement during the preparation of questionnaire and research work.

Thanks for my dear brothers Jamal Din, M. Razzaq, Karam Din, Prince Agha Khan, Iftikhar Ahmed and Prince Naseem Raza for their guidance and persistence during different phases of this research work. I also pay my thanks to sweetest Masooma, Sadia Kanwal, Tahira, Rifat Shaheen, Naima, Hira and other friends who supported me during printing, composing in each and every phase of this research work.

I am also thankful to my brothers for their financial support during this process. I am also thankful to my affectionate and caring parents, brothers, bahbies and sisters. Special warm thanks to the most deserving person, my elder brother Prince Agha Khan who supported and encourages me in my whole study.

Thankful gratitude for the loving parents and members of the family for their hearty prayers, love, patience and guidance during the completion of the research study.

(RUKHSANA SARDAR)

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CHAPTER 1

INTRODUCTION

Education is very important for the development of any country. Formal and informal process of education helps the human beings to polish their knowledge, abilities, behaviours and values. These potentials help the people in whole sphere of life. (Arcaro, 2006)

According to Islam the purpose of education is to develop a personality who worships Allah and obey the rules given by Allah and by the country. Education also builds up the structure of life according to shariah. No country has ever been able to make rapid progress without a well developed system of higher education. Our greatest national asset lies in the potential skill of our people and our economic and social development depends on how we developed them. All young men and women who can prove their capacity to profit from higher education must have the full opportunity of acquiring it.

The youth of every nation are its asset. The students of today have to hold these responsibilities of future. They are the leaders of coming period that is why the students are considered the most precious property of a nation. Hence the students should be given such opportunities with the help of which they may enhance their abilities and potentials. Students are the persons who have to remove the undesirable traditions and have to build up a new social order, which leads to the prosperity of people. If the students have the problems, how they can contribute to national development? Higher education is today recognized as a capital investment and is of paramount importance for economic and social development of the country. Institutions of higher education have the main responsibility for equipping

individuals with advance knowledge and skills required for position of responsibility in government, business and other professions. Only highly educated man power can handle advanced technology.

Education is an essential tool for Human Resource Development and a necessary ingredient for sustainable socio-economic growth. The challenges of the 21st Century could be faced through identifying issues, developing strategies and operational programmes in the educational sector. Education, especially female primary education helps reduce poverty by increasing the productivity of the poor, by reducing fertility and improving health, and by equipping people with the skills they need to participate fully in society. (National Education Policy, 1998-2010)

The past 20 years have witnessed significant but not sufficient enrolment of the female population in higher education. This progress has certainly been due in part to specific strategies which have focused attention on the inequalities to be redressed. UN action has been effective in this regard as policy-makers have been sensitized to the rights of women and to the need to open all levels of education to their greater numbers. (UNESCO, 1993)

A closer analysis of higher education statistics reveals the different nature of the problem in different socio-cultural and economic contexts. In general, women's enrolments have improved and may even exceed those of men. Moreover, certain countries have clearly made a strong commitment to facilitating the access of women to higher education. As might be expected, the greatest disparities continue to be found in the developing world. (National Education Policy, 1998-2010)

More than half population is consisted of women. Now there is trend to increase the women contribution in society. Unfortunately, Pakistan is third word country where no emphasize is given to women higher education. In Pakistan overall literacy rate is very low and ratio of women is too low. Very few steps are taken in Pakistan for the development of female higher education. In which one glaring example can be taken IIUI. This university has provided a supporting environment for female higher education.

International Islamic University, Islamabad is the centre of higher and Islamic learning and it develops the human character according to Islam. This university reconstructs the human thought and it helps proper development of the individuals and society. It brings the harmonious change in human and society. In Pakistan, this university provides the full opportunities for getting Islamic learning. This university was established in November, 1980. The purpose of this university is to fulfil the needs of Muslim Ummah through the development of its students and make them enable to meet the economic, social, political, technological and intellectual needs. This is the greatest desire of this university. The present rank of this university is 3470 all over the world. It is totally different from the International Islamic University of Malaysia. Malaysia University is a co-education while the Islamic university Islamabad arranges the programmes separately both for male and female students. But the purpose of the both universities is the same. The layout of the campus and all the buildings to be constructed there has been designed by renowned architects. Due regard has been paid to landscaping and providing a suitable background to all the structures. The architectural is a judicious blend of the modern and traditional Islamic styles, in keeping with the spirit of the International University.

There are nine faculties and 44 departments in this university. The number of female teachers is 242. The enrolment of female students is 35413 during last five years (2005-2010). The higher rate of students is from Applied Sciences as compared to other faculties. The rate of enrolled students is high as compared to the rate of graduates, more graduates from management sciences and lowest from Arabic faculty. As far as research publications are concerned, there are 131 research publications from Usuluddin faculty and lowest from Arabic faculty. The grand total of research publications from all faculties are 912.

Apart from the administrative blocks and teaching departments, the buildings of the various institutes and academies and the hostels, there is to be a beautiful central mosque and a unique central library. Provision has been made for a commercial center and shops for the resident staff and the students. Altogether the total campus when complete will be an attractive addition to the existing architectural charms of Islamabad. (ABRC, 2009)

(Advisory Board Review Committee)

The word contribution of IIUI in the development of female higher education refers to check the contribution of IIUI in the development of female higher education, the female teacher's development at IIUI, the female enrolments and graduates of university students from 2005 to 2010. The strategies adopted by IIUI for professional development of female teachers, teaching methods adopted by female teachers at IIUI. Teaching and learning facilities available for females at IIUI from 2005 to 2010. The research development of female teachers at IIUI from 2005 to 2010 and the infrastructure development for female campus at IIUI from 2005 to 2010.

1.1 STATEMENT OF THE PROBLEM

This study was designed to examine the contribution of International Islamic University Islamabad in the Development of Female Higher Education during last five years from 2005 to 2010.

1.2 OBJECTIVES OF THE STUDY

The major objectives of the study were:

1. To explore female teacher's development at IIUI.
2. To ascertain the female enrolments and graduates number from 2005 to 2010.
3. To investigate the strategies adopted by IIUI for professional development of female teachers.
4. To find out teaching methods adopted by female teachers at IIUI.
5. To examine teaching and learning facilities available for females at IIUI from 2005 to 2010.
6. To discover the research development of female teachers at IIUI from 2005 to 2010.
7. To evaluate the infrastructure development for female campus at IIUI from 2005 to 2010.

1.3 RESEARCH QUESTIONS

1. What were the female teacher's developments at IIUI?
2. What were the female enrolment and graduates number from 2005 to 2010?
3. Which were the strategies adopted by IIUI for professional development of female teachers?

4. Which were the teaching methods adopted by the female teachers at IIUI?
5. What were the teaching and learning facilities available for females at IIUI from 2005 to 2010?
6. What were the research developments of teachers at IIUI from 2005 to 2010?
7. What were the infrastructure developments for female campus at IIUI from 2005 to 2010?

1.4 DELIMITATION OF THE STUDY

The study was delimited to International Islamic University Islamabad in Female Campus from 2005 to 2010 because of the time and resource constraints.

1.5 SIGNIFICANCE OF THE STUDY

This study may be helpful in identifying the contribution of International Islamic University Islamabad in the development of Female Higher Education. It may develop insight among students about the contribution of IIUI in female campus towards female higher education. It may be beneficial for university planners to improve the functions of the university. It may be helpful for heads and deans to assess the functions of IIUI and make appropriate measures for improvement of teacher's qualification and in-services training. This research report is likely to be good document for university administration to evaluate their previous achievements and to decide the direction for their future developments.

1.6 OPERATIONAL DEFINITIONS

a) University:

i) University is derived from Latin word “Universities magistorum et scholarism” which means “community of teachers and scholars” (Google eBook Encyclopaedia Britannica, 2006).

b) Higher Education:

i) Higher education is meant to prepare students for brighter future or for their jobs so that they can support their families and their as well.

c) Development:

i) Development is an act of improving, refining or enlarging (www.Free Dictionary .com).

i) Development is a gradual advancement or growth through a series of progressive changes (www.brainy Quote.com).

d) Contribution:

i) The researcher has taken the contribution as a role of IIUI in the development of female higher education from 2005 to 2010. The contribution of IIUI in areas of:

- The female teacher's development at IIUI.
- The female enrolment and graduates number from 2005 to 2010.
- The strategies adopted by IIUI for professional development of female teachers.
- Teaching methods adopted by female teachers at IIUI.
- Teaching and learning facilities available for females at IIUI from 2005 to 2010.

- The research development of female teachers at IIUI from 2005 to 2010.
- The infrastructure development for female campus at IIUI from 2005 to 2010.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 HISTORY OF INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

الجامعة الإسلامية العالمية إسلام آباد Urdu: The International Islamic University, Islamabad (بین الاقوامی اسلامی یونیورسٹی) is an international seat of Islamic learning in Pakistan to provide every opportunity for all round and harmonious development of individuals and society and reconstruction of human thought in all its forms on the foundation of Islam.

The foundation of the International Islamic University, Islamabad was laid on November 11, 1980. The desire to produce scholars and practitioners, imbued with Islamic Learning, character and personality, and capable to meet the economic, social, political, technological and intellectual needs of the Muslim Ummah was the *raison d'être* of this university. The University was reconstituted as International Islamic University, Islamabad with the promulgation of ordinance No. xxx of 1985. The University is currently ranked at 3470 in the world. It is completely distinct from the International Islamic University in Malaysia, although the two institutions may pursue similar aims. The aims and objectives of the university are:

1. To reconstruct the human thought, according to shariah it brings harmonious change in individuals and society.
2. To enable the students to meet the economic, social, political, technological and intellectual needs of the country.

3. To help in developing Islamic character and personality among teachers and students.
4. To provide and urge for education, training, research in Islamic learning, social, natural and applied sciences and also other programmes of education.
5. To enhance the ideological, economic, moral and technological changes on the practical basis and make sure to provide practical solutions of the problems.

(Advisory Board Review Committee, 2009).

The university's Old Campus is located around the popular Faisal Mosque, a symbol of international Islamic brotherhood and unity. It was designed by a famous Turkish architect and was donated to the university by late King Faisal of Saudi Arabia. The mosque is spread over an area of 189,705 sq. meters and can accommodate about 80 thousand people.

The new campus is situated in H-10 Sector near the police line. The whole sector is specific for the purpose of the university. In 2003 the constructions of the first phase was completed and this whole area was donated for the expansion of the academic programmes. A separate female campus has also been established. In 2006 the construction of the central library including Lincoln corner was completed. The residence of all Government of Pakistan is also in Islamabad. The area of H-10 sector almost 704 acres (2.85km. This sector is only for university purposes. The university's administration can construct new buildings and shift it for academic excellent. At present three academic blocks while two under construction and eleven hostel blocks (seven for male and four for female) have been completed and all University faculties are now functioning in new buildings from January, 2002. In addition

one academic block and two hostel blocks have also been completed and became functional for the Women Campus of the University.

The new campus has a master plan. The constructions of the stage I of phase 1 have been completed while stage two nearing to completion. After the completion of this building the university will accommodate 30,000 students, in which 20,000 students from male sides and 10,000 students from female sides including 22-25 faculties. The pattern of the building is given by Turkish architect. He blends the modern and tradition styles with the reference to International level. Besides all these buildings, there is also commercial centre and shops for the university's teachers and students.

To develop an international Islamic seat of higher learning, research instruction and training in various branches of knowledge with special emphasis on Islamic Studies, Science & Technology, Social Sciences and humanities to be taught, studied, developed and reconstructed in such a way as to produce a balanced and harmonious human personality, duly informed of and embedded in the Islamic world view and infused with Islamic idealism and fully aware of the human intellects. The University embraces students from around 57 countries of the world. Its multilingual, multiracial and multicultural environment presents the true picture of the diversity and depth of the Muslim Ummah. The University is indeed a symbol of global unity as it welcomes students from all over the world, no matter what culture, creed and religion, they belong (Advisory Board Review Committee, 2009).

Parents who are reluctant in sending their daughters for higher studies to academic institutions of co-education may find the Female Campus of the International Islamic University Islamabad one of the best places for their female children where an absolutely

feminine environment equipped with the latest teaching facilities provides excellent learning opportunities on bachelor, masters and doctorate level.

Situated in Sector H-10, Islamabad near the new main campus of IIUI, the magnificent faculty block of IIUI Female Campus, along with three hostel blocks, hosts more than 5500 female students from across the world. Representing more than 25 countries, the students' community at IIUI female campus has truly an international and multi-culture environment that has contributed substantially to the academic excellence and intellectual growth of the female students of IIUI. More than 80 study programmes from bachelor to doctorate level include Shariah and Law, Economics, Banking and Finance, Education, Literature of English, Arabic and Persian, Comparative Study of Religions, Software Engineering, Computer Sciences, Electronics Engineering and so on.

Boarding capacity of the Campus will increase within a year after construction of one more hostel block. The hostels presently host more than 1000 students with professionally administered mess and self-cooking facilities. Supervisory staff of each hostel has guidance while one lady doctor with fully equipped medical centre along with a 24 hours available ambulance services makes the hostel facility one of the best in the city. Each faculty has its own departmental library that is fully utilized by the girls; however, after the construction of new building of central library of the University is completed recently, the female campus main library has been shifted to central library that is kept reserved for female students for three days a week, The library with more than 2, 00,000 books has some reserved rooms for newspapers and periodical that is open six days a week only for female students. Male students and teachers are barred to visit the library during the specified day and girls are dealt and guided by female staff of the library 'On Female Day'. One more feature that gives

female campus of IIUI a unique edge over rest of the institution is its Day Care Centre, Female teachers, administrative staff and students can have their infants admitted in Day Care Centre where female staff takes care of their kids in an extremely conducive environment for nominal charges. First Women Bank, large canteens are also available. There are seven computer labs extend free Internet facility to all students and teachers. To facilitate hostel students and especially those students using lab tops, university has given campus wide access of wifi to students. Besides multimedia, overhead projectors, fax and photocopy facilities the campus has Distance Learning Facility that enable female student to attend lectures delivered in the main campus or foreign universities. Along with a Research Corner for M.phil and PhD students, the campus has two laboratories for learning of Arabic and English Languages. Under the supervision of two (female) sports officers girls are systematically encouraged to take active part in sports like volley ball, basket ball, cricket, trekking, badminton, athletics, races and table tennis while regular recreational trips and study tours to various parts of the country are conducted on periodical basis. With one of the most efficient and well-disciplined transport fleet the Female Campus of IIUI is a full fledged women University that provides state of the art teaching equipments in international environment that is totally dedicated to the daughters of the nation. (IIUI Academic Report, 2009-2010)

2.2 IMPORTANCE OF HIGHER EDUCATION

The view of the United Kingdom official robin's committee on higher education in 1931 as quoted by William, 1977, has four main functions:

- a) To provide higher level of vocational training

- b) To promote the general thinking of power
- c) To enable them to advance knowledge
- d) To maintain the national culture

This traditional function of Higher Education is not different from the today's higher education. Its purpose is to get advance knowledge through research and scholarship and to retention what you have learnt through research activities. It enables them to transfer these valuable customs and norms into coming generation. The purpose of the higher education is to prepare students technologically and scientifically so that they can recognize their responsibilities in the society. After higher education they would be able to practice these professions in the concerned fields. They can use their knowledge for the betterment of social and economical development. Soviet Union has multiple purposes of higher education. The major purpose of the higher education is to fulfil the needs of the society. Through higher education students can progress in every field of the society especially in the field of the science, technology, industry, individual culture and social progress. Every step which we take for the development of science, technology and industry at the same time should be reflected in the higher education. The purpose of Higher Education is not preparing students for today needs but also make them able for the future requirements.

The contribution of Higher Education is to continue the chain of revolution in every sphere of community life and shows the production of the country in all spheres. If we see the Higher Education in relation to the society needs its totally different from the European countries in acquiring the social needs. In Japan the purpose of the universities is not only to provide general knowledge and research in different programs but also they are responsible for the training of other fields like vocational education, teacher training and technical

education. Universities and other institutions train their students in different fields like libraries, fishery technicians, telecommunication technician, medical treatment personnel and nutritionist. Japanese universities are similar to the American universities in the specialize fields or to train these technical personals. Many other universities have these same departments and schools to educate the students.

People, who are well educated and well paid, are more likely to live fulfilled lives. They make better partners, parents and employees. They believe in following the societal norms and seldom indulge in anti-social behaviour. Educated people are more tolerant of other people, and thus, help in keeping the society peaceful. Higher standards of living, peace, and good family life all these things help in strengthening the country as a whole. Studies have shown that people who have a higher degree, which translates into a good satisfied life, are more likely to do social work and volunteering. Such behaviours do benefit the society as a whole, as the underprivileged get taken care of too. The importance of higher education can be judged from the way it benefits a person financially, emotionally, socially, as well as intellectually. Funding a college education is no more a task too, what with the various scholarships offered by the federal government, various local community clubs and even by the corporate. So go ahead and grab the opportunity to turn your life around by getting higher education. (Dogra, 2010)

Higher Education is considered the backbone for the development of any society. Universities are considered as a most important part of a country's educational structure. Through the university education the problems of the nations can be solved (Hommadi, 1990).

According to Harold Perkin as quoted by William, (1977) in university thesis he discussed that universities should adopt innovative techniques to fulfil the needs of the society. Demands of the people can be fulfilled after acquiring the higher education. University plays many functions in this context. Such contribution has differed from age to age and country to country. The aim of higher education is to qualify manpower, to enhance knowledge with scholarship and research activities. He further explain that higher education enable the students to maintain the values of the community and to provide the qualities for the social and political change. In developing countries they may have need to introduce new training courses for school teachers as soon as possible. This is criticism over universities that they fail to response quickly in developing the need of social, cultural, economic and politics of the state and society.

2.3 HIGHER EDUCATION AND DEVELOPMENT

The link between higher education and development is very close and we cannot separate each other. We cannot ignore the importance of the higher education and development. The objective of higher education is to prepare students for brighter future or for their jobs so that they can support their families and become independent. Higher Education makes them competent of the world. They can play multiple roles in the universe. This is the desire of the young people, parents and Government. If we see the European countries they provide specialized education to their students. These types of professional education may be the purpose of the all the universities and institutions.

By the national planning, it was emphasized to enhance manpower planning. The focus of manpower planning is to promote the development of higher education, so that planning

development can be succeeded. There are a lot of people who wants to improve the planning development which helps for the betterment of the higher education. UNESCO has arranged so many international conferences for the purpose of the development of the higher education. UNESCO suggests the developing countries should preserve 60% sciences while 40% arts and humanities in their educational institutions. Universities are failing in fulfilling the demands of student's future career. According to German's models in 19th century, through scholarships and research work students can be encouraged in advancing knowledge. (UNESCO, 1993)

Education in third world countries is a big question nowadays. Good education is the key factor which helps in progress of a country. Education plays vital role in economic, cultural and industrial development of a country. Good mind can produce good results. We can feel an increasing difference between developed and third world countries in terms of progress. Good education is the basic necessity to overcome this difference. It is a tragedy that third world countries have low literacy and have low education quality.

Education brings light in our life. It is duty of government to provide good but cheap education for all. Educated minds help in development of a country. Not only formal education but it is also needed to give moral education to students. Nowadays students spend most of their day time in school, college and academies. They learn much from their school environment. (Rashid, 2011)

According to Newman John Henry as quoted by Khokhar, (1998), the purpose of the university is not to upgrade the knowledge of the students, not to provide professional training but also the real purpose of the university is to make them morally strong and to make them leaders of their societies.

Higher educational institutions are the source of knowledge and students can transform their knowledge through teaching at under graduates level and then retention their knowledge through scholarly work. Higher education involves society or community in lifelong education by doing these activities. The purpose of the university is to contribute for the betterment of the society. These universities make the students the proud of the nation. The objectives of the higher education are to build the character of the students, to prepare them to meet the international challenges. Higher Education enables the students to polish the student's abilities and to make them as an excellent citizen of the nation. This higher education helps them in transforming the social values to the next generation. Educated people with the use of their capabilities, they bring social change in their societies and they can improve their environment and present conditions. (Khokhar, 1998)

Higher Education effects the development of the country, if spent money on higher education it will ultimately replace with the development of the country. If a country has higher level of education that country has high income as compared to the under developing countries. If a country economically strong then that country stand at the top of the list in the technological and economical growth. The development of technology and scientific education has direct link with higher education. (Hussain et al, 1986)

2.4 FEMALE HIGHER EDUCATION

Female higher education plays a vital role for the development of any country without female education no country can make progress rapidly. Female higher education can cover all components of building a nation like the age of marriage, number of children. The education of women can improve the family status and income. The education of women is

closely linked with the family status and income of the country. It is the duty of government to educate the females for the betterment of the country. Government should try in all aspects to educate them. It is necessary for the development of the country to educate the women overall, because if a man is educated, he is only one person and he can be benefited for himself while if a woman is educated, she can educate whole generation because the training of mother is the first school of the child. It is the fact that "the cost of the keeping women illiterate is higher than the cost of educating them". (Kamrunness, 1992)

Education has been of central significance to the development of human society. In Pakistan, particularly in rural and sub-urban areas, women are situated largely at the bottom end of the educational system in comparison to their male counterparts. Traditionally, it is assumed that women are limited to their homes and men are the breadwinners of the family. In this situation, education can play a vital role in enhancing the status of women and placing them on an equal footing with their male counterparts and it also increases women's ability to secure employment in the formal sector. The purpose of this study was to understand the importance of education for women in Pakistani society and examine the barriers and obstacles to higher education for women in Pakistan. (Noureen, 2011)

Man is composed of two basic elements i.e. nature and nurture. In upbringing process, parents have a major participation in which mother offers an ample share. Thus an educated mother will lay the foundation of healthy civilized family. So we can say that the entire personality of a person is an outcome of his mother's training. The constitution of Pakistan provides full participation of women in all spheres of life constituting more than 50% of the total population, but the literacy rate in females is just 36% as compared to men that is 64%. The ratio of primary schools for girls and boys is 4 and 10 respectively. Such

attitude of discrimination is not new in the educational system of Pakistan. Pakistan inherited it from the history. After 1857 when Sir Syed came on the surface with the slogan of educational improvement of the Muslims but the women were ignored. At that time books like "Bahishti Zaiwar", "Miratul Uroos" popped up to identify the limits for the women. The object of these books was the negation of awareness to women and their confinement to the family only. Moulvi Mumtaz Ali Khan researched and wrote a book named "Huqook-e-Niswan". Sir Syed advised him not to publish the book. Sir Syed was of view that modern education could bring instability in the lives of women and ignorance of their right would make them contented. Despite, Moulvi Mumtaz published his book which faced stiff resistance from the literate male class of the Muslims. Religiously, people are of the view that Islam does not permit a women or girls to step beyond the limits of house. Modern education can make her a party girl instead of making her a house wife. That's why Taliban are blasting and attacking the girl's schools in Swat and Northern areas of Pakistan. However, the Prophet Mohammad (PBUH) strongly emphasized on education by saying that, "It is the prime duty of women and men to acquire Education". (Saleemi, 2010)

Female social inequality can be controlled through the development of female higher education. This is the main step for the economic change of the country and the status of the women. (Usha, 1995)

It is necessary for the development of the country that women must be educated, because they play important role in a society either they are producer and reproducer they play significant role as an educators of the next generation. The educated women can participate on equal basis in the development of societies' economic and social change. It also brings the qualitative and quantitative innovation in education. In short, through the

female higher education a great change comes in a society, which leads to the welfare of the country. (Ballara, 1991)

The entry of female higher education has a close link with the economic and social change which is reshape the life styles of the any country. The effects of the industrialization and the contribution of the formal schools helped to increase the level of women in society. (Barbara, 1985)

The doors for female higher education at international level were started in some colonial areas. In these days some development takes place in a wide sense. The developing countries have some differences in the enrolment of the female higher education. The enrolment rates of developing countries in female higher education is greater rather than the under developing countries like Italy, Japan Newzeland, France, Belgium, Sweden etc. Because developing countries have more facilities for females as compared to under developing countries. There was some difference in the enrolment of female higher education among the countries all over the world. (Hardee, 1969)

2.5 FEMALE EDUCATION IN ISLAMIC PERSPECTIVES

In Islam the status of women education is very high. It's the duty of followers to educate their women. In Quran and Hadith there is no difference in acquiring the education between man and woman. It had been said in Hadith we can see the value of education is that

“It is the duty of every Muslim man and woman to acquire knowledge”.

Molana Maudoodi: (1984), writes in his book “Purda” about the education of the women that not only she has right to acquire knowledge but also can utilize it. Men used to gain knowledge from Holy (PBUH) about morality and religion. Women used to gain knowledge from the prophet (PBUH). He fixed separate time for female education. Shariah has stressed on the female education in this regard. He emphasized the parents to educate their daughters. In the same way it is also ordered for husbands to educate their wives spiritually and practically. It has been said in the holy Quran:

“Oh Muslim who believe in the oneness of God, save family and yourself from the fire of hell”. (Quran: 66 # 6)

The meaning of this verse is that they should enable their wives to distinguish right from wrong and should save them from evil deeds. This can be possible only through education. Holy Prophet (PBUH) was keener about the education of women. He gave the religious education to women after namaz.

According to Al-Baihaqi as quoted by Maudoodi, 1984, writes that there is no difference in getting education either a woman or a man. He said we can see difference in nature not in rights. He said, male and female can get education equally because it's the duty of every Muslim to seek knowledge, as this Hadith shows the importance of the knowledge.

“Seeking knowledge is mandatory for every Muslim”.

Being a Muslim, it is the obligatory for everyone to gain knowledge. According to another Hadith:

“Seek knowledge from cradle to grave”.

Islam equally encouraged both man and woman to seek knowledge. All above Hadith and Quranic verses which are related to education emphasizes the education of woman and man. Education is necessary and obligatory for every one either he is man or woman. Quran and Hadith emphasize seeking knowledge or education. Holy prophet (PBUH) and Quran open the doors of knowledge for man and woman alike.

Through education she can sharp her intellect, can support her society, broaden her viewpoint and can polish her abilities and soul. The importance of acquiring knowledge by the Holy Prophet is clear from the fact that He always taught the women and men together. He advises his followers not only to teach their women but also to teach their slave girls. According to the Hadith in this context is that:

“A man who educate her slave girl, free her and then marriages her, this man will get double reward”. (Sahih Bukhari Hadith # 1905).

The wife of Holy Prophet (PBUH) Hazrat Ayesha also taught men and women together. She was a great scholar of her time. Many of the companions and followers of Holy Prophet (PBUH) learnt Islamic jurisprudence, Quran and Hadith by Hazrat Ayesha (R.A) (Jawad, 1988).

Islam has no restrictions for women education she can choose different fields of studies. She can learn different branches of knowledge in different disciplines which suits to her. According to Quran and Hadith an educated woman not only bring Islamic environment in her home through moral qualities but also support her family financially. She can become source of development for her country. Because no country can progress without the female education either it is Pakistan or any other country. Holy Quran ordered the people to

perform prayers, pay zakat and to do good deeds and to avoid evil deeds and remove all evils things from the society.

2.6 DEVELOPMENT OF FEMALE HIGHER EDUCATION IN PAKISTAN

The status of the female higher education is very low amongst the developing countries. Govt of Pakistan in policy 1998-2010 shows the literacy rate 43.9% in age 10 and above .The literacy rate of male and female in rural and urban areas is totally different. The literacy rate of women is 32% while the literacy rate of men is 55%. The literacy rate of urban is 63% while the literacy rate of the rural areas is 33%. The literacy rate of the male is higher than female. The literacy rate of the urban is 55% whereas in rural side its only 20%. The literacy rate of education is 63 %(8.9% of males and 3.5% in females in the year of 2007). The future target of Higher Education Commission to increase the literacy rate of Pakistan is 10% in 2015 and 15% in 2020. (National Education Policy, 1998-2010)

By Irfan Ghouri published in “Daily Times” in 2006, he said “Only 19% of all female in Pakistan have acquired education up to matric, 8% intermediate, 50% up to bachelors’ and 1.4% up to M.A / MSC, while 3.74% of Pakistani women are employed. The rate of education attainment is far low for girls than boys, showing a visible gender gap. The report indicated that girl’s participation is lower than that of boys at all level of education. It is said the root of education problems probably lay at the primary level. Lack of girl’s involvement in education also kept them away from higher education, he said, adding that gender disparity in education was more pronounced among girls from poor families. The study said that the lack of foundation at school was also among the reason that accounted for low level of girl’s involvement in education. according to the report, these socio-cultural conditions limit

decision power keep the level of awareness about their rights low and limit their aspirations".(Irfan Ghouri, 2006)

2.7 CONCEPT OF CONTRIBUTION

According to John Henry Newman as quoted by Sutton, 1998, any publication which is produced by university's student helps them in advancing their knowledge. It enables the students to become leaders in all walks of life. It makes them morally strong and improves their present conditions and environment.

2.8 CONTRIBUTION OF UNIVERSITIES IN THE DEVELOPMENT OF FEMALE HIGHER EDUCATION

The contribution of the universities in the development of female higher education is very important. It enables the female students to recognize their rights as compared to illiterate women. The major contribution of any university is to develop their all skills and advance their knowledge in all aspects through research and scholarship. Universities sharpened their skills especially intellectual skills, social, moral skills and professional skills of its students. These make them independent not only for themselves but also for their family and society as well. Through the higher education they are able to get better jobs. It also effects the economic development of the country because it brings social change or revolution in the society. Some female girls studies for the purpose to leave home, postpone their marriages and they want to freedom and social respects. Educated women get higher respect as compared to uneducated women in society. Educated women feel more confidence as

compared to uneducated woman. Educated women are more conscious towards their children's education as compared to the uneducated women. The children of educated women are more confident than the uneducated women's children. The contribution of universities is to give awareness to female students about their rights. This higher education also brings change in their family structure. Those females who get higher education, their families are smaller, they get marry latter and they have high social demands. Women entered in different professions and fields either it is public or private sectors. These educated women can replace the men in different disciplines, their roles can be judged in different professions like in business world, offices, banks, and courts etc where they give only orders to their subordinates. (<http://www.paristimes.com/womenuniversities.html>.)

Universities are contributes in the development of any society and help them in developing the student's skills in all sphere of life so that they become the proud of nation. Higher education enables them to build their character, to enhance their intellectual capabilities and to enable them as responsible citizens. Through the development of their skills and abilities university enable them to adopt the values of their society and make them to transform these values to younger generation. (Khokhar, 1998)

2.9 THE CONTRIBUTION OF IIUI IN THE DEVELOPMENT OF FEMALE HIGHER EDUCATION

Number and percentage of enrolments of female higher education in Pakistan and IIUI during last five years from 2005 to 2010

Years	Pakistan	IIUI	Percentage %
2005	2,12,997	3,167	1.4%
2006	2,55,695	3,181	1.2%
2007	3,42,125	4,815	1.4%
2008	3,56,233	6,589	1.8%
2009-2010	4,36,086	17,724	4.06%
Grand Total	160,3,136	35,413	2.2%

(Statistics- Economic Survey, 2010)

This table shows the number and percentage of enrolments of female higher education in Pakistan and IIUI during last five years from 2005 to 2010. In 2005 there were 212,997 female enrolments in Pakistan where as in IIUI it was 3,167 which show 1.4% of the total female higher education population in Pakistan. In 2006 there were 255,695 female enrolments in Pakistan where as in IIUI it was 3,181 which show 1.2% of the total female higher education population in Pakistan. In 2007 there were 342,125 female enrolments in Pakistan where as in IIUI it was 4,815 which show 1.4% of the total female higher education population in Pakistan. In 2008 there were 356,233 female enrolments in Pakistan where as in IIUI it was 6,589 which show 1.8% of the total female higher education population in Pakistan. In 2009 to 2010 there were 436,086 female enrolments in Pakistan where as in IIUI it was 17,724 which show 4.06% of the total female higher education population in Pakistan. The grand total there were 160,3,136

female enrolments in Pakistan where as in IIUI it was 35,413 which show 2.2% of the total female higher education population in Pakistan It shows that IIUI had contributed in enhancing female higher education in Pakistan.

2.10 THESE PROGRAMMES SUPPORTS IN ACHIEVING UNIVERSITY OBJECTIVES TOWARDS THE DEVELOPMENT OF FEMALE HIGHER EDUCATION

2.10.1 Teaching and learning

Two sides of a coin are called the teaching and learning. It means both have close relation with each other. Teaching can be judged through the students learning that occurs in their behaviours. There were constantly high correlations between teaching and learning ratings if a teacher taught well and the learner can be learnt in a better form. It also shows the student's rating what he/she learned from the course and their overall rating of the teacher and the course. Those who learned more they provided to their teachers higher rating. (Cohen, 1981). The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between students' ratings of the "amount learned" in the course and their overall ratings of the teacher and the course. Those who learned more gave their teachers higher ratings. (Theall & Franklin, 2001) This same criterion was also put forth by Thomas Angelo, when he said; "teaching in the absence of learning is just talking."

The effectiveness of the teachers again checked by the student's learning. (Doyle, 2008).

It is the duty of all the teachers to enhance learning of all students. The role of teacher is broader and extensive. (<http://www.teach.gov.UK/>).

The interaction of teacher and students over a subject in a setting is called teaching. A class may be consisted of one or many students, young or old, rich or poor, male or female. Teaching involves a teacher, a student and a subject, to teach someone something somewhere. Teaching does not possible without students. According to philosophers if a tree is falling in the forest must creates a sound if there is no one to listen, but if there are no students there is no teaching. Learning can be possible without a teacher but not teaching. Teaching without a subject just like a person swim without a water. (Davis, 1997)

2.10.2 What is Teaching Method?

A teaching method is like an instruction. The whole teaching is based on principles and methods. Teaching methods involves many things like class participation, demonstration, recitation, memorization, or the combinations of all these things. A method can be chosen according to the topic. It is also depends on the students' aptitude and choice. (Wikipedia, 2008)

2.10.3 Different Teaching Methods in Higher Education

There are different teaching methods in higher education like Lecture method, discussion method, role play and assignment method etc.

The effectiveness of the teacher can be improved by the higher education staff so that students can best understand whatever they taught in the classroom. They are trying to discover effective methods which improve the teaching and learning quality, depending on the nature of the subject, number of students and facilities available. (Sajjad, 1997)

2.10.3.1 Lecture Method

Lecture method is a verbal communication from a teacher side to a class or an audience with different technologies. Lecture method is considered the backbone at higher level. This method can be applied to a large number of people. It is time saving. A teacher can cover a lot of material in a single lecture. Teachers deliver all information in a lecture. At the end of the lecture students can ask questions if they feel any confusion. Teacher delivered a lecture in an easy language through using gesture and eye contact, so that students can best understand. Teacher role is an ideal role for students.

Students gave main emphasis on lecture rather than on books. It is not the matter of standing in front of the class and delivers a lecture whatever you have prepared. It is a special conversation which involves all things like voice, gesture, eye contact, movement, facial expression, either it is relevant to topic or irrelevant to the topic. (Benson et al, 2009)

(Davis, 1993), in article “common teaching methods”. It delivered factual material in a direct and logical manner. It is useful for a large group of people. It invites the student to discuss if they have any ambiguity.

It is effective method for presentation. It is an effective method for transforming of knowledge to students. It trained the students to make rapid notes and also trained the students in listening of the lecture. (Kochhar, 2000)

2.10.3.2 Discussion Method

Discussion method as its name shows, it is a discussion session about a topic or situation. In this method teachers and students exchange the ideas with each other. The important point is that students know the prior knowledge about the topic which they want to discuss strengthens the class discussion. (McCarthy, 1992)

In this method students have a lot of ideas in their minds before discussion and students should participate in the active learning process. Kochhar stated that this method only suitable if there were different views about a topic, problem and situation. It is considered the best second method at higher level. According to student's point of view, it gives more chance to every student to participate in discussion. This method condemned rote learning and enhances thinking process of the students. (Kochhar, 2000)

2.10.3.3 Assignment Method

Assignment method helps in organizing of knowledge and best for examination preparations. It is an individual work. It helps in both teaching and learning process. (Kochhar, 2000)

Teacher should explain the topic which he/she assign to the students, so that students able to understand the topic easily. If students have clear idea about the topic he/she will prepare the topic well and be able to answer the questions ask by the teacher and students. (Shea, 2009).

2.10.3.4 Role Plays Method

It is also a teaching method. In this method a teacher assign different roles to different pupils. A teacher should participate with students to make them best understand. Teacher should give time for preparation and ask them to play with natural behaviour. Teacher should assign role to all students who will be the first presenter and who will be the second. In this method a teacher observes silently and makes notes whatever him /her observes. Teacher provides enough time for role players. After the role play teacher thanks the participants and ask other participants for comments and for feedback. According to this method learning is a memorable and enjoyable. Maximum benefits can be taken from this method. (Sing, & Sudarshan, 2005)

2.11 Professional Development

The skills and knowledge which we seek for personal and career development are called professional development. Professional development involves all types of facilitated learning opportunities, ranging from college degree to formal course work, conferences and informal learning opportunities depends on the practice. There are many people in professional development such as teachers, military officers and non-commissioned officers, health welfare, professionals, lawyers, accountants and engineers. People are interested in lifelong learning that's why they may participate in professional development. The purpose of the professional development is to enhance career progress, to maintain and improve professional competence with the help of new technology and practice.

Professional development is compulsory in many American states for school teachers, like Arkansan 60 hours professional activities must be completed per year by the teachers. Credits hours of professional development differ from state to state, for example, the Indian teachers needed to attend 90 continuing Renewal units per year, whereas in Massachusetts are required 150 professional development points. American, Canadian and United Kingdom are needed to attend formal and informal professional development, so that professional development enhances their task skills in their jobs. (Wikipedia, 2008)

Professional development improves career development through different facilities available that are ranged from workshop attendance to the entire semester programme. These services provided by different development providers. A person can attend classes by own or by some other human resource departments. The aim of career development is to learn task skills and able to develop leadership abilities in their personalities. It may cost financially if someone may not support the employee. (Grace, 2011)

2.12 Research

Research means close and careful study of any topic or a subject. (Encyclopaedia, 2008). Research is the process of discover new things or new knowledge through systematic manner. (Theall, 2009). Research is the procedure of searching information for the purpose of seeking facts and relationships as researches of human thoughts. (www.BrainyQuote.com). Research is the process of inquiry in a scientific manner. The purpose of research is to find out facts and figures about anything accurately. Research helps in upgrading knowledge of the past. If a person works on a topic in the past, we can work on it in present as well as in future. We can work on such points which he/she missed in his/ her

research work. Research is the process of interpreting new knowledge or information. The more we have information the more we are able to make quick decision. Research is helpful in teaching learning skills improvement. Research increases the quality of teaching and learning of any university. Research brings a positive change in any institute. Research can be done by ordinary and extraordinary people. The researchers can be teachers, students, professors, scientists, scholars, business owners, writers, politicians and many others. The objectives of the research are to find out the solutions of existing problems. Research requires time, effort and money to gather the information of any subject. Many people avoid it to do because of these factors like time, money and effort. (www.articlesbase.com).

By the readings of the famous personalities and by doing experiment of old things in a lab are not enough to command of a subject. Research helps us to understand a subject and its relationship more systematic and easier way. The fact is that when we search something new we encounter new problems and we try to find out the answers of new problems. This is the learning which leads us to learn new things of a subject. At higher education level we should do more researches as much as we can do easily. This will help in opening the doors of bright future for us. (www.Utiorden.org)

CHAPTER 3

METHODS AND PROCEDURE OF RESEARCH

The major purpose of research was to investigate the contribution of International Islamic University Islamabad in the Development of Female Higher Education during last five years. (2005 to 2010)

It was a descriptive survey study. The data were collected through documents and questionnaire. A questionnaire was developed for teachers because some data were not available related to teachers. The documents data were collected from documents, articles, newsletters, prospectuses and convocation reports etc.

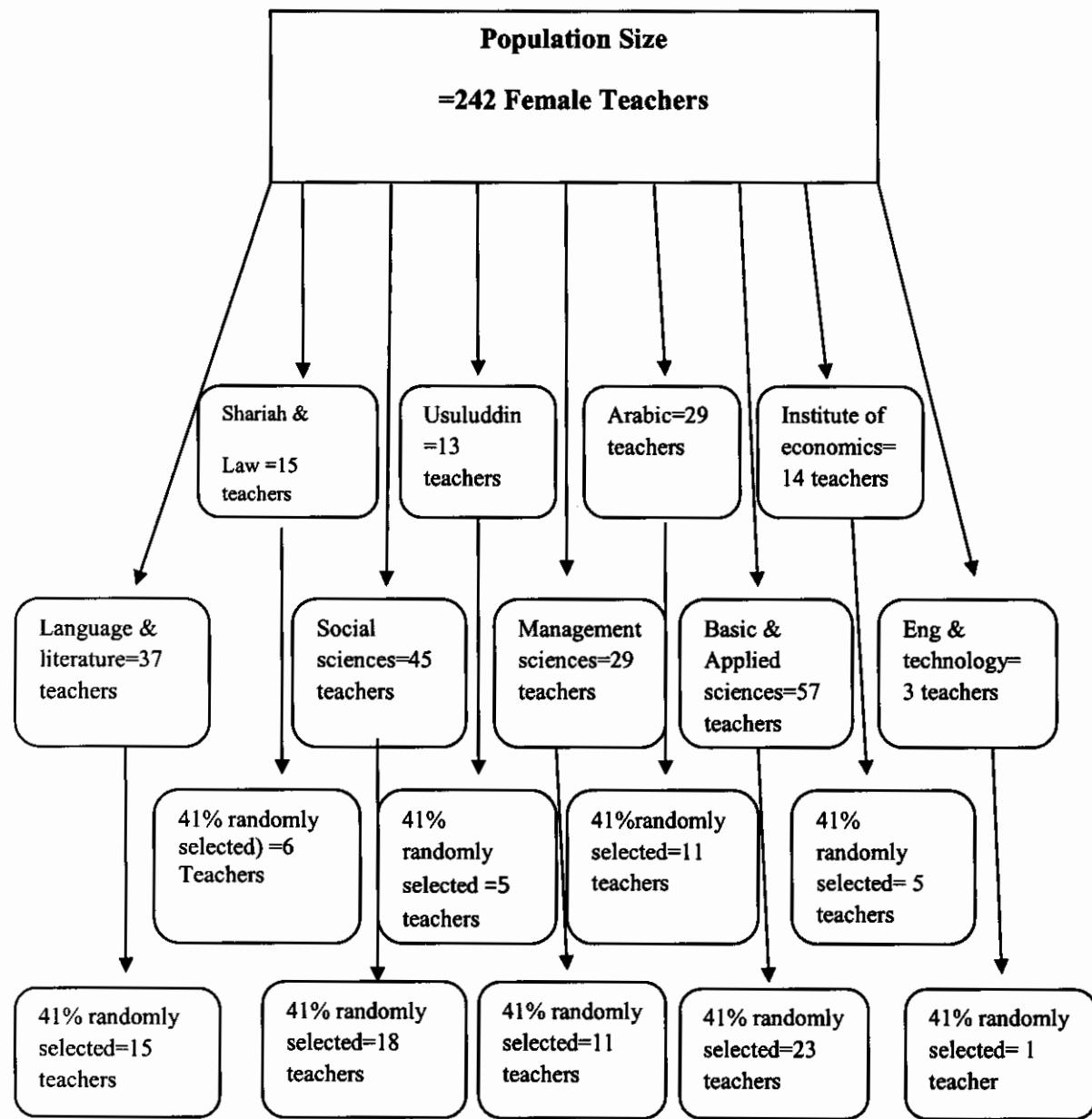
3.1 POPULATION

242 teachers of IIUI in female campus from nine faculties were the population of the study. The name of the faculties was shariah & law, Usuluddin, Arabic, Institute of Economics, Language & Literature, Management Sciences, Social Sciences, Basic & Applied Sciences and the last one Engineering & Technology.

3.2 SAMPLE

100 teachers of IIUI in female campus were the sample of the study. Stratified random sampling technique was used (100 teachers were selected randomly from 242 teachers which was 41% of the total population).

Category wise Distribution of Sample:



Sample strata:

Random sample size = 100 (100 teachers were selected randomly from the 242 teachers which was 41 % of the total population).

3.2 SOURCES OF DATA

The documents, research papers, articles, newsletters, prospectuses of university were collected. The convocations reports for the purpose of the contribution of International Islamic University Islamabad in the development of female higher education were studied. IIUI website was also visited.

3.3 RESEARCH INSTRUMENTS

There were two research instruments, one was the questionnaire and the second was the checklist. A questionnaire was developed for teachers. Close ended and one open ended statements were used in questionnaire. The questionnaire was based on the opinions of teachers. The number of statements was 42 in questionnaire. The data which was collected through questionnaire were on demographic information, professional development and teaching methods. A checklist was developed for the documents data which was in the form of documents. The documents data were in the form of documents, research papers, articles, newsletters and prospectuses and convocations reports of university. .

3.4 PILOT TESTING

For the pilot testing the questionnaire was checked by five experts. The researcher requested to give their suggestions for the improvement of the questionnaire. They suggested the researcher to amend the questionnaire in format and language to make the statements simple and understandable. The questionnaire was revised by incorporating their suggestions. Then the final version of questionnaire was developed.

The reliability of the questionnaire was checked by test retest method. Ten teachers were taken as the sample of the study from five faculties, two teachers from each faculty. The name of the faculties was Arabic, Institute of Economics, Psychology, Sociology and Usuluddin. The results of the both tests were same so, the instrument was reliable.

3.5 DATA COLLECTION

The researcher collected the documents data through documents, research papers and articles, newsletters, prospectuses and convocation reports from the concerned offices. The validity of documents was ensured by cross checking. Opinions of the teachers were collected personally from the sample of the study.

3.6 DATA ANALYSIS

Data were presented and interpreted in the form of tables and graphs. It was analyzed on percentage basis. On the basis of analysis of data, findings, conclusions and recommendations were made.

CHAPTER 4

DATA ANALYSIS

This chapter deals with the presentation, analysis and interpretation of data regarding the contribution of the International Islamic university Islamabad in the development of female higher education during last five years from 2005 to 2010.

4.1 DEVELOPMENT OF FEMALE TEACHERS AT IIUI

Table 1: Percentage of Female Teachers by Designation at IIUI

S.no	Designation	Percentages %
1	Lecturers	71%
2	Assistant professors	25%
3	Associate Professors	2%
4	Professors	2%

Figure 1: Percentage of Female Teachers by Designation at IIUI

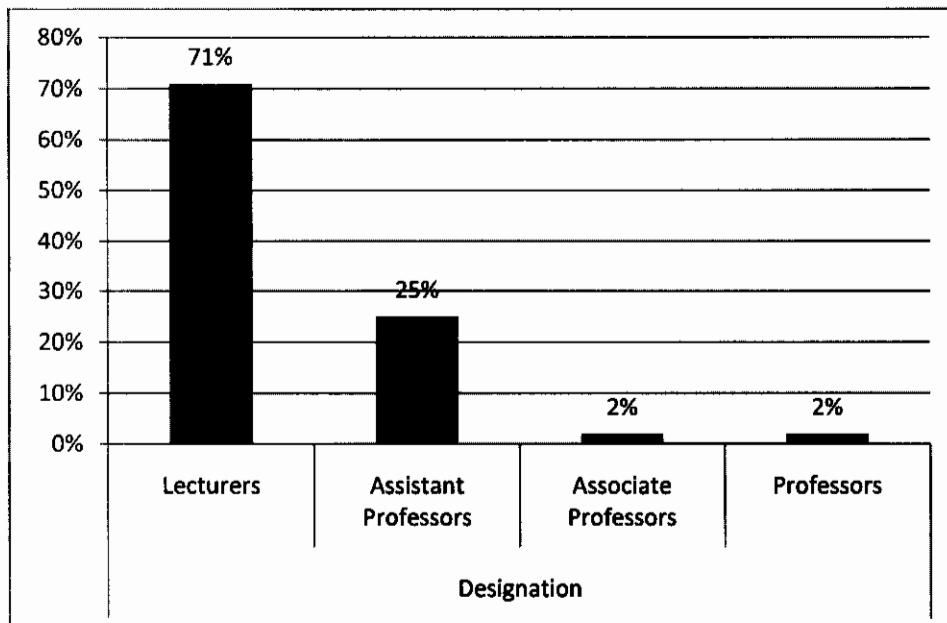


Table 1 & figure 1 show the designation of female teachers at IIUI by percentages. There were 71% Lecturers, 25% Assistant professors, 2% Associate professors and 2% Professors. It shows that the number of lecturers was greater than assistant professors and professors. It means there was need to recruit more professors and assistant professors in this university for the further development of IIUI.

Table 2: Percentages of Job Status of Teachers at IIUI

S.no	Job status	Percentages%
1	permanent	73%
2	Adhoc	5%
3	Contractual	7%
4	Visiting	14%

Figure 2: Percentage of the Job Status of Teachers of IIUI

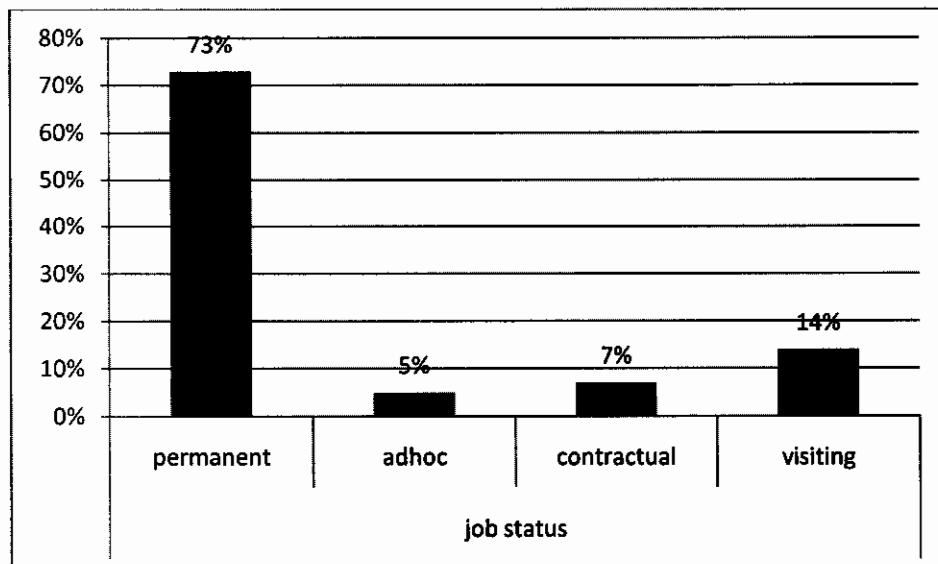


Table 2 & figure 2 show the job status of teachers at IIUI in percentages. There were permanent teachers more than the adhoc, contractual and visiting teachers because 73% were permanent teachers, five% adhoc, seven% contractual and 14% visiting. It shows the development of IIUI because permanent teachers were more than others.

Table 3: Percentage of Male and Female Teachers at IIUI

S.no	Gender	Percentages%
1	Male	10%
2	Female	90%

Figure 3: Percentage of Male and Female Teachers at IIUI

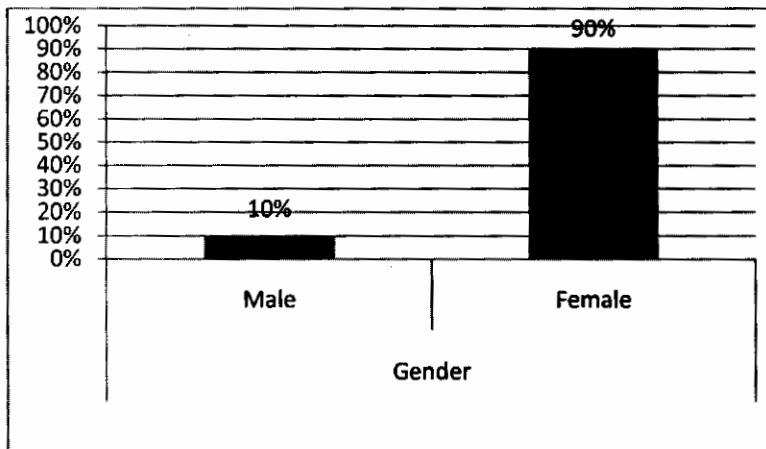


Table 3 & figure 3 show the percentages of male and female teachers at IIUI. There was the number of female teachers greater than male teachers in female campus because 90% were females and 10% were male teachers at IIUI female campus. It shows the development of female teachers because this university aims to hire more female teachers for female students rather than the male teachers. The total number of female teachers was 242 at IIUI.

Table 4: Percentage of IIUI Teachers having Teaching Experience in Pakistan and Abroad

S.no	Teacher's Teaching Experience	Percentages%
Pakistan		
1	1 to 6 years	71%
2	7 to 12 years	20%
3	13 to 18 years	3%
4	19 to 27	5%
Abroad		
1	No experience	93%
2	1 year	3%
3	2 years	1%
4	6 years	1%

Figure 4: Percentage of IIUI Teachers having Teaching Experience in Pakistan and Abroad

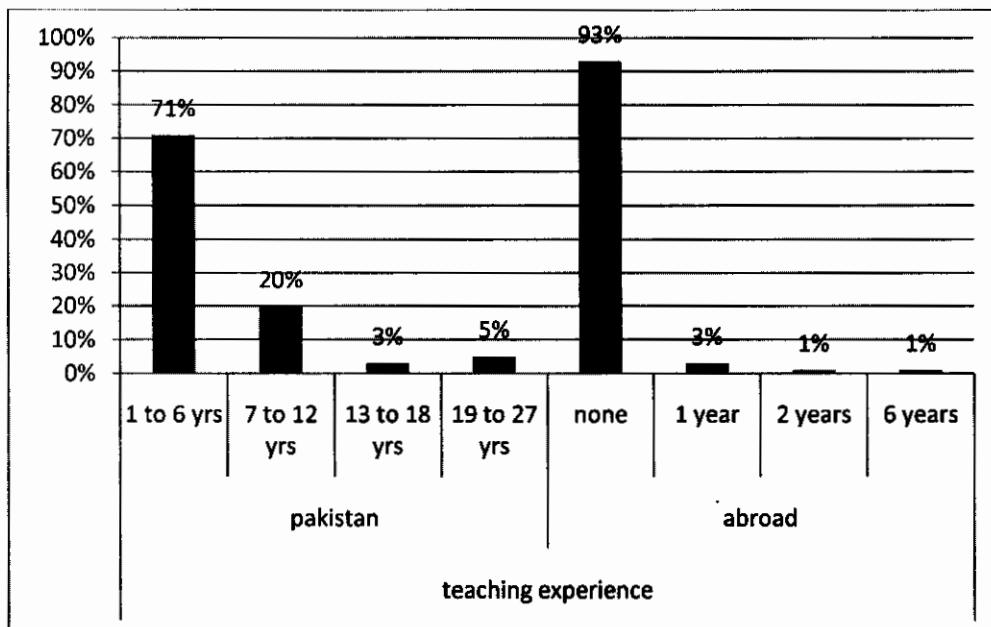


Table 4 & figure 4 show IIUI teachers having teaching experience in Pakistan as well as in abroad through percentages. Teachers having teaching experience in Pakistan was greater than in abroad. 72% had 1 to 6 years teaching experience whereas 20% had 7 to 12 years teaching experience. 3% had 13 to 18 years teaching experience whereas 5% had 19 to 27 years teaching experiences in Pakistan. 93% of teachers had no teaching experience in

abroad. 5% had 1 year teaching experience in abroad whereas one% had 2 to 6 years teaching experience in abroad. Here it was concluded that the teaching experience of teachers in Pakistan was more as compared to teaching experience in abroad.

Table 5: Percentage of Teachers at IIUI who got Degrees from Pakistan and Abroad

S.no	Teacher's Qualification	Percentages%
Pakistan		
1	M.A	30%
2	M.Phil	40%
3	PhD	30%
Abroad		
1	None	98%
2	PhD	1%
3	Post Doc	1%

Figure 5: Percentage of Teachers at IIUI who got Degrees from Pakistan and Abroad

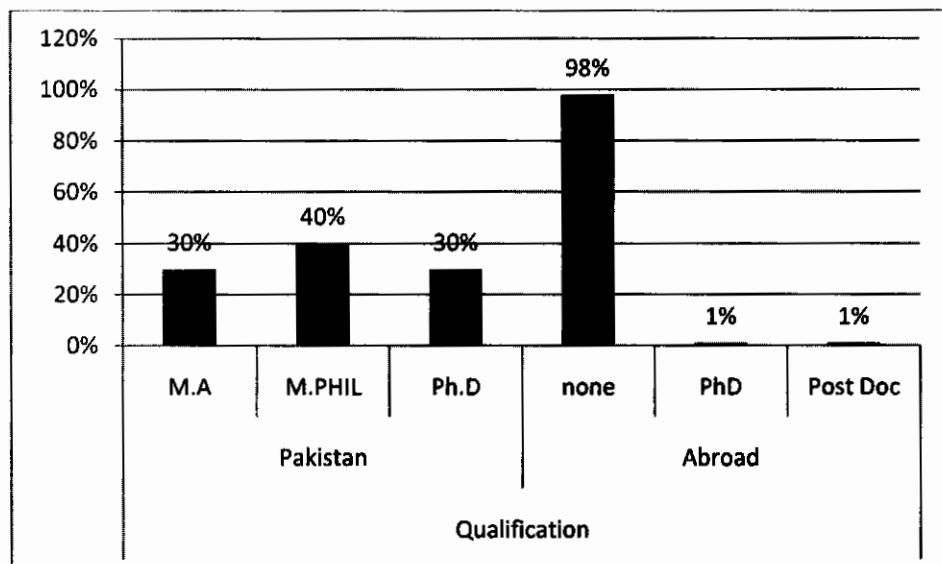


Table 5 & figure 5 show the number of teachers at IIUI who got degrees from Pakistan as well as from abroad through percentages. Table & figure 5 show that there were 30% M.A, 40% M. Phil and 30% were PhDs teachers at IIUI who got degrees from Pakistan. Table & figure 5 show the M.Phil teachers were more than M.A and PhDs whereas 98% had

not receive any degree from abroad. There was only one% PhD and one% Post Doc teacher at IIUI who got degree from abroad.

Table 6: Percentage of Professional Training of Teachers

S.no	Professional Training	Percentages%
1	No Professional Training	66%
2	B.Ed	23%
3	M.Ed	11%

Figure 6: Percentage of Professional Training of Teachers

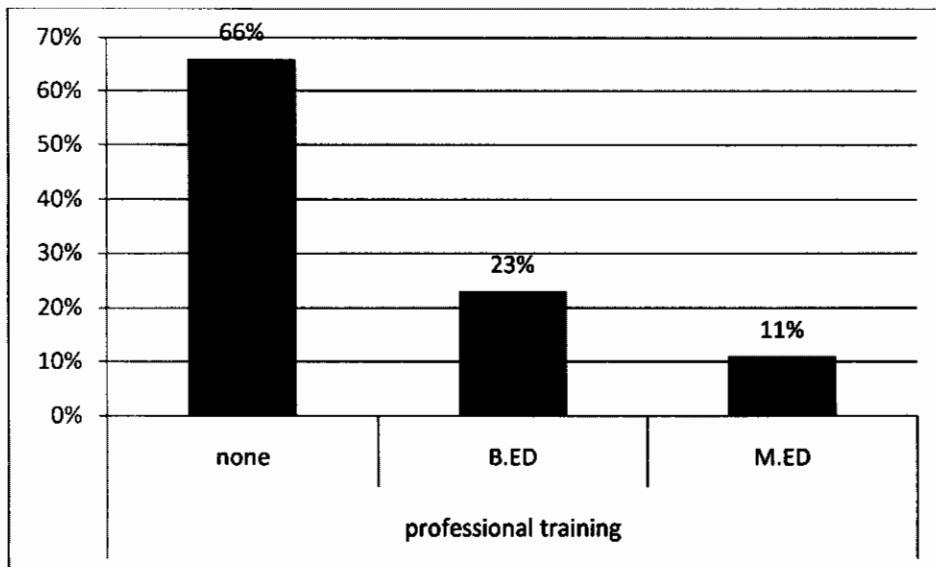


Table 6 & figure 6 show the percentages of professional training of teachers. 66% did not receive professional training whereas 22% did B.Ed and 11% did M.Ed. This table & figure show the lack of professional training of teachers in university because 66% did not receive professional training. Here university needed to train more teachers for the excellent development of the university.

Table 7: Percentage of In Service Training of Teachers at IIUI

S.no	In-Service Training	Percentages%
1	Yes	55%
2	No	45%

Figure 7: Percentage of In Service Training of Teachers

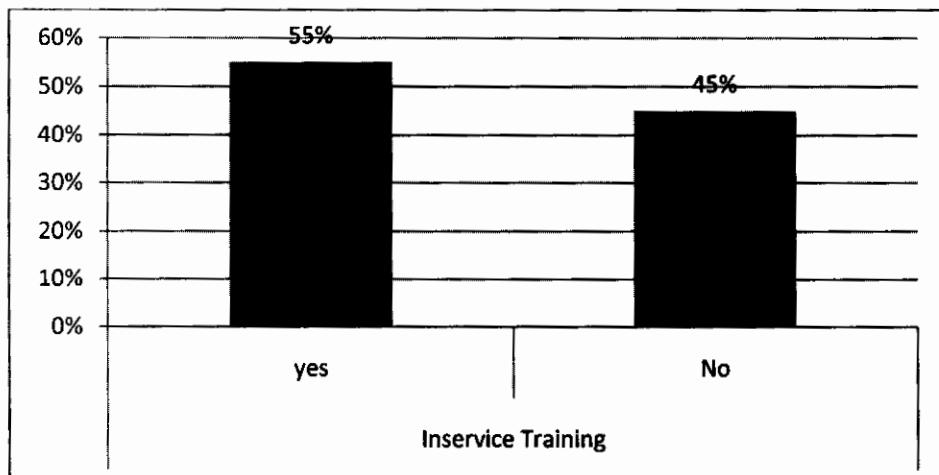


Table 7 & figure 7 show the percentages of the female teachers who received in-service training. 55% received in-service training whereas 45% did not receive in-service training. Here university needed to provide more in-service trainings to teachers so that teachers can update themselves with latest teaching techniques for the excellent development of female higher education.

Table 8: Percentage of Teacher's Training

S.no	Teacher's Training	Percentages%
1	No training received	45%
2	1 Time	15%
3	2 Times	15%
4	3 Times	13%
5	4 Times	4%
6	5 Times	5%
7	6 Times	2%
8	7 Times	1%

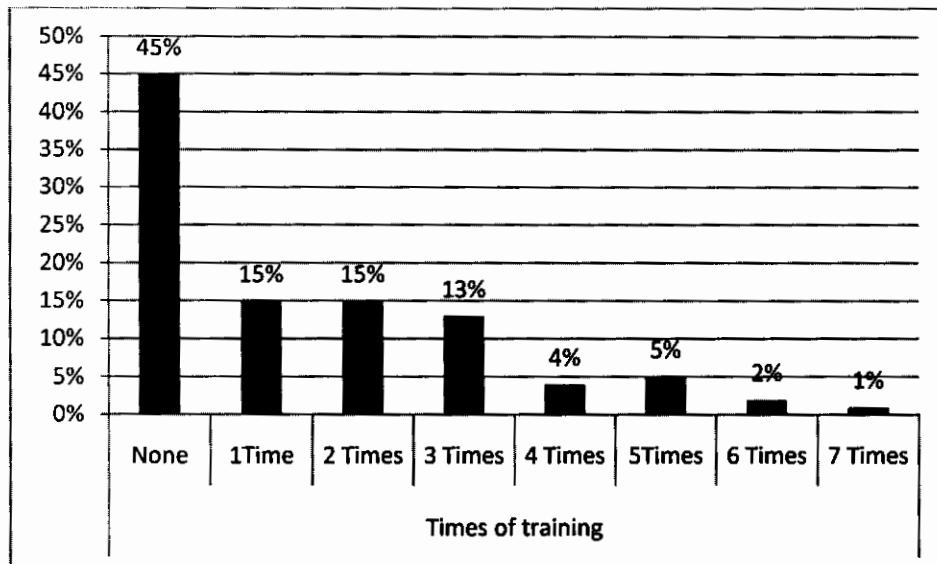
Figure 8: Percentage of Teacher's Training

Table 8 & Figure 8 show the Frequency of Teacher's training which the university teachers received during the service. 45% did not receive in-service training where as 15% received 1 time and 2 times in-service training. 13% received 3 times where as 4% received 4 times and 5% received 5 times trainings during the service. One% received 6 times and one% received 7 times training during their service. It was concluded that university needed to provide more opportunities for teachers to attend workshops and seminars for the excellent development of the university.

Table 9: Percentage of Incentives Received by Teachers after Training

S.no	Type of incentives	Percentages%
1	No incentive received	43%
2	Monetary	1%
3	Prize	1%
4	Appreciation	10%
5	Certificate	45%

Figure 9: Percentage of Incentives Received by Teachers after Training

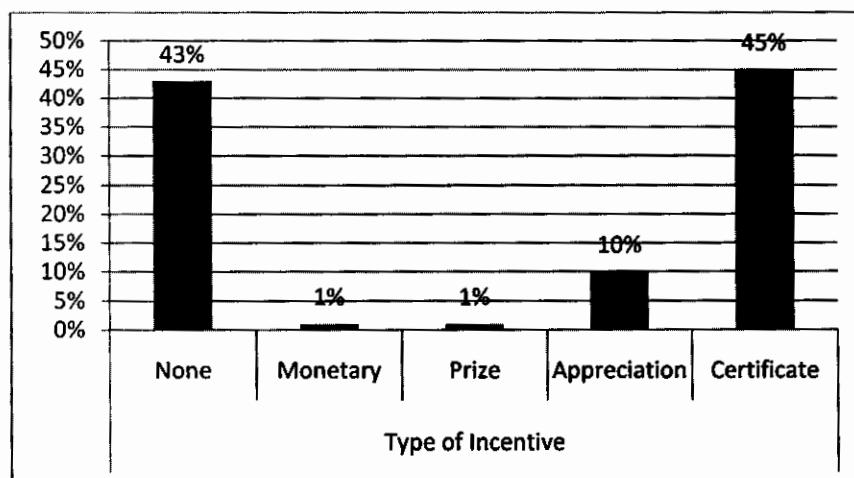


Table 9 & Figure 9 show the type of incentives which the university teachers received after the training. 43% did not receive any incentive from the university. One% received prize and money where as 45% received certificate and 11% received appreciation. So university needed to provide more and more incentives for university's teachers.

Table 10: Percentage of Research Papers by Teachers in Abroad

S.no	Research Publication	Percentages%
Abroad		
1	No research publication in Abroad	80%
2	1 paper	10%
3	2 Papers	5%
4	3 Papers	1%
5	4 Papers	2%
6	5 Papers	1%
7	12 Papers	1%

Figure 10: Percentage of Research Papers by Teachers in Abroad

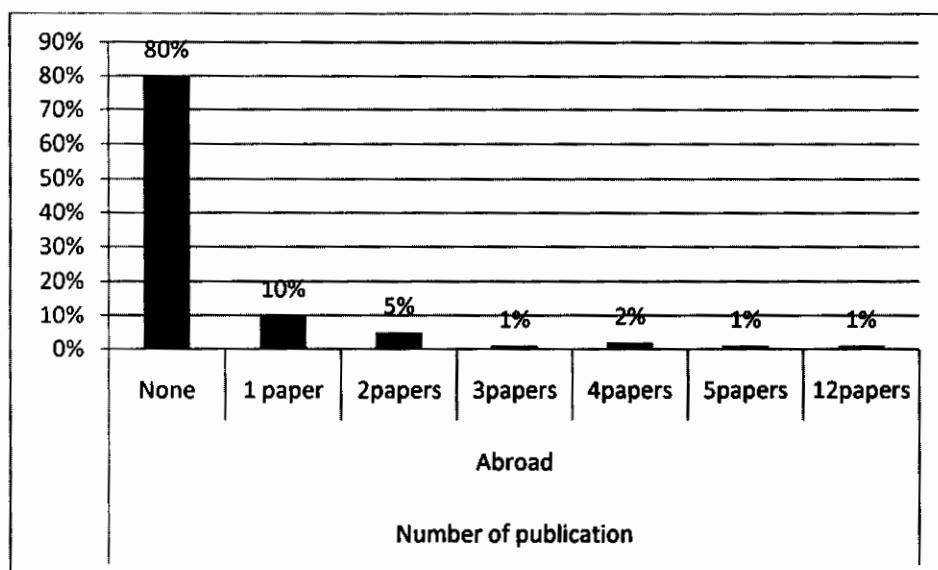


Table 10 & figure 10 show the percentages and the number of research publication in foreign ground. 80% teachers had not research publication in abroad whereas 10% had one research paper and 5% had two research papers, one% had three research papers, two% had four research papers, one% had five research papers and one% had 12 research papers in abroad. This shows lack of research papers in foreign ground, so university may provide more facilities to teachers for conducting research papers in foreign ground.

Table11: Percentage of Research Publications by Teachers in Pakistan

S.no	Research Publication	Percentages%
Pakistan		
1	No research publication in Pakistan	56%
2	1 paper	11%
3	2 Papers	17%
4	3 Papers	2%
5	4 Papers	4%
6	5 Papers	1%
7	6 Papers	4%
8	8 Papers	2%
9	10 Papers	2%
10	20 Papers	1%

Figure 11: Percentage of Research Publications by Teachers in Pakistan

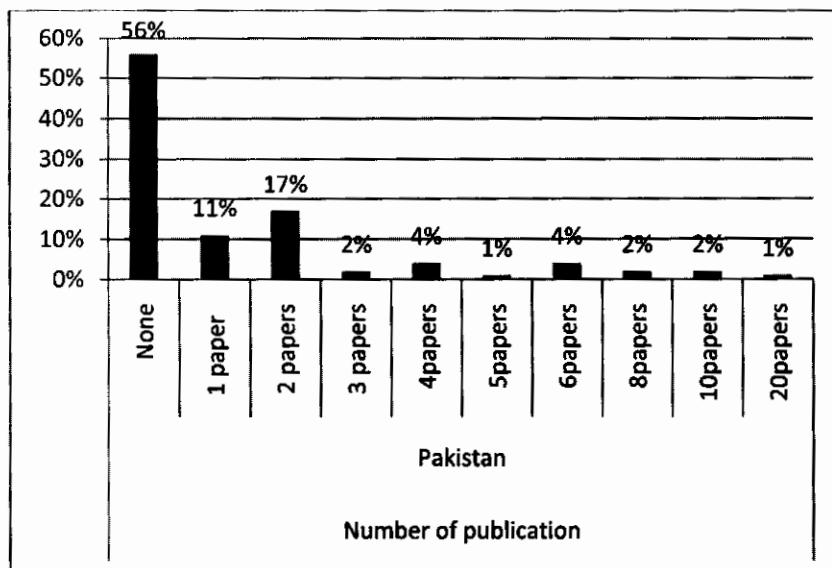


Table 11 & figure 11 show the percentages and the number of teacher's research publications in Pakistan. 56% of teachers had not research papers in Pakistan. 11% had one research paper, 17% had 2 research papers, one% had 3, 8 and 10 research papers, four% had 4 and 6 research papers and one% had 5 and 20 research publications in Pakistan. This table & figure show that majority of the Pakistani teachers had not research publications in

Pakistan, so university needed to provide more opportunities for teachers in research publications.

4.1 TEACHER'S DESIGNATION AND QUALIFICATIONS FACULTY WISE

Table 12: Faculty wise Teacher's Designation and Qualification at IIUI

Arabic Department

Designation	Qualification	Number of Female Teachers
TRA	M.A	7 Teachers
Lecturer	5 M.A, 1M.phil & 1 PhD	7 Teachers
Assistant Professor	5 PhDs	5 Teachers
Associate Professor	1 PhD	1 Teacher

(Teachers Personnel -IV)

Mathematics Department

Designation	Qualification	Number of Female Teachers
TRA	1 MSC, 1 M.Phil & 1 PhD	3 Teachers
Lecturer	4 M.phil	4 Teachers
Assistant Professor	1 PhD	1 Teacher
Associate Professor		

(Teachers Personnel -IV)

Department of Statistics

Designation	Qualification	Number of Female Teachers
TRA	1 MSC, 1 M.Phil	2 Teachers

(Teachers Personnel -IV)

Department of English

Designation	Qualification	Number of Female Teachers
TRA	13 M.A, 1 M.Phil	14 Teachers
Lecturer	11 M.A	11 Teachers
Assistant Professor	1 M.A, 1 MS & 3 PhDs	5 Teachers
Associate Professor		

(Teachers Personnel -IV)

Department of FET

Designation	Qualification	Number of Female Teachers
TRA		
Lecturer	1 MSC, 1 MS	2 Teachers
Assistant Professor	1 MS Computer Engineering	1 Teacher
Associate Professor		

(Teachers Personnel -IV)

Department of Economics

Designation	Qualification	Number of Female Teachers
TRA	1M.A, 1 MASC	2 Teachers
Lecturer	2 M.A, 5 MSC, 4 M.Phil & 1PhD	10Teachers
Assistant Professor	1 PhD	1 Teacher
Associate Professor		

(Teachers Personnel -IV)

Department of Urdu

Designation	Qualification	Number of Female Teachers
TRA		
Lecturer	1 M.Phil, 1 PhD	2 Teachers
Assistant Professor	2 PhDs	2 Teachers
Associate Professor		

(Teachers Personnel -IV)

Department of Psychology

Designation	Qualification	Number of Female Teachers
TRA		
Lecturer	5 M.Phil	5 Teachers
Assistant Professor	4 PhDs	4 Teachers
Associate Professor		

(Teachers Personnel -IV)

Faculty of Management Sciences

Designation	Qualification	Number of Female Teachers
TRA	5 MBA	8 Teachers
Lecturer	3 MBA, 5 MS & 1 PhD	9 Teachers
Assistant Professor	4 PhDs	4 Teachers
Associate Professor		

(Teachers Personnel -IV)

Department of History

Designation	Qualification	Number of Female Teachers
TRA		
Lecturer	1 M.Phil	1 Teacher
Assistant Professor		
Associate Professor		

(Teachers Personnel

Department of Physics

Designation	Qualification	Number of Female Teachers
TRA		
Lecturer	1 M.Phil	1 Teacher
Assistant Professor	1 PhD	1 Teacher
Associate Professor		

(Teachers Personnel -IV)

Faculty of Shariah & Law

Designation	Qualification	Number of Female Teachers
TRA	1 LLM	1 Teacher
Lecturer	3 LLB, 5 LLM	8 Teachers
Assistant Professor	1 PhD, 3 LLM	4 Teachers
Associate Professor		
Professor	1 PhD	1 Teacher

(Teachers Personnel -IV)

Faculty of Islamic Studies (Usuluddin)

Designation	Qualification	Number of Female Teachers
TRA	5 M.A, 2 M.Phil	7 Teachers
Lecturer	5 M.Phil, 1 PhD	6 Teachers
Assistant Professor	1 PhD	1 Teacher
Associate Professor		

(Teachers Personnel -IV)

Department of Media & Mass Communication

Designation	Qualification	Number of Female Teachers
TRA	3 M.A, 1M.Phil & 5 MSC	9 Teachers
Lecturer	1 M.Phil	1 Teacher
Assistant Professor		
Associate Professor		

(Teachers Personnel -IV)

Department of Environmental Sciences

Designation	Qualification	Number of Female Teachers
TRA	1M.A, 2 MSC	3 Teachers
Lecturer	1 MSC, 1MS & 4 M.Phil	6 Teachers
Assistant Professor	4 PhDs	4Teachers
Associate Professor		

(Teachers Personnel -IV)

Department of Bio-Informatics

Designation	Qualification	Number of Female Teachers
TRA	1MS	1Teacher
Lecturer	1 MSSE, 1M.Phil	6 Teachers
Assistant Professor	5 PhDs	5Teachers
Associate Professor		

(Teachers Personnel -IV)

Department of IR & Political Sciences

Designation	Qualification	Number of Female Teachers
TRA		
Lecturer	2 M.Phil	2 Teachers
Assistant Professor	1PhD	1Teacher
Associate Professor		

(Teachers Personnel -IV)

Table 13: Year wise Development of female teachers at IIUI

Faculty	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Shariah & Law	2				1	1	1	7	1	1	1	15
Usuluddin	1	1			1			3	1		6	13
Arabic	14						3	4	3	3	2	29
Institute of Economics	5						4		2		3	14
Language & Literature	9		3	1			4	6	3	3	8	37
Social Sciences			1	1				11	9	13	10	45
Basic Applied Sciences	1	4					1	12	13	15	11	57
Management Sciences								4	4	13	8	29
Engineering & Technology										2	1	3
Total	32	5	4	2	2	1	13	47	36	50	50	242
Grand total							242					

Source: (personnel section, 2010)

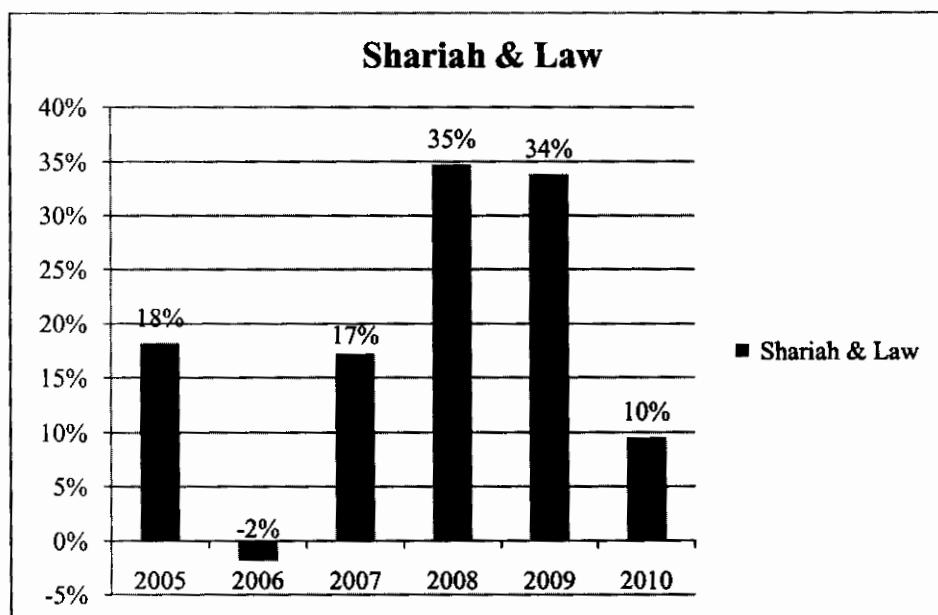
Table 13 shows year wise number of new recruited teachers in all faculties. In 2000 the number of new recruited teachers in all departments was 32 while in 2001 the number of new teachers in all faculties was 5. In 2002 the number of female new recruited teachers in all faculties was 4 whereas in 2003 the total number of female new recruited teachers was 2 in this university. In the year of 2004 the number of new recruited teachers was only two. In 2005 there was only one new teacher in shariah & law. In 2006 there were 13 new teachers in all departments where as in 2007 there were 47 new teachers in all faculties. In 2008 there were 36 new teachers in all faculties. In 2009 the number of new teachers in female campus was 50 and 50 teachers more recruited as well as in 2010. This table shows the development of the teachers after 2005. The grand total of female teachers was 242 at IIUI.

4.2 THE RATE OF ENROLMENT AND GRADUATES FROM 2005 TO 2010

Table 14: Year wise enrolment of students in Shariah & Law faculty from 2005 to 2010

Years	2005	2006	2007	2008	2009	2010	Total
Shariah & Law	273	268	314	423	566	620	2428

Figure 12: Year wise Enrolment in Shariah & Law Faculty from 2005 to 2010



Source: (Admission section, 2010)

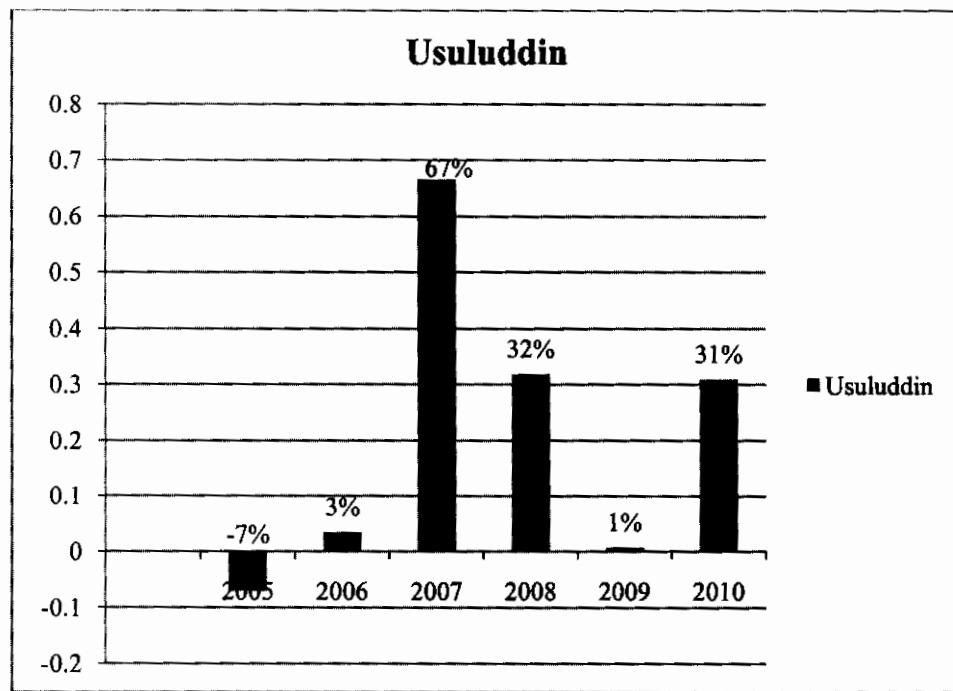
Table 14 & Figure 12 show the female enrolments year wise in shariah & law faculty in numbers and percentages from 2005 to 2010. In 2004 there were 231 students this value 231 was the base value which was necessary for the percentage of the year 2005. In 2005 there were 273 which show 18% increase in enrolment. In 2006 there were 268 students which show the decrease of 2%. In 2007 there were 314 students which show 15% increase where as in 2008 there were 423 students which show 35% increase in enrolment. In 2009

there were 566 students which show 34% increase in enrolment. In 2010 there were 620 students which show 10% increase in enrolment. The total number of female students in shariah & law was 2428 in this faculty. This table & figure show the enrolment development year wise. It was concluded that in 2004 there were 231 students where as in 2010 these were increased to 620.

Table 15: Year wise Enrolment of Students in Usuluddin faculty from 2005 to 2010

Years	2005	2006	2007	2008	2009	2010	Total
Usuluddin	321	332	553	729	734	961	3630

Figure 13: Year wise Enrolment in Usuluddin Faculty from 2005 to 2010



Source: (Admission section, 2010)

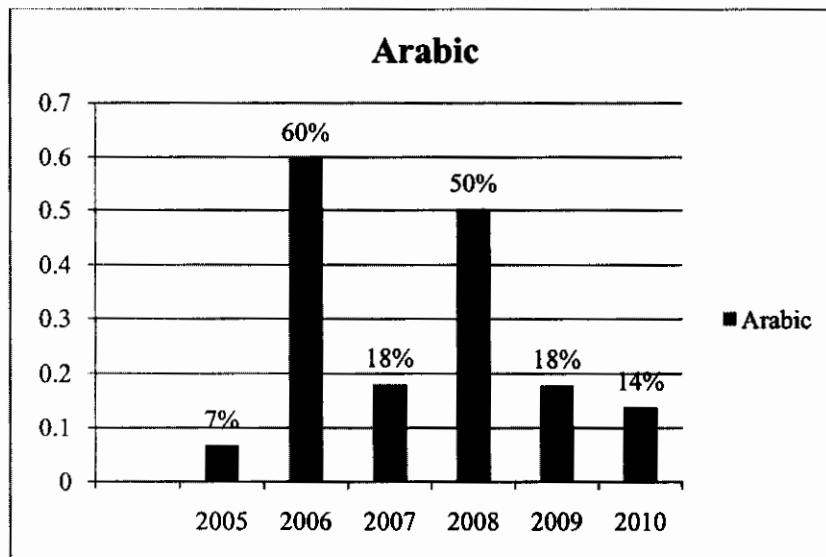
Table 15 & figure 13 show the enrolment year wise in Usuluddin faculty in numbers and percentages from 2005 to 2010. In 2004 there were 345 students this value 345 was the

base value for the percentage of the 321 value. In 2005 there were 321 students which show decrease of 7% in enrolment. In 2006 there were 332 students which show the 3% increase in enrolment. In 2007 there were 553 students which show 72% increase in enrolment where as in 2008 there were 729 students which show 32% increase in enrolment. In 2009 there were 734 students which show 1% increase in enrolment. In 2010 there were 961 students which show the 31% increase in enrolment. The total number of female students was 3630.

Table 16: Year wise Enrolment in Arabic Faculty from 2005 to 2010

Years	2005	2006	2007	2008	2009	2010	Total
Arabic	142	227	268	403	475	541	2116

Figure 14: Year wise Enrolment in Arabic Faculty from 2005 to 2010



Source: (Admission section, 2010)

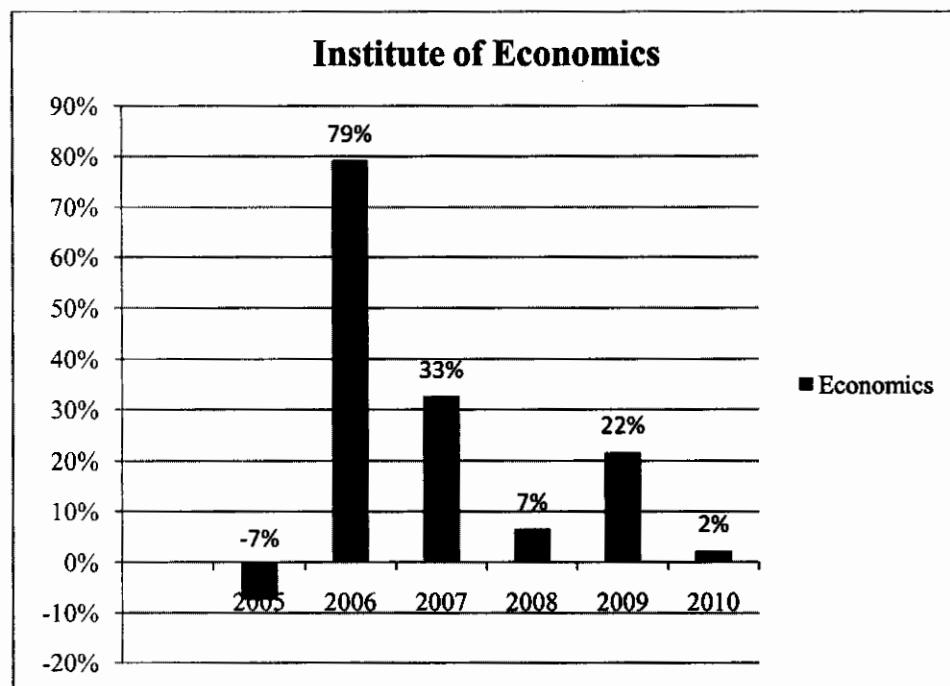
Table 16 & figure 14 show the enrolments year wise in numbers and percentages in Arabic faculty from 2005 to 2010. In 2004 there were 133 students which was the base value of the next year value 142. In 2005 there were 142 students which show 7% increase in enrolment. In 2006 there were 227 students which show the 60% increase in enrolment. In

2007 there were 268 students which show 89% increase in enrolment where as in 2008 there were 403 students which show 50% increase in enrolment .In 2009 there were 475 which show 18% increase in enrolment. In 2010 there were 541 students which show the 14% increase in enrolments. The total number of female students in Arabic faculty was 2116. This table & figure show the enrolment development because in 2004 there were 133 students where as in 2010 these were increased to 541. The grand total of this faculty was 2116.

Table 17: Year wise Enrolment in Institute of Economics Faculty from 2005 to 2010

Years	2005	2006	2007	2008	2009	2010	Total
Economics	250	448	594	633	770	787	3482

Figure 15: Year wise Enrolment in Institute of Economics Faculty from 2005 to 2010



Source: (Admission section, 2010)

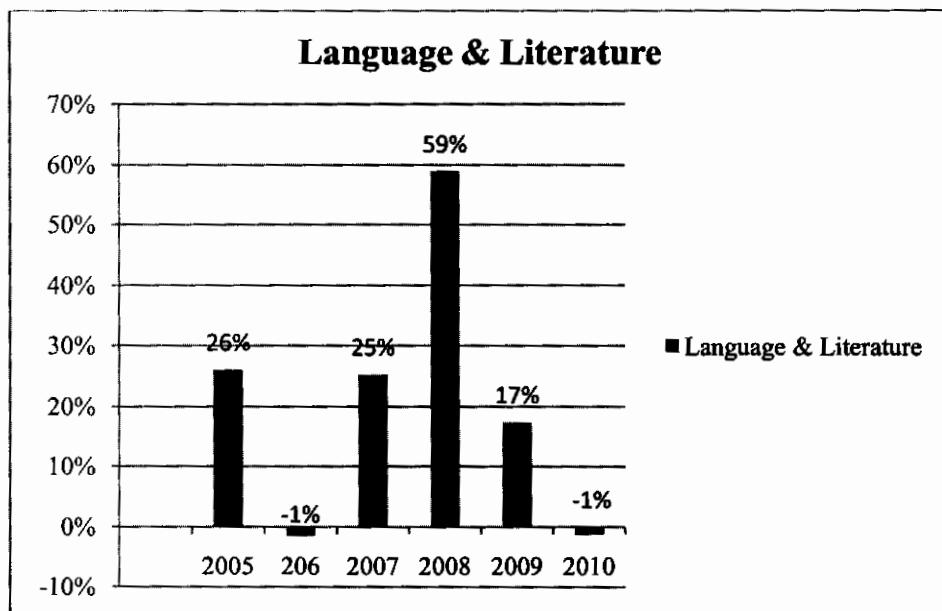
Table 17 & figure 15 show enrolments year wise in numbers and percentages in Economics faculty from 2005 to 2010. In 2004 there were 270 students this value was

necessary for the next value 250 of the next year 2005. In 2005 there were 250 students which show decrease of the 7% in enrolment. In 2006 there were 448 students which show the 79% increase in enrolment. In 2007 there were 594 students which show 33% increase in enrolment where as in 2008 there were 633 students which show 7% increase in enrolment. In 2009 there were 770 students which show 22% increase in enrolment. In 2010 there were 787 students in this faculty which show 2% increase in enrolments. The grand total of this faculty was 3482.

Table 18: Year wise Enrolment in Language & Literature from 2005 to 2010

Years	2005	2006	2007	2008	2009	2010	Total
Language & Literature	334	329	412	655	769	759	3258

Figure 16: Year wise Enrolment in Language & Literature from 2005 to 2010



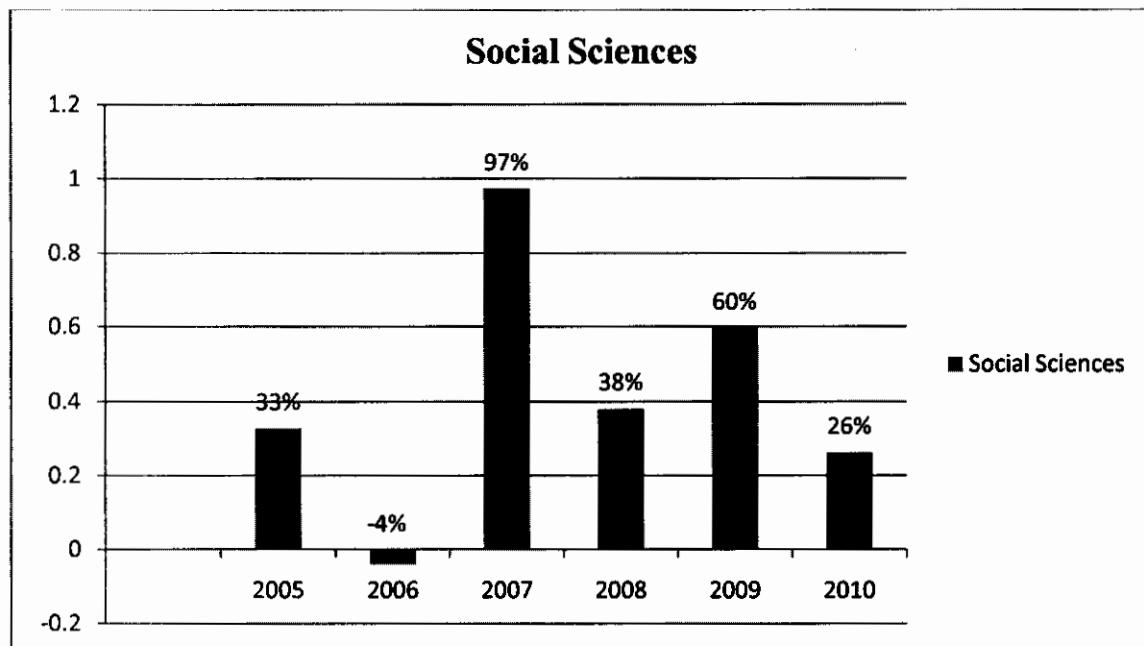
Source: (Admission section, 2010)

Table 18 & figure 16 show year wise enrolments in Language & literature faculty in numbers and percentages from 2005 to 2010. In 2004 there were 265 students this was the base value for the next year value which was 334. In 2005 there were 334 which show 26% increase in enrolment. In 2006 there were 329 students which show decrease of 1% in enrolment. In 2007 there were 412 which show 25% increase in enrolment where as in 2008 there were 655 students which show 59% increase in enrolment. There were 769 students in 2009 which show 17% increase in enrolment where as in 2010 there were 759 students which show the decrease of 1% in enrolment. The grand total of this faculty was 3258.

Table 19: Year wise Enrolment in Social Sciences Faculty from 2005 to 2010

Years	2005	2006	2007	2008	2009	2010	Grand Total
Social Sciences	341	327	645	890	1420	1790	5413

Figure 17: Year wise Enrolment in Social Sciences Faculty from 2005 to 2010



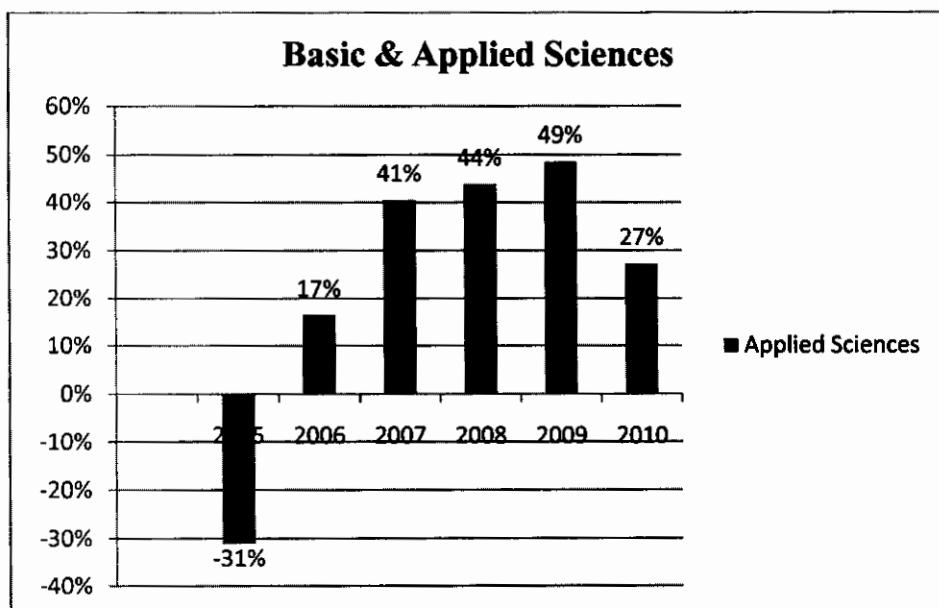
Source: (Admission section, 2010)

Table 19 & figure 17 show the year wise enrolments in social sciences faculty in numbers and percentages from 2005 to 2010. In 2004 there were 257 students this 257 value was the base value for the next year value which was 341. In 2005 there were 341 students which show 33% increase in enrolment while in 2006 there were 327 students which show decrease of 4% in enrolment. In 2007 there were 645 which show 89% increase in enrolment. In 2008 there were 890 which show 38% increase in enrolment where as in 2009 there were 1420 students which show 60% increase in enrolment. In 2010 there were 1790 students which show 26% increase in enrolment. The grand total of this faculty was 5413. It was concluded that in 2004 there were 257 where as in 2010 these were increased to 11790.

Table 20: Year wise Enrolment in Basic & Applied Sciences from 2005 to 2010

Years	2005	2006	2007	2008	2009	2010	Grand Total
Applied Sciences	527	614	863	1241	1843	2344	7432

Figure 18: Year wise Enrolment in Basic & Applied Sciences from 2005 to 2010



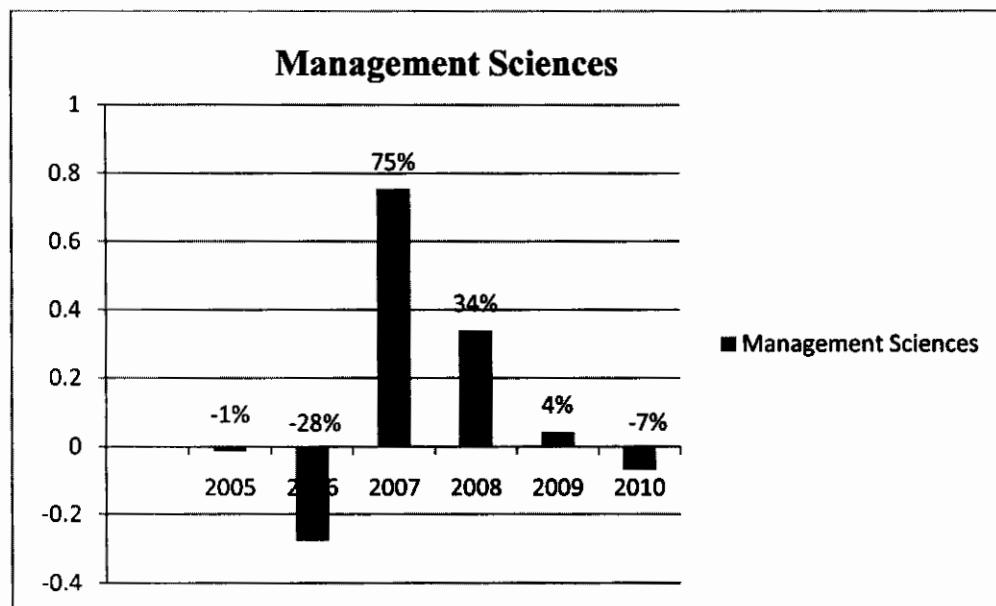
Source: (Admission section, 2010)

Table 20 & figure 18 show the year wise enrolments in applied sciences faculty in numbers and percentages from 2005 to 2010. In 2004 there were 764 students this was the base value of the next year value 527. In 2005 there were 527 students which show decrease of 31% in enrolment. In 2006 there were 614 students which show 17% increase in enrolment. In 2007 there were 863 students which show 41% increase in enrolment while in 2008 there were 1241 which show 44% increase in enrolment. In 2009 there were 1843 which show 49% increase while in 2010 there were 2344 students which show the 27% increase in enrolment. The grand total of this faculty was 7432.

Table 21: Year wise Enrolment in Management Sciences from 2005 to 2010

Years	2005	2006	2007	2008	2009	2010	Grand Total
Management Sciences	879	636	1116	1496	1559	1453	7139

Figure 19: Year wise Enrolment in Management Sciences from 2005 to 2010



Source: (Admission section, 2010)

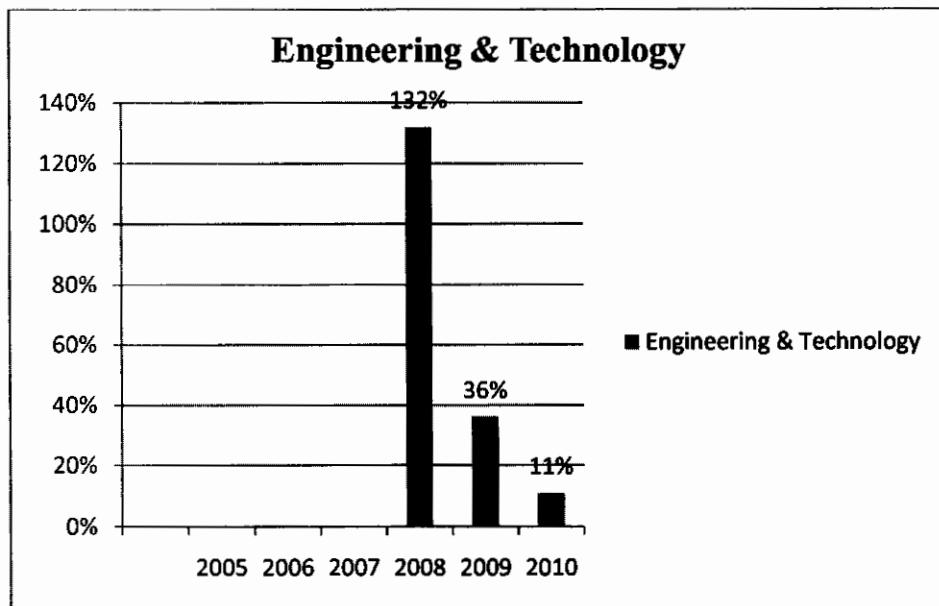
Table 21 & figure 19 show the year wise enrolments in management sciences faculty in numbers and percentages from 2005 to 2010. In 2004 there were 892 students this value was necessary for the percentage of the next value which was 879 of the next year 2005. In 2005 there were 879 which show decrease of 1% in enrolment while in 2006 there were 636 students in enrolment which show decrease of 28% in enrolment. In 2007 there were 1116 which show 75% increase in enrolment. In 2008 there were 1496 students which show 34% increase in enrolment where as in 2009 there were 1559 which show 4% increase in

enrolment. In 2010 there were 1453 students which show decrease of 7% in enrolment. The grand total of this faculty was 7139.

Table 22: Year wise Enrolment in Engineering & Technology from 2005 to 2010

Years	2005	2006	2007	2008	2009	2010-	Grand Total
Engineering & Technology			50	116	158	175	324

Figure 20: Year wise Enrolment in Engineering & Technology from 2005 to 2010



Source: (Admission section, 2010)

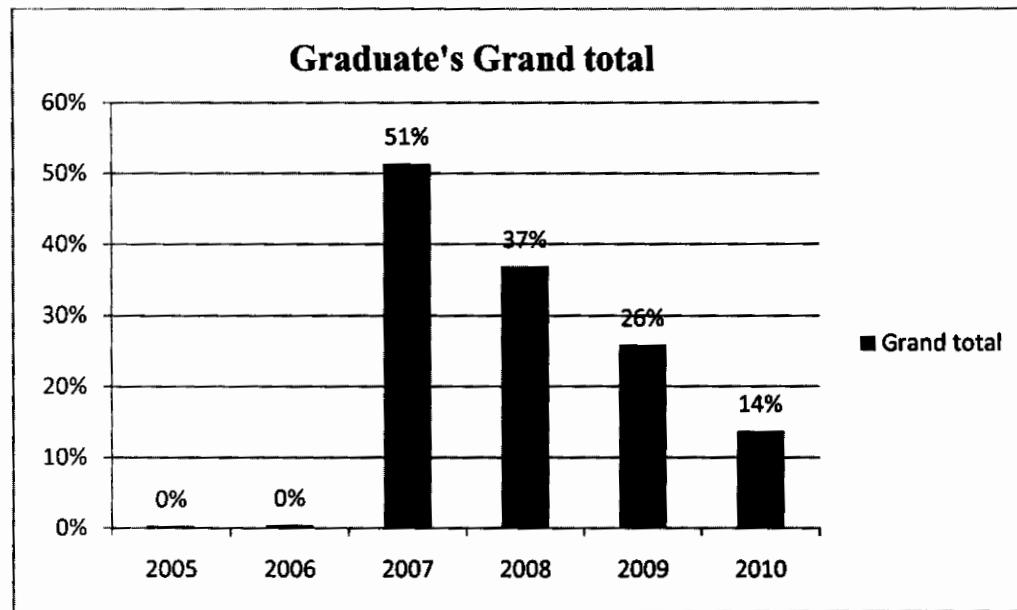
Table 22 & figure 20 show the year wise enrolments in numbers and percentages from 2007 to 2010. This faculty was started in 2007 in this university. In 2007 there were 50 students where as in 2008 there were 116 which show 132% increase in enrolment. In 2009 there were 158 which show 36% increase in enrolment. In 2010 there were 175 students which show 11% increase in enrolment. This table & figure show the enrolment development

year wise, in 2007 there were 50 students where as in 2010 they were increased to 175. The grand total of this faculty was 324.

Table 23: Enrolment's Grand Total in all Faculties from 2005 to 2010

Years	2005	2006	2007	2008	2009	2010	Grand Total
Grand Total	3167	3181	4815	6589	8294	9430	35413

Figure 21: Enrolment's Grand Total in all faculties from 2005 to 2010



Source: (Admission section, 2010)

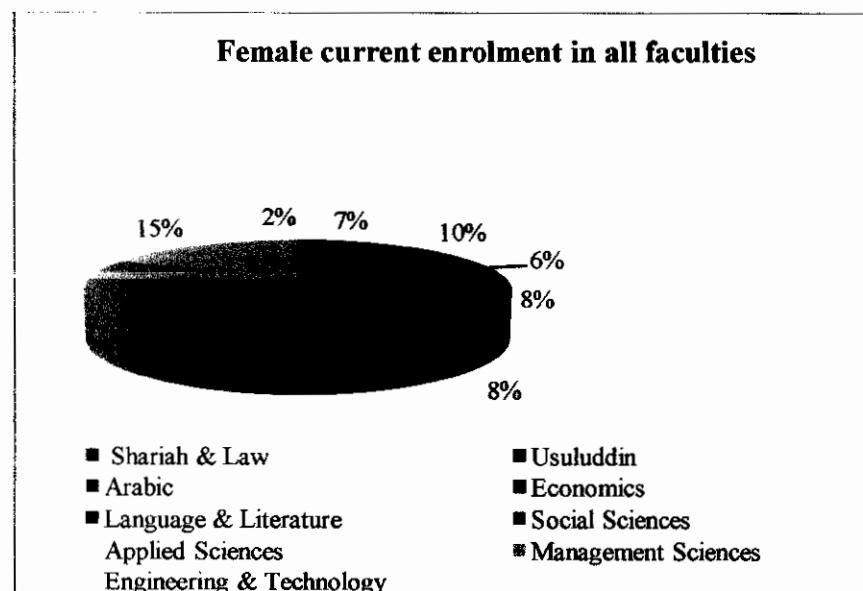
Table 23 & figure 21 show the grand total of enrolments in numbers and percentages from 2005 to 2010 at IIUI. In 2004 there were 3157 students this value was the base value of the next value of the next year which was 2005. In 2005 there were 3167 which show 0% increase in enrolment. In 2006 there were 3181 students which show 0% increase in enrolment. In 2007 there were 4815 students which show 51% increase in enrolment where

as in 2008 there were 6589 which show 37% increase in enrolment. In 2009 there were 8294 students which show 26% increase in enrolment. In 2010 there were 9430 students which show 14% increase in enrolment. The grand total of this faculty was 35413.

Table 24: Faculty wise current enrolments of students

Faculty	Female
Shariah & Law	620
Usuluddin	961
Arabic	541
Economics	787
Language & Literature	759
Social Sciences	1790
Applied Sciences	2344
Management Sciences	1453
Engineering & Technology	175
Grand total	9430

Figure 22: Current Enrolment in all Faculties in 2010



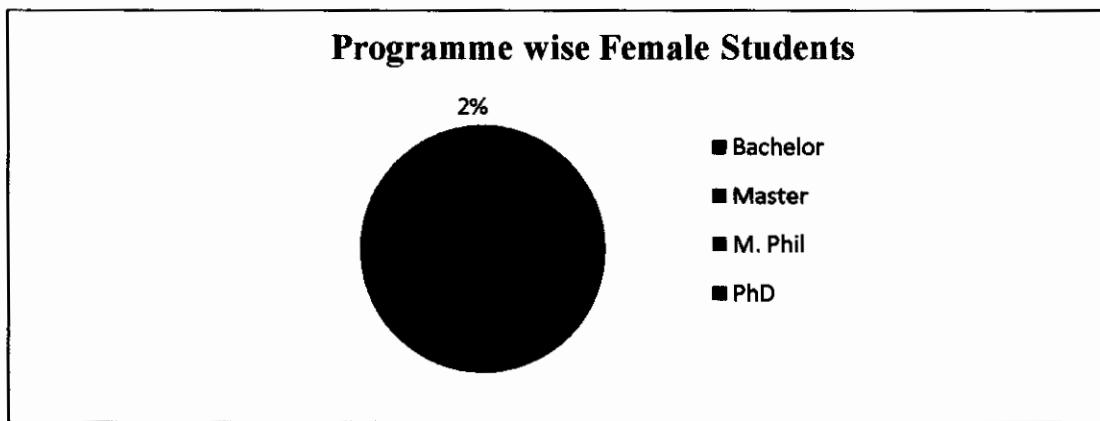
Source: (Admission section, 2010)

Table 24 & figure 22 show the female current enrolments in all faculties in 2010. There were 9430 students enrolled in 2010. In shariah & Law faculty there were 620 which were 7% of the total enrolment where as in Usuluddin there were 961 students which show 10% of the total enrolment. In Arabic faculty there were 541 students which were 6% of the total enrolment where as in economics faculty there were 787 which were 8% of the total enrolment. In Language & Literature there were 759 students which were 8% of the total enrolment while in Applied Sciences there were 2344 which was 25% of the total enrolment. In Social Sciences 1790 which show 19% of the total enrolment where as in management sciences there were 1453 which show 15% of the total enrolment. In Engineering & Technology there were 175 which show 2% of the total enrolment. There were 2344 students in Applied Sciences. This faculty was on the top of the list when we compared enrolment development with other faculties, where as Social sciences on the second top of the list rather than the other faculties.

Table 25: Program wise current student enrolments

Students	
Category	Female
Bachelor	5441
Master	2422
M. Phil	1376
PhD	191
Grand Total	9430

Figure 23: Current Enrolment Programme wise from 2010



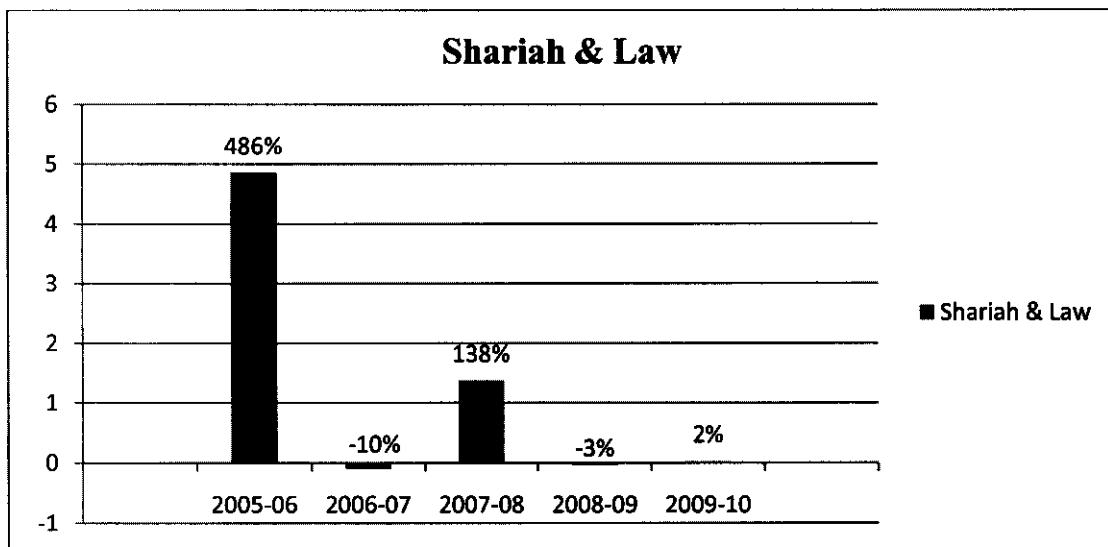
Source: (Admission section, 2010)

Table 25 & figure 23 show the female current enrolment programme wise at IIUI in 2010. The grand total enrolment was 9430 in 2010. There were 5441 students in bachelor level which show 58% of the total enrolment where as in master level there were 2422 students which show 26% of the total enrolment. At M.Phil level there were 1376 students which show 25% of the total enrolment where as in PhD level there were 191 students which show 2% of the total enrolment. There was highest enrolment of students at bachelor level, the second number was of master level, the third number was M. Phil and the fourth number was PhD level.

Table 26: Year wise Graduates in Shariah & Law Faculty from 2005 to 2010

Years	2005	2006	2007- 2008	2008- 2009	2009- 2010	Grand Total
	-	-	2008			
Shariah & Law	41	37	88	85	87	345

Figure 24: Year wise Graduates in Shariah & Law Faculty from 2005 to 2010



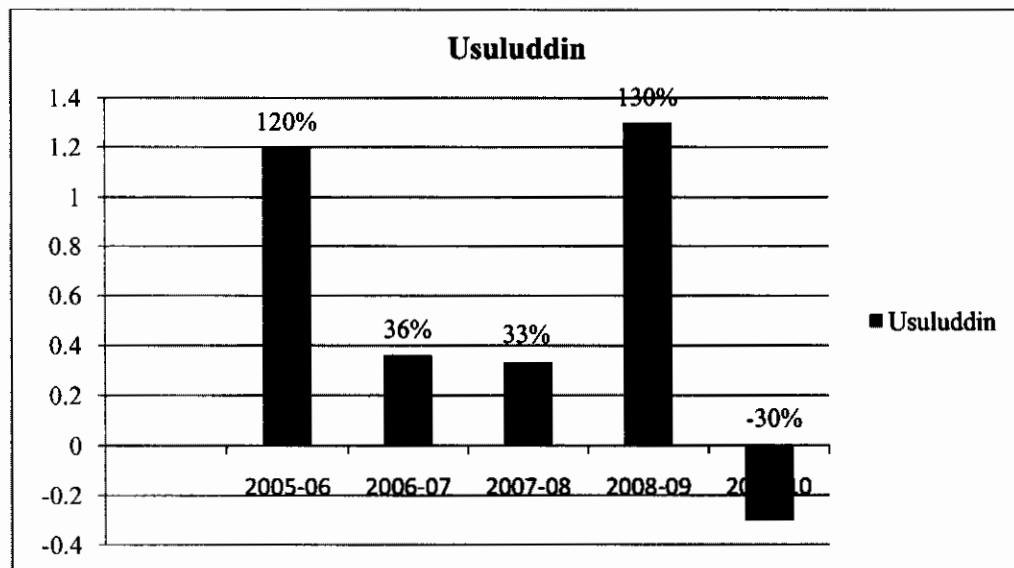
Source: (Admission section, 2010)

Table 26 & figure 24 show the year wise graduates in shariah & law faculty in numbers and percentages. In 2004 there were 7 graduates this value was the base value of the next year value which was 41. In 2005 to 2006 there were 41 students which show 486% increase in graduates. In 2006 to 2007 there were 37 graduates which show decrease of 10% in graduates where as in 2007 to 2008 there were 88 students which show 138% increase in graduates. In 2008 to 2009 there were 85 graduates which show decrease of 3% in graduates in shariah & law where as in 2009 to 2010 there were 87 graduates which show 2% increase in graduates in shariah & law. The grand total of this faculty was 345.

Table 27: Year wise Graduates in Usuluddin faculty from 2005 to 2010

Years	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Grand Total
Usuluddin	22	30	40	92	64	258

Figure 25: Year wise Graduates in Usuluddin faculty from 2005 to 2010

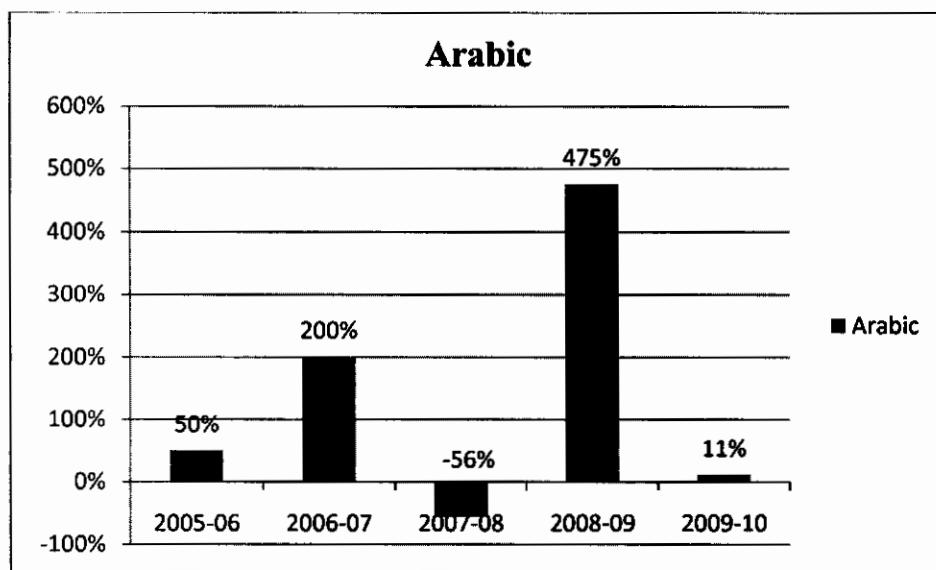


Source: (Admission section, 2010)

Table 27 & figure 25 show the year wise graduates in Usuluddin faculty in numbers and percentages from 2005 to 2010. In 2004 to 2005 there were 10 graduates this 10 value was the base value of the next year value which was 22. In 2005 to 2006 there were 22 graduates which show 120% increase in graduates in this faculty. In 2006 to 2007 there were 30 graduates which show 36% increase in graduates while in 2007 to 2008 there were 40 which show 33% increase in graduates. In 2008 to 2009 there were 92 graduates which show 130% increase in graduates where as in 2009 to 2010 there were 64 graduates in this faculty which show decrease of 30% in graduates. The grand total of this faculty was 258.

Table 28: Year wise Graduates in Arabic Faculty from 2005 to 2010

Years	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Grand Total
Arabic	6	18	8	46	51	133

Figure 26: Year wise Graduates in Arabic Faculty from 2005 to 2010

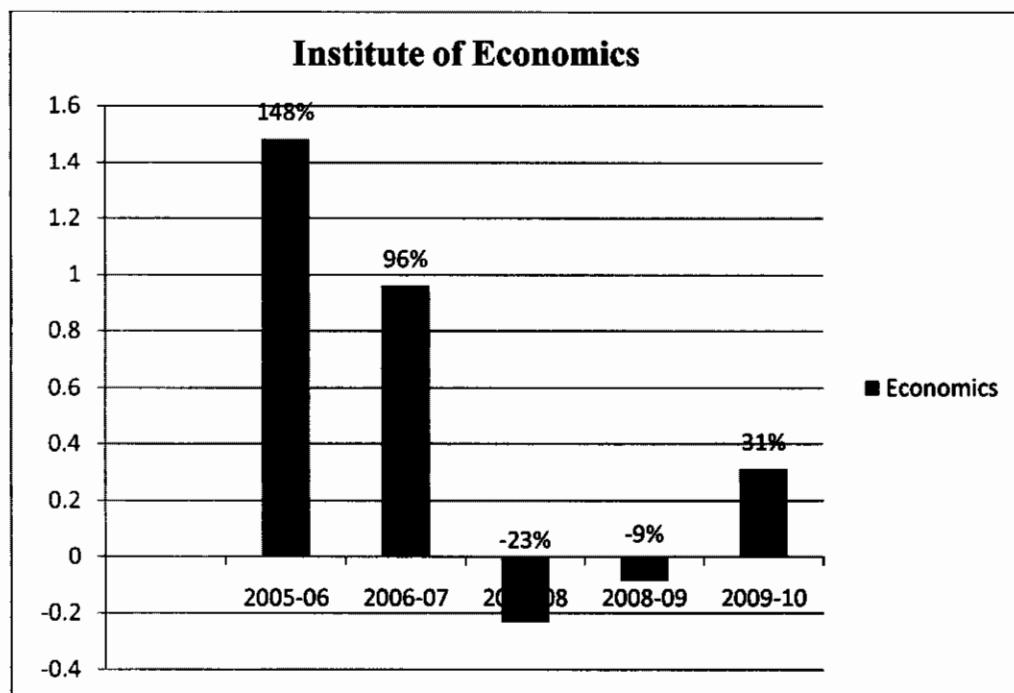
Source: (Admission section, 2010)

Table 28 & figure 26 show the year wise graduates in Arabic faculty in numbers and percentages from 2005 to 2010. In 2004 to 2005 there were four graduates. In 2005 to 2006 there were six graduates in this faculty which show 50% increase in enrolments. In 2006 to 2007 they were 18 which show 200% increase in graduates. In 2007 to 2009 there were eight graduates which show decrease of 56% in graduates. In 2008 to 2009 there were 46 which show 475% increase in graduates. In 2009 to 2010 there were 51 graduates which show 11% increase in graduates in this faculty. The grand total of this faculty was 133.

Table 29: Year wise Graduates in Institute of Economics Faculty from 2005 to 2010

Years	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Grand Total
Economics	77	151	116	106	139	620

Figure 27: Year wise Graduates in Economics Faculty from 2005 to 2010



Source: (Admission section, 2010)

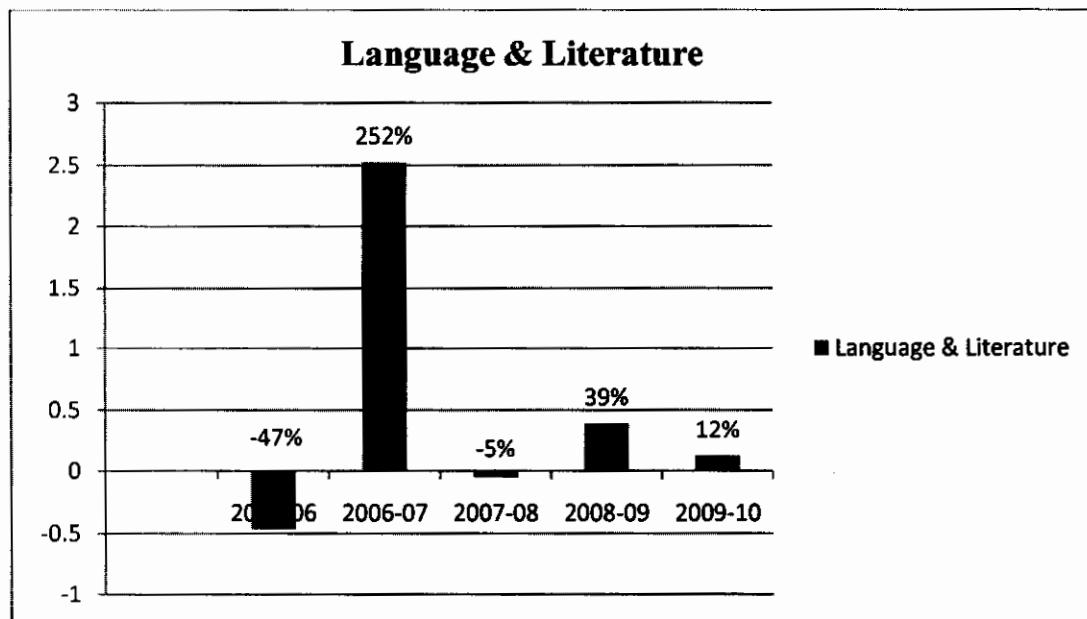
Table 29 & figure 27 show the year wise graduates in economics faculty in numbers and percentages from 2005 to 2010. In 2004 to 2005 there were 31 graduates in this faculty this 31 value was the base value of the next year 2005 which was 77. In 2005 to 2006 there were 77 students which show 148% increase in graduates. In 2006 to 2007 there were 151 graduates which show 96% increase in graduates where as in 2007 to 2008 they were increased to 116 which show decrease of 23% in graduates. In 2008 to 2009 there were 106

graduates which show decrease of 9% in graduates where as in 2009 to 2010 there were 139 graduates which show 31% increase in graduates. The grand total of this faculty was 620.

Table 30: Year wise Graduates in Language & Literature from 2005 to 2010

Years	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	Grand Total
Language & Literature	23	81	77	107	120	451

Figure 28: Year wise Graduates in Language & Literature from 2005 to 2010



Source: (Admission section, 2010)

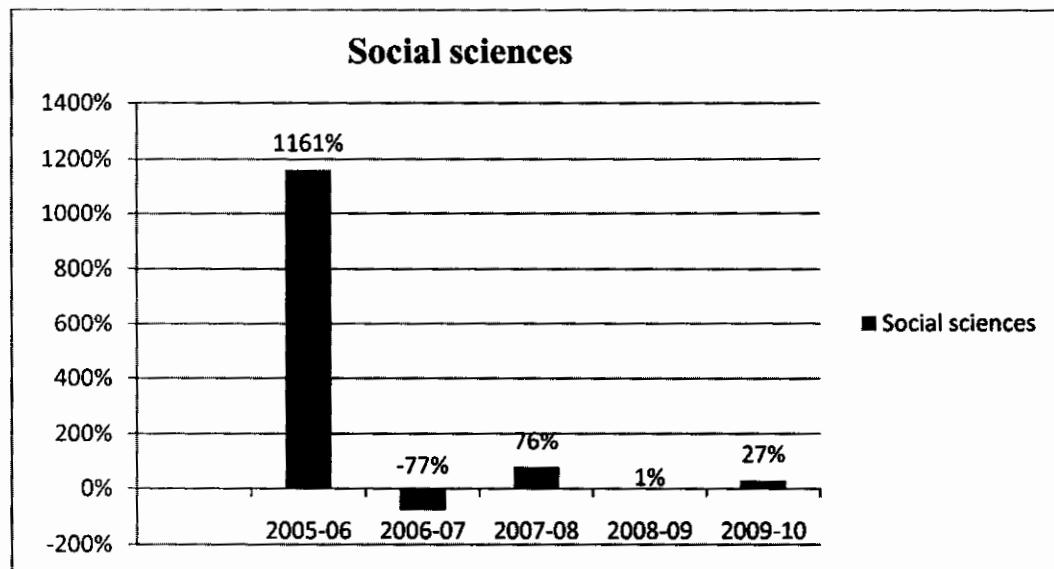
Table 30 & figure 28 show the year wise graduates in language & literature in numbers and percentages from 2005 to 2010. In 2004 to 2005 there were 43 graduates this value was the base value of the next year value which was 23. In 2005 to 2006 there were 23 graduates which show decrease of 47%. In 2006 to 2007 there were 81 graduates which show 252% increase in graduates where as in 2007 to 2008 there were 77 graduates which show

decrease of 5% in graduates. In 2008 to 2009 there were 107 which show 39% increase in graduates where as in 2009 to 2010 there were 120 which show 12% increase in graduates. The grand total of this faculty was 451.

Table 31: Year wise Graduates in Social Sciences from 2005 to 2010

Years	2005 - 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	Grand Total
Social Sciences	391	89	157	158	201	1027

Figure 29: Year wise Graduates in Social Sciences from 2005 to 2010



Source: (Admission section, 2010)

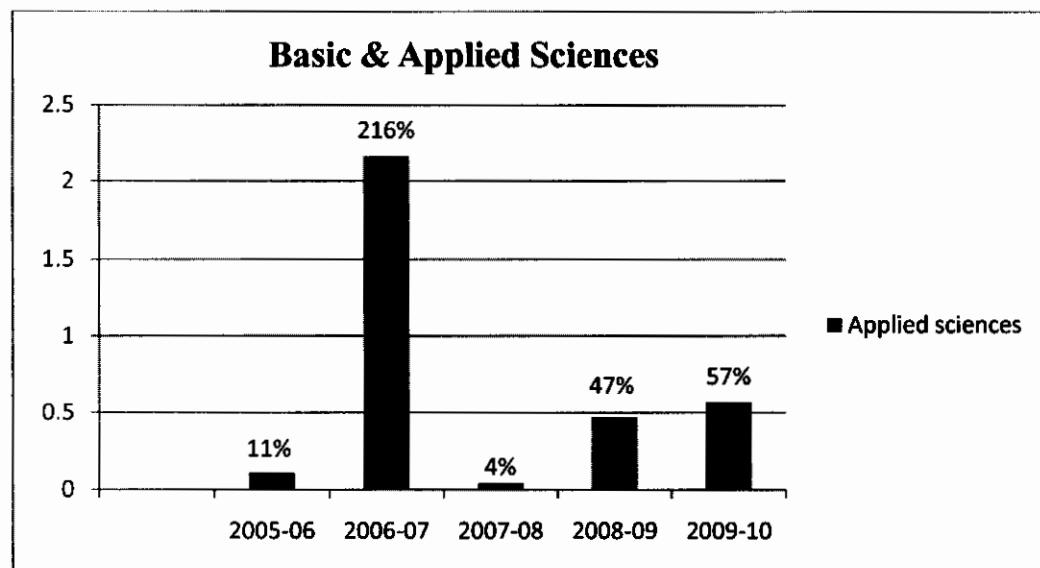
Table 31 & figure 29 show the year wise graduates in Social sciences in numbers and percentages from 2005 to 2010. In 2004 to 2005 there were 31 graduates this 31 value was the base value for the percentage of the next value 391 of the next year 2005. In 2005 to 2006 there were 391 graduates which show 1161% increase while in 2006 to 2007 there were 89 which show decrease of 77% in graduates. In 2007 to 2008 there were 157 graduates which

show 76% increase where as in 2008 to 2009 there were 158 which show 1% increase in graduates. In 2009 to 2010 there were 201 graduates in this faculty which show 27% increase in graduates. The grand total of this faculty was 1027.

Table 32: Year wise Graduates in Basic & Applied Sciences from 2005 to 2010

Years	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Grand Total
Applied Sciences	31	98	102	150	235	644

Figure 30: Year wise Graduates in Basic & Applied Sciences from 2005 to 2010



Source: (Admission section, 2010)

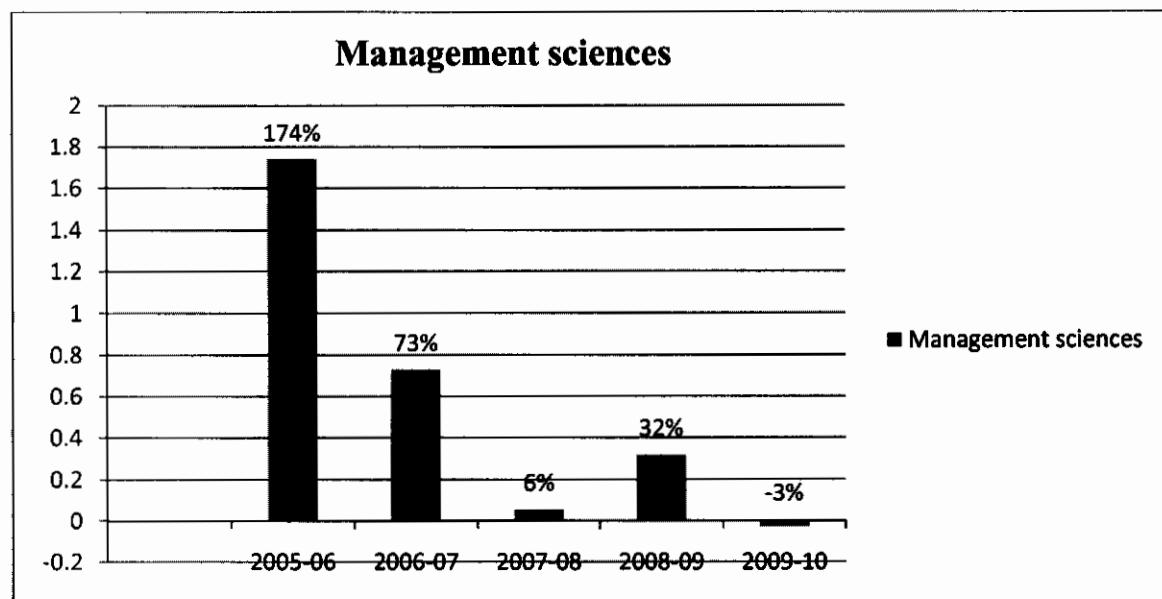
Table 32 & figure 30 show the year wise graduates in Applied Sciences in numbers and percentages from 2005 to 2010. In 2004 to 2005 there were 28 graduates this 28 value was the base value of the next year value 31. There were 31 graduates in 2005 to 2006 which show 11% increase in graduates. In 2006 to 2007 there were 98 students which show 216% increase in graduates where as in 2007 to 2008 there were 102 which show 4% increase in

graduates. In 2008 to 2009 there were 150 graduates which show 47% increase in graduates where as in 2009 to 2010 there were 235 which show 57% increase in graduates. The grand total of this faculty was 644.

Table 33: Year wise Graduates in Management Sciences faculty from 2005 to 2010

Years	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Grand Total
Management Sciences	126	218	230	303	294	1217

Figure 31: Year wise Graduates in Management Sciences faculty from 2005 to 2010



Source: (Admission section, 2010)

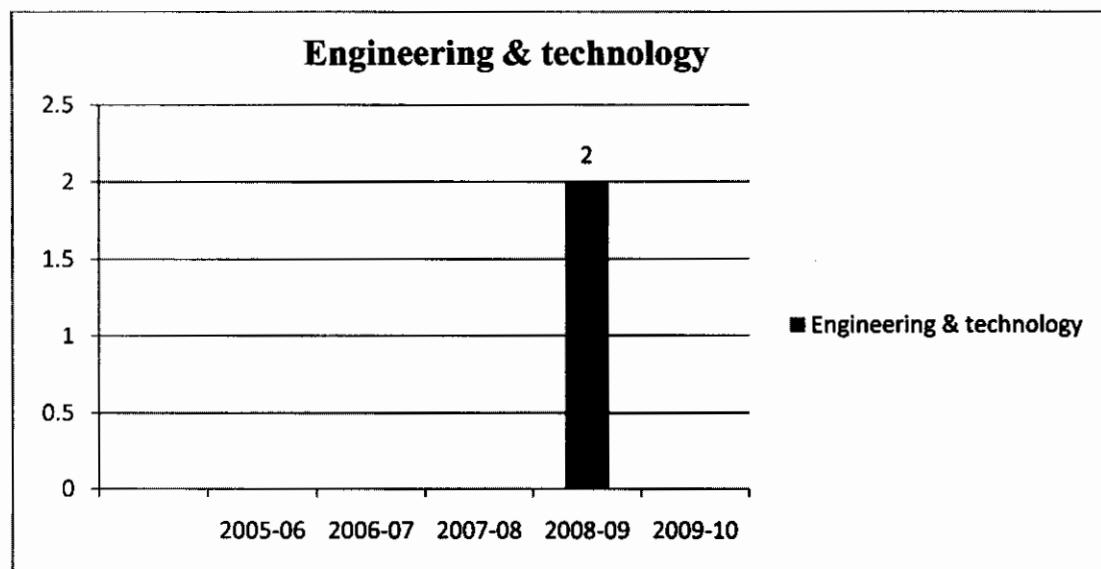
Table 33 & figure 31 show the year wise graduates in management sciences in numbers and percentages. In 2004 to 2005 there were 46 graduates this 46 was the base value for the percentage of the next value 126 of the next year 2005. In 2005 to 2006 there were 126 graduates which show 174% increase in graduates. In 2006 to 2007 there were 218 graduates

in this faculty which show 73% increase in graduates. In 2007 to 2008 there were 230 graduates which show 6% increase in graduates where as in 2008 to 2009 there were 303 which show the 32% increase in graduates. In 2009 to 2010 there were 294 students which show the decrease of 3% in graduates. The grand total of this faculty was 1217.

Table 34: Year wise Graduates in Engineering & Technology from 2005 to 2010

Years	2005-2006	2006-2007	2007- - 2008	2008-2009	2009-2010	Grand Total
Engineering & Technology				2		2

Figure 32: Year wise Graduates in Engineering & Technology from 2005 to 2010



Source: (Admission section, 2010)

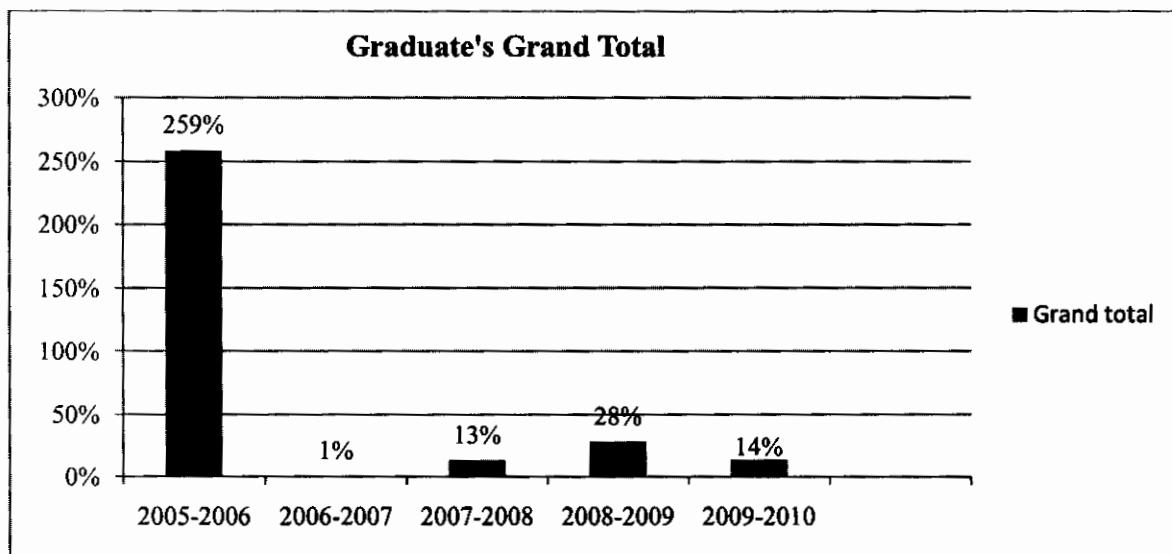
Table 34 & figure 32 show the year wise graduates in Engineering & Technology faculty in numbers because there were only two students in this faculty. In 2008 to 2009

there were only two graduates in this faculty because this faculty was started late in 2007 to 2008. The grand total of this faculty was also 2.

Table 35: Graduate's Grand Total in Different Faculties from 2004 to 2010

Years	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Grand Total
Grand Total	717	722	818	1049	1191	4697

Figure 33: Graduate's Grand Total in Different Faculties from 2004 to 2010



Source: (Admission section, 2010)

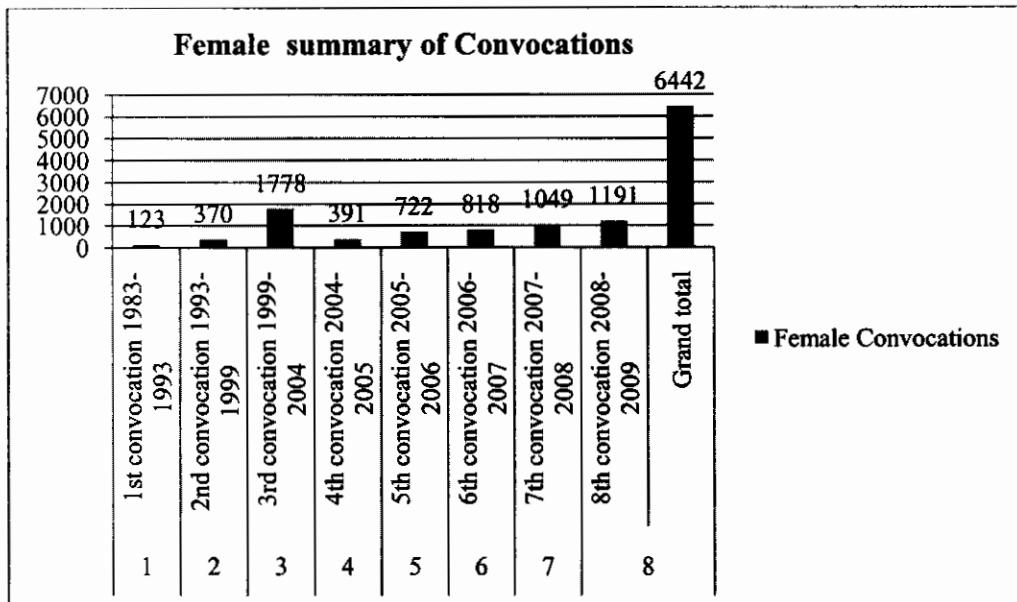
Table 35 & figure 33 show the grand total of graduates in different faculties in numbers and percentages from 2005 to 2010. In 2004 to 2005 there were 200 students which was the base value for the percentage of the next value 717 of the year 2006. In 2005 to 2006 there were 717 students which show 259% increases in graduates. In 2006 to 2007 there were 722 students which show 1% increase in graduates where as in 2007 to 2008 there were 818 which show 13% increase in graduates. In 2008 to 2009 there were 1049 students which

show 28% increase in graduates where as in 2009 to 2010 there were 1191 students which show 14% increase in graduates. The grand total in all faculties was 4697.

Table 36: Summary of all Convocations of female students from the Beginning till now

S.no	convocation	Female
1	1 st convocation 1983-1993	123
2	2 nd convocation 1993-1999	370
3	3 rd convocation 1999-2004	1778
4	4 th convocation 2004-2005	391
5	5 th convocation 2005-2006	722
6	6 th convocation 2006-2007	818
7	7 th convocation 2007-2008	1049
8	8 th convocation 2008-2009	1191
	Grand total	6442

Figure 34: Female Summary of all Convocations from the Beginning till now



Source: (Academic section, 2010)

Table 36 & figure 34 show the record of all convocations up till now in numbers. The first convocation which was held in 1983 to 1993 there was only 123 students. In the 2nd convocation which was held in 1999 there were 370 graduates. In 3rd convocation there were 1778 students which was held in 2004. In 4th convocation there were 391 students in the convocation which was held in 2005 after one year of 2004. In 5th convocation there were 722 students in the convocation which was held in 2006. In 6th convocation the number of graduates was 818 which was held in 2007. In 7th convocation the number of students was 1049 which was held in 2008. In 8th convocation there were 1191 students in the convocation which was held in 2009. The total number of female pass out students was 6442 in female campus of IIUI. The sequence of convocations was started every year after the 3rd convocation. This figure shows the development graduates year wise after the 3rd convocation. In the first convocation the number of pass out students was only 123 where as the total pass out students was 6442 in 8th convocations. This product was the development of female students in female campus. 8th convocation was the last convocation in this university. This figure shows the series of all convocations which was held in this university.

4.3 STRATEGIES ADOPTED BY IIUI FOR PROFESSIONAL DEVELOPMENT OF FEMALE TEACHERS

Table 37: Percentage of Teacher's Perception about Professional Development Programs at IIUI

S. No	Professional Trainings	SA	A	U	DA	SDA
1	University arranges in-service training for teachers.	5%	50%	0%	31%	16%
2	University arranges workshops relevant to your subject.	14%	35%	12%	35%	14%
3	University provides opportunity for you to participate in educational conferences.	6%	46%	18%	22%	8%
4	University conducts educational seminar for teachers.	7%	38%	21%	25%	9%
5	University provides scholarship for enhancing your qualification through degree programs.	11%	33%	21%	19%	16%
6	University facilitates you in conducting research.	8%	29%	26%	24%	13%
7	Head of the department is interested in staff development programs.	21%	27%	25%	16%	11%
8	You are satisfied with the programs which are arranged by the university for staff development.	6%	20%	31%	24%	19%
9	Professional training of teachers increases the quality of teaching in the relevant field.	44%	44%	7%	3%	2%

Table 37 shows the percentages of the university's teachers about the professional development. 55% of the university teachers agreed that university provided in-service training while 45% of teachers agreed that university did not provide in-service training for teachers. 15% of teachers agreed that university provided pre-service training for teachers while 67% of teachers strongly agreed that university did not provide pre-service training for teachers. 49% of the teachers agreed that university arranged workshops relevant to their

subjects while 49% agreed with the statement that university did not arrange any workshop for the teachers. University needed to arrange more workshops for its teachers relevant to their subjects. 59% of the university teachers agreed that university provided opportunities for educational conferences while 30% of the university teachers agreed that there were no educational conferences arranged by the university. University may provide more opportunities for teachers for the purpose of educational conferences. 44% the university teachers agreed that university conducts educational seminars for its teachers while 34% of the university teachers agreed that university did not conduct any educational seminars for teachers. 44% of the university teachers agreed that university provided scholarship for its teachers for enhancing their degree programs while 35% of the university teachers agreed that university did not arrange any scholarship for their degree programs. 37% of the university teachers agreed that university facilitates its teachers in conducting research while 37% agreed that university did not provide facilities for its teachers in conducting research. University needed to provide facilities in conducting research. 48% of the university teachers agreed that the Head of the department was interested in staff development while 27% agreed that Head of the department was not interested in staff development. The Head of the department was needed to pay more attention in staff development. 26% of the university teachers agreed that they were satisfied with the staff development arranged by the university while 43% of the university teachers disagreed with the staff development arranged by the university. University needed to arranges more programmes for the staff development. 88% of the university teachers agreed that professional training enhances the quality of teaching in the relevant field. University needed to arrange more professional training for staff development because it is necessary for the excellent development of the university.

4.4 TEACHING METHODS ADOPTED BY FEMALE TEACHERS AT IIUI

Table 38: Percentage of Teacher's Perception about their Teaching Methods

S. No	Teaching Methods	SA	A	U	DA	SDA
1	Lecture is an effective method of teaching.	38%	51%	4%	6%	1%
2	Discussion method helps in better understanding of lesson.	46%	52%	1%	1%	0%
3	Question answer method is useful in teaching.	36%	55%	6%	1%	2%
4	Demonstration method makes teaching more effective.	31%	54%	6%	7%	2%
5	I like Dictation method in teaching.	7%	15%	14%	34%	30%
6	Educational visits are arranged for students.	15%	32%	20%	26%	7%
7	PKT (previous knowledge testing) helps to cope with the new knowledge.	25%	58%	10%	5%	2%
8	I am not enjoying teacher-centred approach.	20%	33%	21%	19%	7%
9	I found the subject easy in learner-centred approach	24%	55%	15%	4%	2%
10	Asking the student's opinion about the relevant teaching methods makes teaching more meaningful.	32%	56%	7%	5%	0%
11	Problem based teaching is more effective.	26%	63%	7%	2%	2%
12	I Believe that experimental activities are vital part of teaching.	34%	52%	10%	2%	2%
13	There is flexible learning environment in the class.	40%	55%	4%	1%	0%
14	Humorous environment makes teaching more attractive.	29%	48%	11%	9%	3%
15	Multi Media helps in understanding the topics.	32%	46%	11%	8%	3%
16	White/Black board is used for teaching.	44%	48%	6%	1%	1%
17	Opportunities are provided to use emerging technologies.	26%	48%	6%	14%	6%
18	Opportunities are provided for social interaction.	40%	48%	8%	3%	1%
19	Student ideas are treated with respect.	52%	44%	4%	0%	0%
20	Student's understanding has been assessed by asking questions in the class after teaching.	53%	45%	2%	0%	0%
21	Student's learning is evaluated by administering tests and quizzes.	55%	43%	1%	0%	1%

Table 38 shows the percentages of the university teachers about using teaching methods in their classroom. 89% of the university teachers agreed that lecture method was an effective method of teaching while 7% of the university teachers disagreed with this method. 98% of the university teachers agreed that discussion method helps in better understanding of the lesson while 1% disagreed with this method. 91% of the university teachers agreed that Question and Answer method was useful in teaching while 3% disagreed with this method. 85% of the university teachers agreed that demonstration method makes teaching more effective while 9% of the university teachers disagreed with this method. 22% of the university teachers agreed that they liked dictation method in teaching while 64% of the university teachers disagreed with this method. It means mostly teachers dislike this method. 47% of the university teachers agreed that Educational visits were arranged for students while 33% of the university teachers disagreed with this statement. 83% of the university teachers agreed that PKT helps in coping with new knowledge while 7% of the university teachers disagreed with it. 53% of the university teachers agreed that they were not enjoying teacher-centred approach while 25% of the university teachers disagreed with it. 79% of the university teachers strongly agreed that they found subject easy in learner-centred approach while 6% disagreed with this method. 88% of the university teachers agreed that they liked to ask student's opinions about teaching method which makes teaching more meaningful while 5% of the university teachers disagreed with this statement. 89% of the university teachers agreed that problem based teaching was more effective while 4% of the university teachers disagreed with problem based teaching method. 86% of the university teachers agreed that experimental activities are vital part of teaching while 4% of university teachers disagreed with this statement. 95% of the university teachers agreed that there is flexible environment

their classrooms. It shows mostly teachers liked flexible environment in classroom. 77% of the university teachers agreed that humorous environment makes teaching more attractive while 12% of the university teachers disagreed with it. 78% of the university teachers agreed that multimedia helps in better understanding of the topic while 11% of the university teachers disagreed with this statement. It means multimedia was helpful in understanding the topic. 88% of the university teachers agreed that they liked to use white or black board in their classrooms while only 2% disagreed with it. 74% of the university teachers agreed that opportunities were provided to use emerging technologies in classroom while 20% disagreed with this statement. 88% of the university teachers agreed that opportunities were provided for social interaction in classroom while 4% disagreed with this statement. 96% of the university teachers agreed that student's ideas were treated with respect while no one disagreed with it. 95% of the university teachers assessed their student's understanding after the class while none of them disagreed with it. 98% of the university teachers agreed that they evaluated student's learning with administering tests and quizzes while 1% of the university teachers disagreed with it.

Table 39: Suggestions given by female teachers to Improve Teaching at IIUI in Female Campus

s.no	Suggestions given by the Teachers	Percentage
1	There may be technological facilities in the class rooms.	95%
2	There may be more research facilities for teachers..	90%
3	There may be more rooms for teachers and students.	98%
4	There may be multimedia affix in every class rooms.	89%
5	There may be selection of the teachers and students on the merit basis.	70%
6	There may be in service training for all teachers in all faculties because mostly teachers have no time to attend these workshops due to heavy	99%

	load of work.	
7	There may be well equipped language labs for Arabic and English language learning.	98%

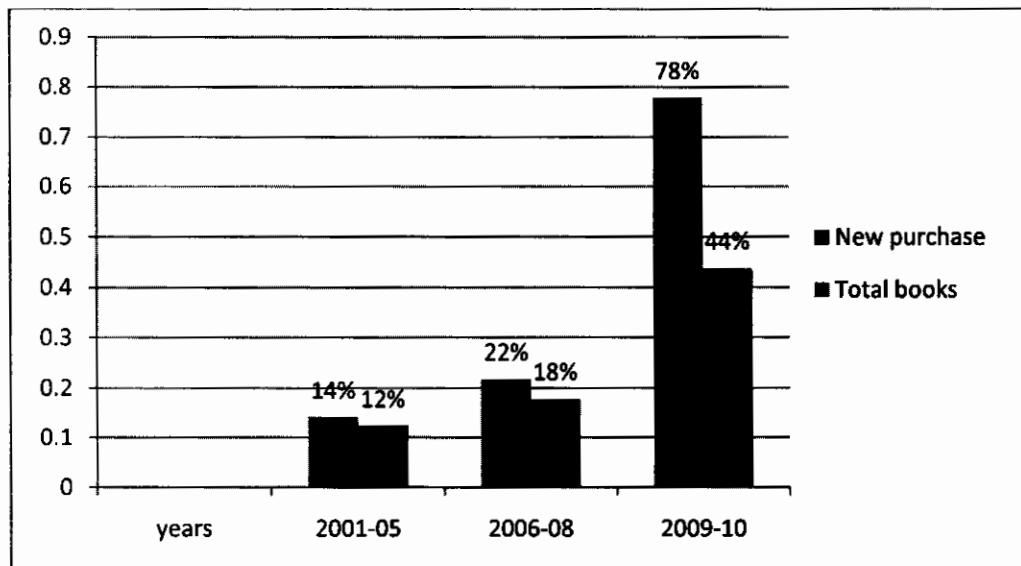
Table 39 shows the suggestions given by the respondents. 95% teachers suggested that there may be technological facilities in the classroom especially management and basic & applied sciences. 90% of the teachers suggested that there may be research facilities for teachers. 98% of the university teachers suggested that there may be more rooms provided for teachers and students. 89% of the university teachers suggested that there may be a multimedia affixed in every classroom which functions well. 70% of the teachers suggested that there may be selection of the students and teachers on merit basis. 99% of the university teachers suggested that there may be in-service training for all teachers because mostly teachers did not attend these workshops due to heavy load of work in the mid of the semester. 98% of the university teachers suggested that there may be well equipped language labs for Arabic and English language learning.

4.5 TEACHING AND LEARNING FACILITIES AVAILABLE FOR FEMALES AT IIUI

Table 40: Development of central library with respect to books

Years	New purchase	Total addition of books in central library
2001-2005	11574	93077
2006-2008	20196	113273
2009-2010	88139	201412

Figure 35: Development of central library with respect to books



Source: IT Section file list

Table 40 & figure 35 show the development of central library with respect to books.

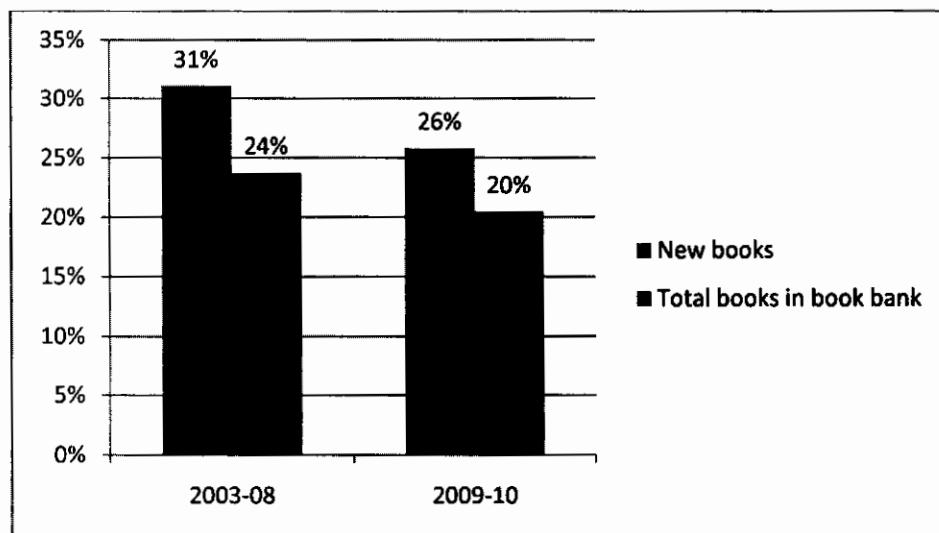
In the year 2001-2005 there were new purchase of 11574 books which show 14% increase in new purchase books and the total additions of books were 93077 which show 12% increase in total additions of books. In 2006-2008 there were new purchase of 20196 books which show 22% increase in new purchase books and the total additions of books were 113273 which show 18% increase in total additions of books. In 2009 to 2010 there were 88139 new

purchases of books which show 78% and the total additions of books were 201412 which show 44% increase in total additions of books in central library.

Table 41: Development of Library with respect to books in book bank from 2003 to 2010

Years	New purchase	Total addition of books in book bank
2003-08	8425	35501
2009-010	9147	44648

Figure 36: Development of Library with respect to books in book bank from 2003 to 2010



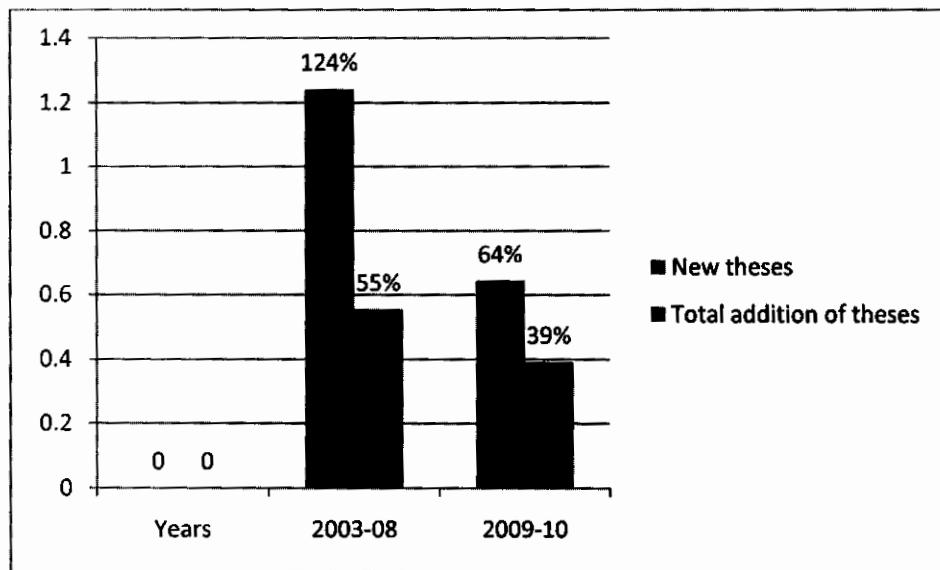
Source: IT Section file list

Table 41 & figure 36 show the development of books in book bank from 2003 to 2008. In the year of 2003 to 2008 there were 8425 books which were added to the book bank of central library which show 31% increase in new books and the total addition of books was increased to 35501 which show 24% increase in total additions of books in central library. In 2009 to 2010 the new purchase books were 9147 which show 26% increase in new books and the total addition of books was increased to 44648 which show 20% increase in total additions of books in book bank.

Table 42: Development of library with respect to theses from 2003 to 2010

Years	New theses year wise	Total addition of theses in central library
2003-08	2863	5168
2009-10	3329	8497

Figure 37: Development of library with respect to theses from 2003 to 2010



Source: IT Section file list

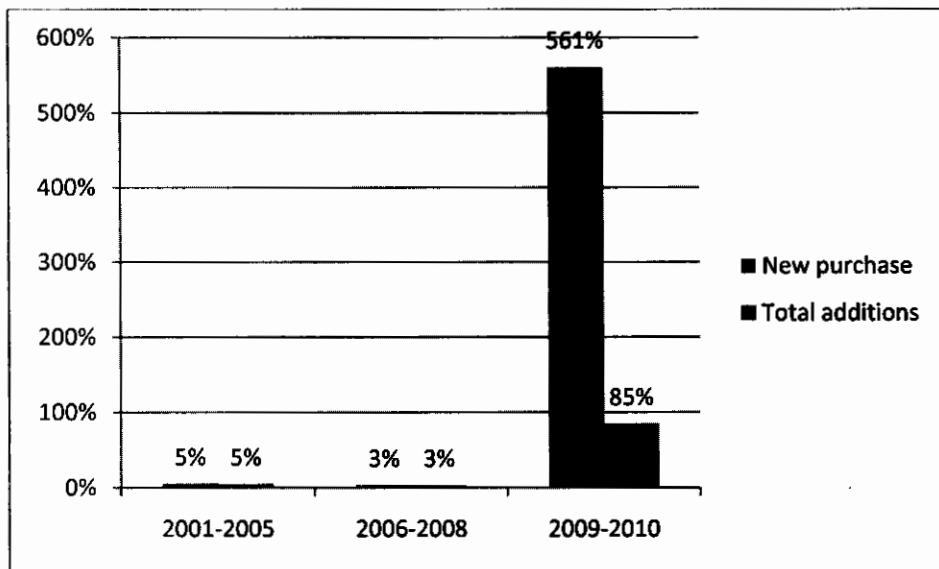
Table 42 & figure 37 show the development of theses in central library from 2003 to 2008. In the year 2003 to 2008 there were 2863 new theses in central library which show 124% increase in new theses and the total additions of theses was increased to 5168 which

show 55% increase in total additions. In 2009 to 2010 there were 3329 new theses in library which show 64% increase in new theses and the total additions of theses were increased to 8497 which show 39% increase in total additions of theses in central library.

Table 43: Development of central library with respect to periodicals from 2001 to 2010

Years	New purchase	Total additions of periodicals in central library
2001-2005	71	1410
2006-2008	47	1457
2009-2010	8167	9624

Figure 38: Development of central library with respect to periodicals from 2001 to 2010



Source: IT Section file list

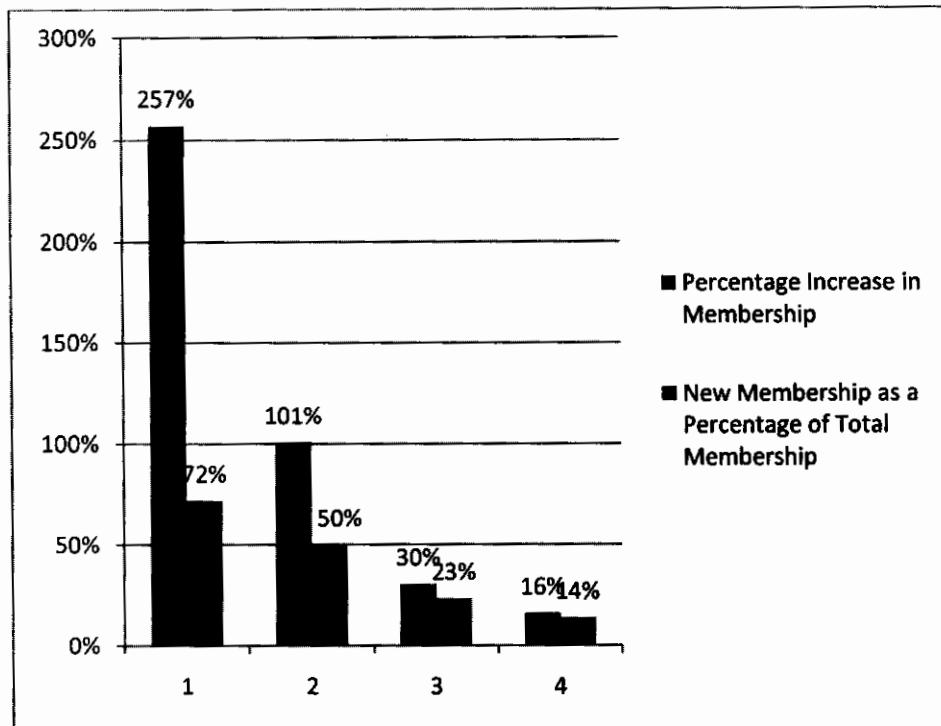
Table 43 & figure 38 show the development of central library with respect to periodicals. In 2001 to 2005 there were 71 periodicals which show 5% increase in new purchase periodicals and the total additions was increased to 1410 which show 5% in total additions of periodicals in central library. In 2006 to 2008 there were 47 new purchase periodicals which show 3% increase in new purchase periodicals and the total additions of periodicals was increased to 1457 which show 3% increase in total additions of periodicals.

Million Rs.20.015.In 2004-05 the library budget was Million Rs.6.135 while the total budget was Million Rs.26.15.In 2005-06 the budget of IIUI library was Million Rs.11.093 while total budget was Million Rs.37.243.In 2006-07 the budget of IIUI library was Million Rs.9.355 while the total budget of IIUI library was Million Rs.46.598. In 2007-08 the IIUI library budget was Million Rs.15.675 while the total budget was Million Rs.62.273.In 2009-10 total budget of IIUI library was Million Rs.2133.699.It was concluded that it shows the development of budget every year. In 2000-01 there was only Million Rs.2.699 while in 2010 it was increased to Million Rs.2133.699. So it was an important part for the development of any institute. This budget which was allocated only for books and periodicals of any institute was very necessary because as much as a university had books as much it facilitates the students in research work or assignments. This opportunity was not only benefited for students but also useful for teachers as well. A well equipped library of any university was very necessary for the excellent development of the university.

Table 45: Memberships of female students from 2001 to 2010

Years	New membership of female students	Total membership of female students
2001-05	3515	4882
2006-08	4916	9798
2009	2982	12793
2010	2050	14843

Figure 39: Shows the Membership in Library from 2001 to 2010



Source: IT Section file list

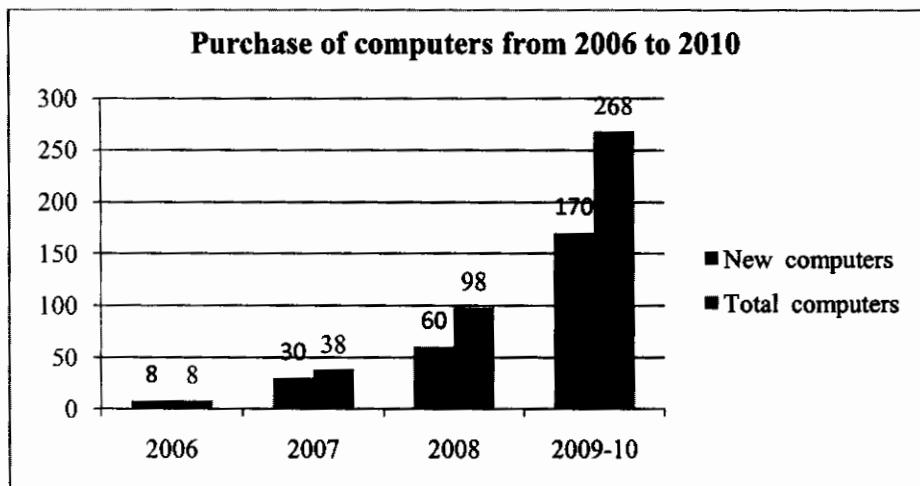
Table 45 & figure 39 show the new membership of female students from 2001 to 2010. In 2001 to 2005 there were 3515 which show 72% increase in new membership while the total membership of the female students was increased to 4882 which show 725% increase in total membership. In 2006 to 2008 the number of new female students was 4916 which show 50% increase in new membership while in the year of 2008 the total number of female students was increased to 9798 which show 101% increase in total membership. In 2009 the new membership of the students was 2982 which show 23% increase in new membership while the total membership of 2009 was increased to 12793 which show 30% increase in total membership. In 2010 the new membership of the students was 2050 which show 14% increase in new membership while total membership of 2010 was increased to 14843 which show 16% increase in total membership.

Table 46: Purchase of computers year wise:

Years	New addition of computers	Total numbers of computers
2006	8	8
2007	30	38
2008	60	98
2009-10	170	268

Source: IT section file lists

Figure 40: Purchase of Computers from 2006 to 2010



Source: IT Section file list

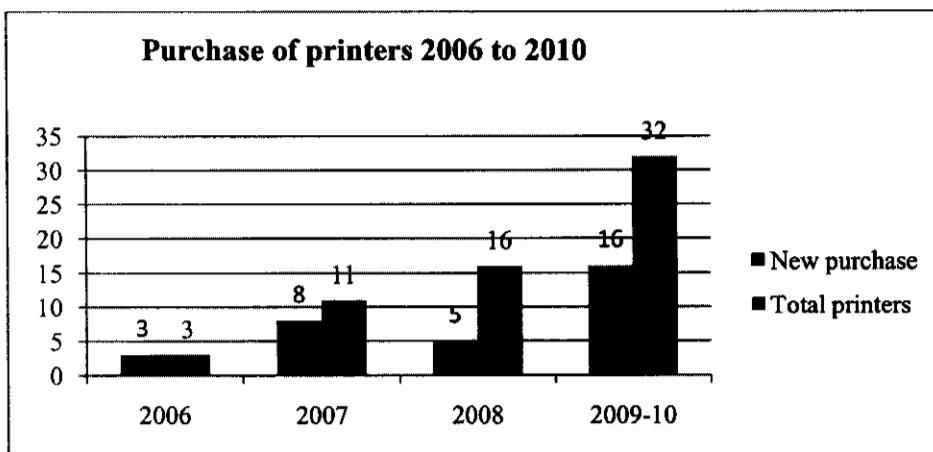
Table 46 & figure 40 show the number of purchased computers from 2006 to 2010. In the year of 2006 the number of new computers was 8 while the total number of computers was 8. In the year of 2007 there were 30 new computers and the numbers of total computers were increased to 38. In 2008 the number of new computers was 60 and the total number of computers was increased to 98. In 2009-10 the number of new computers was 170 and the total number of computers was increased to 268. It was concluded from the above table and figure that in 2006 the number of computers was 8 and till the end of 2010 the number of computers was increased to 268. This shows the development of computers in central library.

Table 47: Purchase of printers 2006 to 2010

Years	New purchase	Total printers in central library
2006	3	3
2007	8	11
2008	5	16
2009-10	16	32

Source: IT section file lists

Figure 1: Shows the Purchase of Printers from 2006 to 2010



Source: IT section file lists

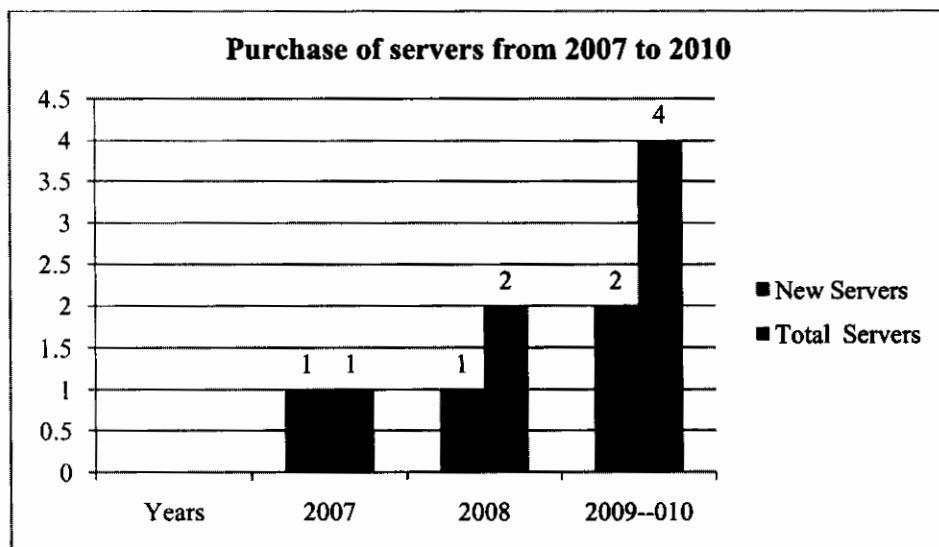
Table 47 & figure 41 show the number of purchased printers from 2006 to 2010. In 2006 the number of printers was 3 while in 2007 there were 8 new printers were added and the total number of printers was increased to 11. In 2008 the number of new printers was 5 and the total number of printers was increased to 16. In 2009-10 the number of new printers was 16 and the total number of additions of printers in central library was increased to 32. In 2006 there were only 3 printers while in the end of 2010 the numbers of printers were increased to 32.

Table 48: Purchase of servers for central library from 2007 to 2010

Years	New addition	Total numbers of Servers
2007	1	1
2008	1	2
2009-10	2	4

Source: IT section files lists

Figure 42: Shows the Purchase of Servers from 2007 to 2010



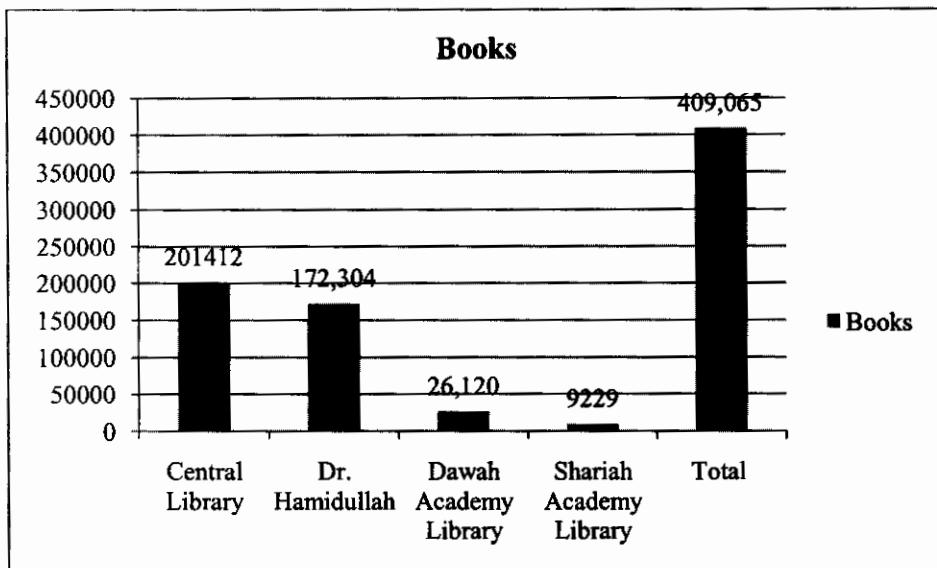
Source: IT section files lists

Table 48 & figure 42 show the purchased servers from 2007 to 2010. There was one server in 2007 where as in 2008 one more server purchased and these became two. In 2009-2010 there were two more servers purchased and now these were increased to four. It was concluded that in 2007 the number of servers was 1 while in the end of 2010 these were increased to 4 in central library of IIUI.

Table 49: University Libraries System in 2010

S.NO	Name of Library	Books including bound volume of journals	Journals/magazine (subscribed)	News papers	Theses
1	Central Library	201412	306	11	8497
2	Dr. Hamidullah	1,72304	742	07	1272
3	Dawah Academy Library	26,120	34	03	-
4	Shariah Academy Library	9229	32	02	-
	Total	409,065	1114	24	9769

Figure 43: Books in Four Libraries in 2010

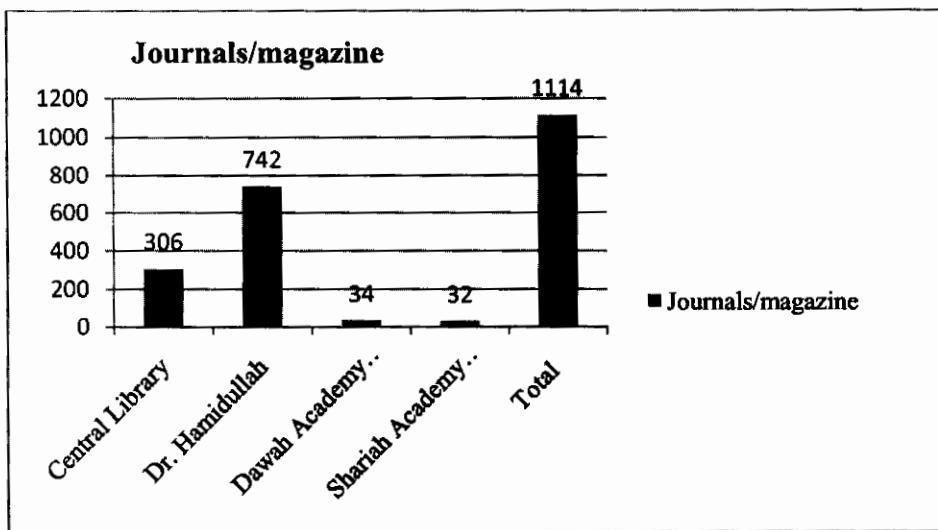


Source: (8th Convocation report, 2010)

Table 49 & figure 43 show the books in four libraries. The table shows all books, journals, periodicals, news papers and theses overall. Table 43 described the detail of four libraries and figure described separate number of books, theses, news papers, periodicals, and

journals in graph form. Graph 43 shows the number of books in central library was 201412 where as in Dr. Hamidullah there were 172,304 books. The number of books in Dawah Academy library was 26,120 while in Shariah Academy the number of books was 9229. The total number of books was increased to 409,065. The central library had more books than other libraries.

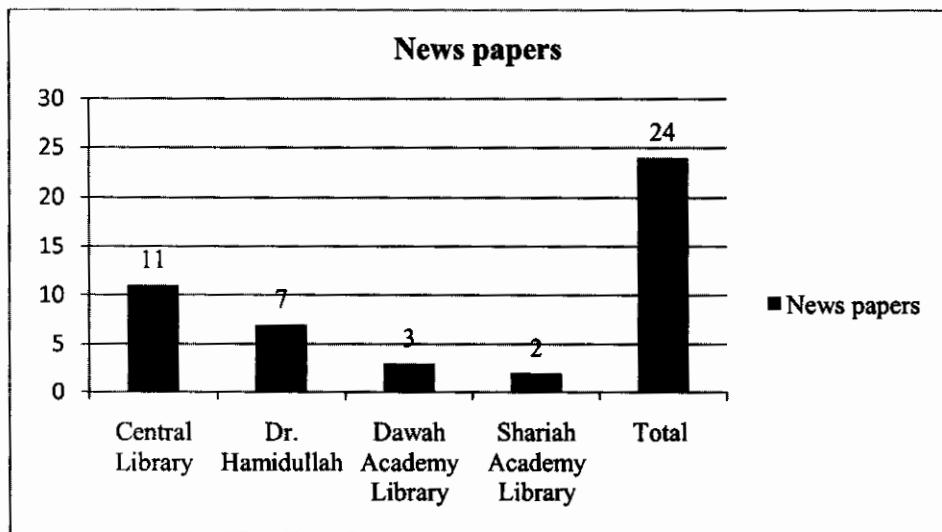
Figure 442: Journals/ Magazine in Four Libraries from 2010 to 2011



Source: (8th Convocation report, 2010)

Figure 44 shows the magazine/journals in four libraries. The number of magazine/journals in central library was 306 where as in Dr.Hamidullah library the number of magazine/journals was 742. In Dawah Academy library the number of magazine/journals was 34 where as in Shariah Academy the number of magazine/ journals was 32. The total number of magazine/journals was increased to 1114.

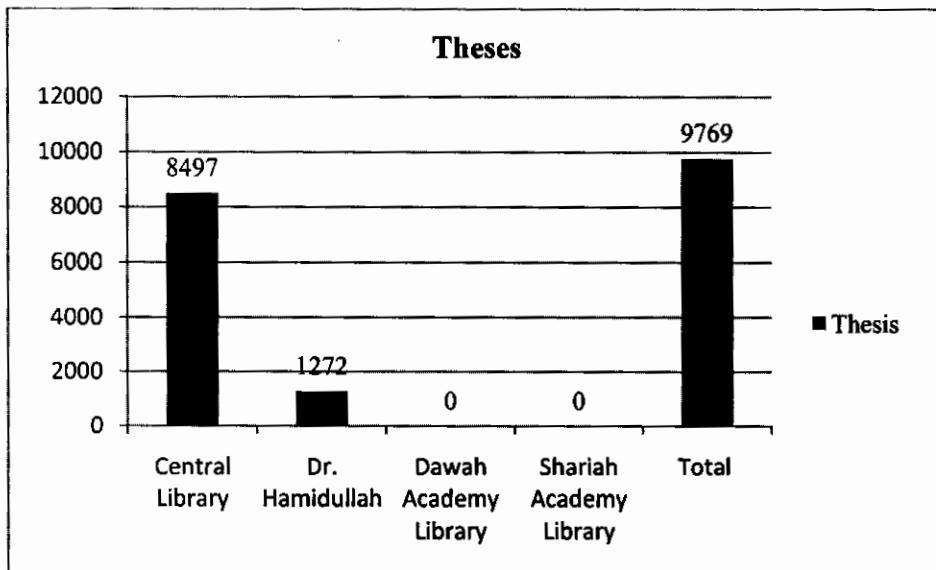
Figure 453: News papers in these four Libraries from 2010 to 2011



Source: (8th Convocation report, 2010)

Figure 45 shows the newspapers in four libraries. The number of newspapers in central library was 11 where as in Dr. Hamidullah there were seven newspapers. The number of newspapers in Dawah Academy was three where as in Shariah Academy there were two newspapers. The total number of newspapers in four libraries was 24. The central library had more newspapers as compared to others libraries.

Figure 464: Theses in Four Libraries from 2010



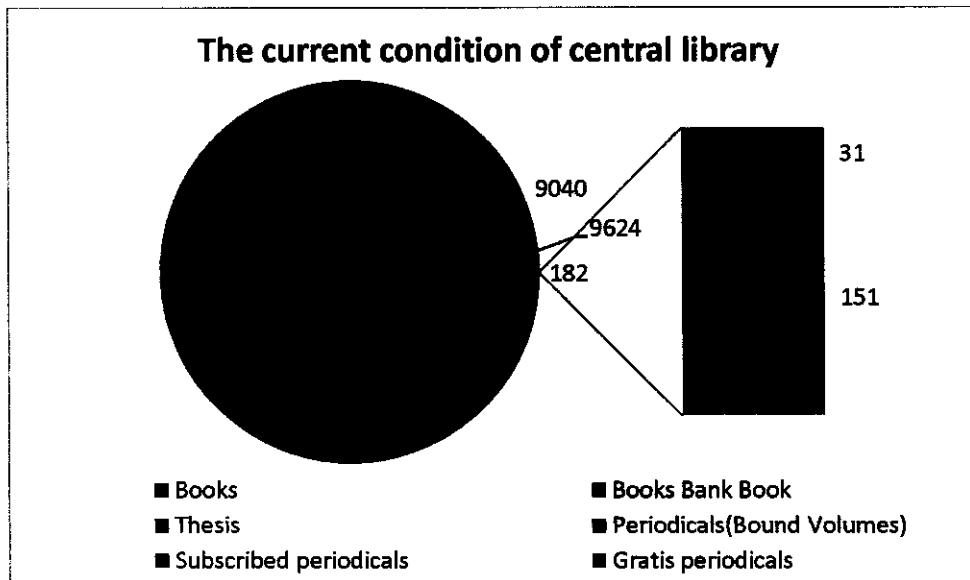
Source: (8th Convocation report, 2010)

Figure 46 shows the number of theses in four libraries in 2010. The number of theses in central library was 8497 where as in Dr. Hamidullah there were 1272. There were no theses in Dawah Academy and Shariah Academy libraries.

Table 50: Current Conditions of Central Library in 2010

Sr .NO	Description	Total No
1	Books	1162270
2	Books Bank Book	44648
3	Theses	9040
4	Periodicals(Bound Volumes)	9624
5	Subscribed periodicals	31
6	Gratis periodicals	151

Figure 475: Current Conditions of Central Library in 2010



Source: IT Section file list

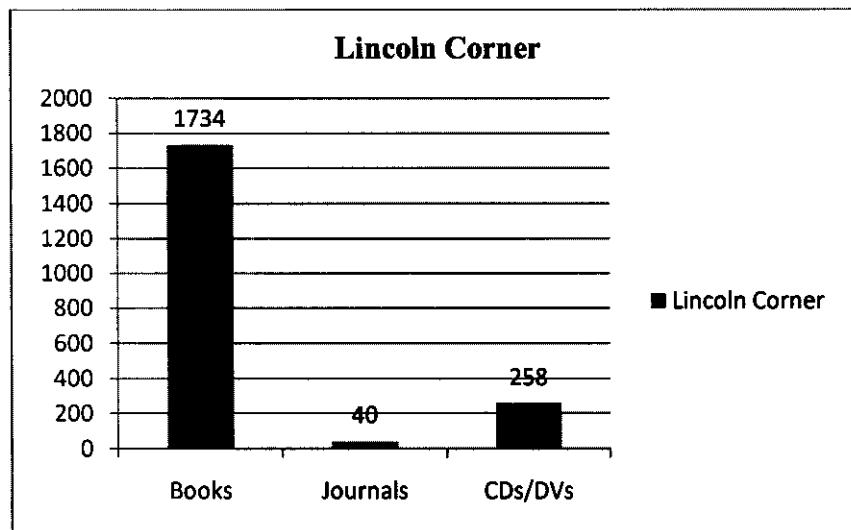
Table 50 & figure 47 show the current condition of central library. The total number of the books was 1162270 where as the books in the book bank was 44648 in 2010. The number of theses was 9040 in the library where as the number of the periodicals was 9624 which were also available in the central library. The subscribed periodicals were 31 where as Gratis periodicals were 151 in the central library.

Table 51: Lincoln Corner collections

Sr .NO	Description	Total No
1	Books	1734
2	Journals	40
3	CDs/DVs	258

Source: (IT Section file list)

Figure 486: Lincoln Corner Collections



Source: IT Section file list

Table 51 figure 48 show the Lincoln corner collection in 2010. There were 1734 books available in Lincoln corner while there were 40 journals where as 258 CDs and DVDs were also available in Lincoln corner. It shows the development of the university because in central library and Lincoln corner the range of books and other facilities were very limited before 2010. There was a difficulty to access the materials at all levels.

University Library System Features & services

- Fully Computerized catalogues
- Catalogue Accessible on Web
- More than 100 terminals installed
- More than 20,000 full text journals available for direct accession through HEC Digital Library
- 40,000 Electronic versions books (e-Library)
- Lincoln Corner: Has three works stations; internet access; audio and visual sources; 2000 print journals subscribed.
- Orientation facility for students and teachers

- Digital Library being prepared for theses/dissertation
- 16 Professional Librarians
- 69 Supporting Staff (Para-professionals and IT professionals)

Source: (8th Convocation report, 2010)

Table 52: Existing Teaching Faculties and Departments:

	Faculties	Departments
	Management sciences	Technology Management Management Marketing Accounting and Finance Higher Studies & Research Under Graduate and Graduate Study
	Islamic studies(Usuluddin)	Tafseer and Quranic Sciences Hadith and its Sciences Dawah and Islamic Culture Aqeeda and Philosophy Comparative Religions Seera and Islamic History
	Basic and applied sciences	Computer Sciences Software Engineering Mathematics Statistics Environmental Science Bioinformatics and Biotechnology Physics
	Language and literature	English Literature Persian Urdu English Language Centre English Language teaching
	Engineering and technology	Electronic Engineering Mechanical Engineering
	Shariah and Law	Islamic Law Law
	Social sciences	Education Politics and IR History

		Psychology
		Media and Communication
		Sociology
		Sociology
		Pakistan Studies
		IIU School System
	Faculty of Arabic	Linguistics
		Literature
		Arabic Language Teaching Unit
		Translation & Interpretation
		School of Economics
	Institute of Economics	School of Islamic Banking & Finance
		Department of Economics & Finance

Source: (8th convocation report, 2010)

Table 52 shows the development of the faculties and departments from the beginning up till now. When the university was started there were only four faculties since 1980 to 1985. The name of the faculties was faculty of shariah & law which was established in 1980, faculty of Islamic studies which was established in 1981, institute of economics which was established in 1981 and faculty of Arabic which was established in 1984. In 2000 to 2007 four faculties were added and these faculties became eight in the university such as faculty of language & literature, faculty of management sciences, faculty of social sciences, and faculty of basic & applied sciences. In 2008 only one more faculty was added in university the name of the faculty was faculty of engineering & technology. Now there were nine faculties and 44 departments in the university. In the faculty of management sciences the numbers of department were technology management, management, marketing, accounting and finance, higher studies and research, undergraduates and graduate studies. In the faculty of Islamic studies (Usuluddin) the numbers of the department were Tafseer & Quranic sciences, Hadith & its sciences, Dawah & Islamic culture, Aqeeda and Philosophy, Comparative Religions

and Sira & Islamic History. In the faculty of Basic & Applied Sciences the number of departments was Computer Sciences, Software Engineering, Mathematics, Statistics, Environmental Sciences Bioinformatics & Biotechnology and Physics. In the faculty of Language & Literature English literature, Persian, Urdu, English language centre, English language teaching. In the faculty of Engineering & Technology, there was Electronic Engineering and Mechanical Engineering. In the Faculty of Shariah & Law there was Islamic Law and Law. In the faculty of Social Sciences there were Education, politics, International Relations, History, Psychology, Sociology, Media & Mass Communication, Pakistan Studies and IIU School System. In the faculty of Economics there were School of Economics, School of Islamic Banking & Finance, Department of Economics and Finance. In faculty of Arabic there were Linguistics, Literature, Arabic Language Teaching Unit, and Translation & Interpretation.

4.6 RESEARCH DEVELOPMENT BY FEMALE TEACHERS AT IIUI

Table 53: The Research Output/Books and Articles by Female Teachers

Faculty /Institute/ Academy	2003	2004	2005	2006	2007	2008	2009-10	Total
Islamic Research Institute	01	02	01	02	01	09	22	38
Dawah Academy	12	21	17	14	26	51	72	213
Shariah Academy	05	03	04	03	11	26	11	63
Institute of Economics	0	08	0	23	0	09	18	58
Basic & Applied Sciences	06	07	02	09	02	39	64	129
Management Sciences	0	03	0	03	0	4	26	36
Arabic	03	05	0	06	01	3	5	23
Shariah & Law	0	03	01	13	05	4	15	41
Islamic Studies	02	13	04	10	03	09	90	131
Social Sciences	01	0	01	0	0	25	40	67
Languages & Literature	02	0	0	02	0	23	51	78
Engineering & Technology	0	0	0	0	0	20	15	35
Grand Total	32	65	30	85	49	222	429	912
Percentages		103%	-54%	183%	-42%	353%	93%	

Source: (8th convocation report, 2010)

Table 53 shows the number of teacher's research publication including books and articles year wise from 2003 to 2010. In 2003 the number of research publication was 1 in Islamic research institute, 12 in Dawah academy, 05 in shariah faculty, 06 in applied sciences, 03 in Arabic, 02 Islamic studies, 01 in social sciences and 02 in languages and literature. In the year of 2004 the numbers of research publications were 02 in Islamic research institute, 21 Dawah academy, 03 in shariah academy, 08 in institute of economics, 07 basic and applied sciences, 03 in management sciences, 05 in Arabic, 03 in shariah and law and there were 13 in Islamic studies. In the year of 2005 the number of publications was

01 in Islamic research institute, 17 in Dawah academy, 04 in shariah academy, 02 in basic and applied sciences, 01 in shariah and law ,04 in Islamic studies and 01 in social sciences. In year 2006 the number of research publications was 01 in Islamic research institute, 14 in Dawah academy, 03 in shariah academy, 09 in basic and applied sciences, 23 in institute of economics, 03 in management, 06 in Arabic, 13 in shariah and law, 10 in Islamic studies and 02 language & literature. In the year of 2007 there was 01 in Islamic research institute, 26 in Dawah academy, 11 in shariah academy, 02 in basic and applied sciences, 01 in Arabic, 05 in Shariah and law and there were 03 in Islamic studies. In the year of 2008 the number of research publications was 09 in Islamic research institute, 51 in Dawah academy, 26 in shariah academy, 09 in institute of economics, 36 in basic and applied sciences, 04 in management, 03 in Arabic. There were 04 shariah & law, 09 in Islamic studies, 25 in social sciences, 23 in language & literature and there were 20 in engineering & technology. In the year of 2009-2010 the number of research publications was 22 in Islamic research institute, 72 in Dawah academy, 18 in economics, 64 in basic and applied sciences, 26 in management , 05 in Arabic, 15 shariah & law, 90 Islamic studies, 40 in social sciences, 51 in language & literature and there were 15 in engineering & technology faculty.

The grand total of research publications in all faculties was, in 2003 the number of research publications was 32 while in 2004 the total number of publications was 65 which show 103% increase in research publications. In year 2005 the total number of publications was 30 which show decrease of 54% in research publications while in 2006 the total number of publications was 85 which show183% increase in research publications. In the year of 2007 the number of research publications was 49 which show decrease of 42% in research publications while in 2008 these researchers were increased to 222 researches which show

353% increase in research publications. At the end of the 2009 to 2010 the total number of publications was 429 which show 93% increase in research publications. The grand total of all faculties' research publications was 912. This shows the development of the research publications as in 2003 the number of research publications was 32 while at the end of the 2010 the total number of research publications was increased to 429.

4.7 INFRASTRUCTURE DEVELOPMENT FOR FEMALE CAMPUS AT IIUI

Table 54: Infrastructure Development of International Islamic University, Islamabad (Female Campus)

Sr.No	Name of Project	Start Date	Completion Date	Area(SFT)	Remarks
A.COMPLETED PROJECTS:					
1	Women's Academic Block	8-apr-98	30-Mar-02	129,100	For 1600 students
2	Women's Hostel 1& 2(Hafsa & Amina Block)	9-Mar-00	15-Nov-02	48,900	For 300 students
3	Women's Hostel 3&4(Aisha &Khadija Blocks)	20-Sep-05	4-Feb-08	129,472	For 400 students each
4	Library Block-1(Ibne-Sina Lib)	16-Apr-03	completed	51,000	Rs.31.146Mn for HVAC
5	Faisal Majid Auditorium(Quaid e Azam Auditorium)	22-Oct-07	1-May-08	-	Main auditorium for 600
6	Dawah Hostel (FMS Female Side)	14-Nov-06	19-May-08	41,828	Dawah Excellent center
7	Cafeteria & Shops	17-June-06	15-Apr-08	21,755	For girls students
8	Infra structure Package-1,2,3	-	-	-	Roads, water supply, sewer etc
9	Women's academic Block-2 (Maryam Block)	26-Apr-08	9/31/2010	88,000	For 1000 students

10	Visiting Faculty Residences(Albairuni Guest House)	24-Mar-08	9/31/2010	18,148	for foreign faculty
B.UNDER CONSTRUCTION PROJECTS:					
1	Administration Block	11-Nov-05	In progress	86,000	Housed all Admin & Finance staff
2	Multipurpose Hall/Gymnasium	5-May-08	In progress	23,896	Sport & Recreational activities

Source: (Planning & Project section, 2010)

A.COMPLETED PROJECT:

Table 53 shows the academic block for female students had been constructed for 1600 students at a location remote from blocks 1 and 2. It covered the area of 129,100 SFT. It had 30 classrooms, an auditorium for 200 students, seminar rooms, library and common rooms. It was started in 08th -April-1998 and it was completed on 30th March 2002 at a cost of Rs: 105.290 million. Two blocks of women hostels (Hafsa & Amina blocks) were constructed adjoin women campus. Each block had a capacity to accommodate 300 students. These blocks having ground plus two storeys the area of this block was 48.900. Each hostel block had 80 cubicles, 10-bi-seaters and 68 tri seaters, dining hall, kitchens, 12 small kitchenettes, common rooms and accommodation for warden, stores etc. These blocks were started on 9th March 2000 and these blocks were completed on 15th November 2002 at a cost of Rs. 93.280 million. (Aisha & Khadija hostel block) each hostel had the capacity to accommodate 400 students at a time (each dormitory having 4 students), supported by kitchen, pantry, stores etc. The work was started in September 2005 and it was completed in February 2008. The Central Library was started in 2003 and it was completed in 2006. The central library was an integral part of the Nucleus facility which comprises of central library, Grand Mosque, Auditorium and the administration block. Library comprised of four blocks,

each block was proposed to cater for 250,000 books. The major design parameters include books, magazines, audio visual, literate, computer, library, archive reading and research. This library had an area of 51, 000 SFT and it was completed at a cost of Rs: 178.896 million. The Faisal Mosque Auditorium was started in the last quarter of 2007, while the entire project was completed in June 2008. The Auditorium Complex included the Auditorium had an area of 10,850Sft, having capacity of 600 audience, three committee rooms (each can accommodates 24 participants), a banquet hall having area of 5930 SFT, supported by kitchen (1800Sft). There were four media rooms. A provision had been made for interpretation in 4 languages and this facility was provided to 100 seats, which can be extended and this project was completed at a cost of Rs. 58.00 million.

Dawah Hostel was required by Dawah Excellence Center. The building was spread over ground and first floor having total area of 42,604 SFT. It comprised of two multipurpose halls, two large teaching theatres, two sitting rooms on both floors with library and auditorium. The hostel comprised of 32 rooms with attached baths. The work was started on 14th November 2006 and it was completed on 19th May 2008 at a cost of Rs .79.58 million. It was proposed to construct a Cafeteria and Shops at the new campus. Adjoining the cafeteria, 12 shops were proposed to cater for the needs of the students and a bank. The area of shops and bank was 6075 SFT. This work was started on 17th June and it was completed on February 2008. The shops were being used for Books, stationary, photo copying, general grocery, tailor, hair dresser etc. The Infrastructure Works Package-2 was started on 15th June 2007 and it was completed on 9th February 2009 and final completion was at the cost of Rs .90.593 million. This project involved co-road net works, water supply net, sewerage disposal and drainage. The women's academic block 2 (Maryam Block) was started on 26

April-2008 and it was completed 9-31 -2010 and had an area of 88,000 for 1000 students. This block had 20 classrooms, 10 laboratories with a capacity for 250 students, Departmental library for 200 students, common rooms, space for Deans/Professors, Associate professors, faculties, committee rooms for 50 persons, prayers halls etc. The visiting faculty Residence (Albairuni Guest House) was started on 24th March 2008 and it was completed on 9-31-2010 and had an area of 18,148 for foreign faculty.

B.UNDERCONSTRUCTION PROJECTS:

The Administration Block was started on 11 November 2005 and now it was in progress and had an area of 86,000 and housed for admin and finance staff. The multipurpose Hall/ Gymnasium were started on 5th May 2008 and now it was in progress which was used for sport and recreational activities.

Table 55: International Islamic University Budget Million Rs from 2000 to 2011

2010-11	Budget	612.610
2009-10	Actual	385.126
	Budget	498.169
2008-09	Actual	312.209
	Budget	334.455
2007-08	Actual	229.817
	Budget	297.716
2006-07	Actual	162.358
	Budget	164.933
2005-06	Actual	123.547
	Budget	153.788
2004-05	Actual	97.538
	Budget	141.486
2003-04	Actual	78.398
	Budget	138.374
2002-03	Actual	37.291
	Budget	112.730
2001-02	Actual	18.668
	Budget	29.213
2000-01	Actual	16.042
	Budget	18.363
Income	Total	

Source: (Budget & Finance section, 2010)

Table 55 shows the budget of the university in million Rs. In 2000-01 the plan cost was 18.363 where as the actual cost was 16.042. In 2001-02 the plan cost was 29.213 where as the actual cost was 18.668. In 2002-03 the plan cost was 112.730 where as the actual cost

was 37.291. In 2003-04 the plan cost was 138.374 where as the actual cost was 78.398. In 2004-05 the plan cost was 141.486 where as actual cost was 97.538. In 2005-06 the plan cost was 153.788 where as the actual cost was 123.547. In 2006-07 the plan cost was 164.933 where as the actual cost was 162.358. In 2007-08 the plan cost was 297.716 where as the actual cost was 229.816. In 2008-09 the plan cost was 334.455 where as the actual cost was 312.209. In 2009-10 the plan cost was 498.169 where as the actual cost was 385.126. In 2010-2011 the plan cost was 612.610. It was concluded that it shows budget development of university because it started with 18.363 and till the end of 2010-11 it increased to 612.610. Budget development of any institute was necessary for the excellent development of the university because without it no university can progress well.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

This study was conducted to examine the contribution of International Islamic University Islamabad in the development of female higher education during last five years from 2005 to 2010. The objectives of the study were as under.

1. To explore female teacher's development at IIUI.
2. To ascertain the female enrolment and graduates number from 2005 to 2010.
3. To investigate the strategies adopted by IIUI for professional development of female teachers.
4. To find out teaching methods adopted by female teachers at IIUI.
5. To examine teaching and learning facilities available for females at IIUI from 2005 to 2010
6. To discover the research development of female teachers at IIUI from 2005 to 2010
7. To evaluate the infrastructure development for female campus at IIUI from 2005 to 2010

For achieving the objectives of the study a questionnaire and a checklist was developed. The data were collected through personal visits. 242 female teachers of IIUI were the population of the study from nine faculties. The name of the nine faculties was shariah & law, Usuluddin, Arabic, Institute of Economics, Language & Literature, Management Sciences, Basic & Applied Sciences and Engineering & Technology. The opinions of

teachers were collected from 100 teachers of International Islamic University Islamabad in female campus and stratified random sampling technique was used which was 41% of the total population. The documents data were collected through all the documents, research papers, articles, newsletters, prospectuses and convocations reports of the university and IIUI website was also visited. The nature of the study was descriptive survey study. The data thus collected were analyzed and presented in the form of tables and figures by using percentage. The conclusions had been drawn on the basis of findings and the recommendations had been given on the basis of conclusions as well as where ever lacking was found.

5.2 FINDINGS

As a result of organizing, tabulating, interpreting, and analyzing the data, the following were the findings of the study.

- 1) There were 71% lecturers, 25% assistant professors, two% associate professors, and two% professors. (Table & figure1)
- 2) There were 74% permanent teachers, five% adhoc, seven% contractual, and 14% visiting. (Table & figure 2)
- 3) There were 90% females and 10% were male teachers. (Table & figure3)
- 4) There were 72% female teachers had 1 to 6 years teaching experience whereas 20% had 7 to 12 years teaching experience and 3% had 13 to 18 years experience whereas 5% had 19 to 27 years teaching experience in Pakistan. While 93% had not teaching experience in abroad. 5% had 1 year teaching experience in abroad whereas one% had 2 to 6 years teaching experience in abroad. (Table & figure 4)
- 5) There were 30% M.A, 40% M. Phil and 30% PhDs from Pakistan. 98% did not receive any degree from abroad and there was only 1% PhD and 1% Post Doc. (Table & figure 5)
- 6) There were 66% had no professional training whereas 22% had done B.ED and 11% had done M.ED. (Table & figure 6)
- 7) There was 55% received in-service training whereas 45% had not received in-service training. (Table & figure 7)

8) There were 45% had not received in-service training where as 15% received 1 time and 2 times in-service training. 13% received 3 times and 4% received 4 times and 5% received 5 times, one% received 6 times and one% received 7 times. (Table & figure 8)

9) There were 43% had not received any incentive from the university. One% received prize and monetary where as 45% received certificate and 11% received appreciation. (Table & figure 9)

10) There were 80% teachers had no research publication in abroad whereas 10% had one research paper and 5% had two research papers, one% had three research papers, two% had four research papers, one% had five research papers and one% had 12 research papers in abroad. (Table & figure 10)

11) There were 56% of teachers had no research papers in Pakistan. 11% had one research paper, 17% had 2 research papers, one% had 3, 8 and 10 research papers four% had 4 and 6 research papers, one% had 5 and 20 research publications in Pakistan. (Table & figure 11)

12) In 2000 the number of new recruited teachers in all departments was 32 while in 2001 the number of new teachers in all faculties was 5. In 2002 the number of female new recruited teachers in all faculties was 4 whereas in 2003 the total number of female new recruited teachers was 2 in this university. In the year of 2004 the number of new recruited teachers was only two. In 2005 there was only one new teacher in shariah & law. In 2006 there were 13 new teachers in all departments where as in 2007 there were 47 new teachers in all faculties. In 2008 there were 36 new teachers in all faculties. In 2009 the

number of new teachers in female campus was 50 and 50 teachers more recruited as well as in 2010. This table shows the development of the teachers after 2006. The grand total of female teachers was 242 at IIUI. (Table 13)

13) In 2004 there were 231 students this value 231 was the base value which was necessary for the percentage of the year 2005. In 2005 there were 273 which show 18% increase in enrolment. In 2006 there were 268 students which show the decrease of 2%. In 2007 there were 314 students which show 15% increase where as in 2008 there were 423 students which show 35% increase in enrolment. In 2009 there were 566 students which show 34% increase in enrolment. In 2010 there were 620 students which show 10% increase in enrolment. The total number of female students in shariah & law was 2428 in this faculty. (Table 14 & figure12)

14) In 2004 there were 345 students this value 345 was the base value for the percentage of the 321 value. In 2005 there were 321 students which show decrease of 7% in enrolment. In 2006 there were 332 students which show the 3% increase in enrolment. In 2007 there were 553 students which show 72% increase in enrolment where as in 2008 there were 729 students which show 32% increase in enrolment. In 2009 there were 734 students which show 1% increase in enrolment. In 2010 there were 961 students which show the 31% increase in enrolment. The total number of female students was 3630.

(Table 15 & figure13)

15) In 2004 there were 133 students. In 2005 there were 142 students which show 7% increase in enrolment. In 2006 there were 227 students which show the

60% increase in enrolment. In 2007 there were 268 students which show 89% increase in enrolment where as in 2008 there were 403 students which show 50% increase in enrolment .In 2009 there were 475 which show 18% increase in enrolment. In 2010 there were 541 students which show the 14% increase in enrolments. The total number of female students in Arabic faculty was 2116. (Table 16 & figure14)

16) In 2004 there were 270 students. In 2005 there were 250 students which show decrease of the 7% in enrolment. In 2006 there were 448 students which show the 79% increase in enrolment. In 2007 there were 594 students which show 33% increase in enrolment where as in 2008 there were 633 students which show 7% increase in enrolment. In 2009 there were 770 students which show 22% increase in enrolment. In 2010 there were 787 students in this faculty which show 2% increase in enrolments. The grand total of this faculty was 3482. (Table 17 & figure15)

17) In 2004 there were 265 students. In 2005 there were 334 which show 26% increase in enrolment. In 2006 there were 329 students which show decrease of 1% in enrolment. In 2007 there were 412 which show 25% increase in enrolment where as in 2008 there were 655 students which show 59% increase in enrolment. There were 769 students in 2009 which show 17% increase in enrolment where as in 2010 there were 759 students which show the decrease of 1% in enrolment. The grand total of this faculty was 3258. (Table 18 & figure 16)

18) In 2004 there were 257 students. In 2005 there were 341 students which show 33% increase in enrolment while in 2006 there were 327 students which show decrease of 4% in enrolment. In 2007 there were 645 which show 89% increase in enrolment. In 2008 there were 890 which show 38% increase in enrolment where as in 2009 there were 1420 students which show 60% increase in enrolment. In 2010 there were 1790 students which show 26% increase in enrolment. The grand total of this faculty was 5413. (Table 19 & figure17)

19) In 2004 there were 764 students. In 2005 there were 527 students which show decrease of 30% in enrolment. In 2006 there were 614 students which show 17% increase in enrolment. In 2007 there were 863 students which show 41% increase in enrolment while in 2008 there were 1241 which show 44% increase in enrolment. In 2009 there were 1843 which show 49% increase while in 2010 there were 2344 students which show the 27% increase in enrolment. The grand total of this faculty was 7432. (Table 20 & figure18)

20) In 2004 there were 892 students.. In 2005 there were 879 which show decrease of 1% in enrolment while in 2006 there were 636 students in enrolment which show decrease of 28% in enrolment. In 2007 there were 1116 which show 75% increase in enrolment. In 2008 there were 1496 students which show 34% increase in enrolment where as in 2009 there were 1559 which show 4% increase in enrolment. In 2010 there were 1453 students which show decrease of 7% in enrolment. The grand total of this faculty was 7139. (Table 21 & figure19)

21) In 2007 there were 50 students where as in 2008 there were 116 which show 132% increase in enrolment. In 2009 there were 158 which show 36% increase in enrolment. In 2010 there were 175 students which show 11% increase in enrolment. This table & figure show the enrolment development year wise, in 2007 there were 50 students where as in 2010 they were increased to 175. The grand total of this faculty was 324. (Table 22 & figure 20)

22) In 2004 there were 3157 students.. In 2005 there were 3167 which show 0% increase in enrolment. In 2006 there were 3181 students which show 0% increase in enrolment. In 2007 there were 4815 students which show 51% increase in enrolment where as in 2008 there were 6589 which show 37% increase in enrolment. In 2009 there were 8294 students which show 26% increase in enrolment. In 2010 there were 9430 students which show 14% increase in enrolment. The grand total of this faculty was 35413. (Table 23 & figure 21)

23) In shariah & Law faculty there were 620 which were 7% of the total enrolment where as in Usuluddin there were 961 students which show 10% of the total enrolment. In Arabic faculty there were 541 students which were 6% of the total enrolment where as in economics faculty there were 787 which were 8% of the total enrolment. In Language & Literature there were 759 students which were 8% of the total enrolment while in Applied Sciences there were 2344 which was 25% of the total enrolment. In Social Sciences 1790 which show 19% of the total enrolment where as in management

sciences there were 1453 which show 15% of the total enrolment. In Engineering & Technology there were 175 which show 2% of the total enrolment. There were 2344 students in Applied Sciences. This faculty was on the top of the list when we compared enrolment development with other faculties, where as Social sciences on the second top of the list rather than the other faculties. (Table 24 & figure 22)

24) There were 5441 students in bachelor level which show 58% of the total enrolment where as in master level there were 2422 students which show 26% of the total enrolment. At M.Phil level there were 1376 students which show 25% of the total enrolment where as in PhD level there were 191 students which show 2% of the total enrolment. There was highest enrolment of students at bachelor level, the second number was of master level, the third number was M. Phil and the fourth number was PhD level. (Table 25 & figure 23)

25) In 2004 there were 7 graduates. In 2005 to 2006 there were 41 students which show 486% increase in graduates. In 2006 to 2007 there were 37 graduates which show decrease of 10% in graduates where as in 2007 to 2008 there were 88 students which show 138% increase in graduates. In 2008 to 2009 there were 85 graduates which show decrease of 3% in graduates in shariah & law where as in 2009 to 2010 there were 87 graduates which show 2% increase in graduates in shariah & law. The grand total of this faculty was 345. (Table 26 & figure 24)

26) In 2004 to 2005 there were 10 graduates. In 2005 to 2006 there were 22 graduates which show 120% increase in graduates in this faculty. In 2006 to 2007 there were 30 graduates which show 36% increase in graduates while in 2007 to 2008 there were 40 which show 33% increase in graduates. In 2008 to 2009 there were 92 graduates which show 130% increase in graduates where as in 2009 to 2010 there were 64 graduates in this faculty which show decrease of 30% in graduates. The grand total of this faculty was 258. (Table 27 & figure 25)

27) In 2004 to 2005 there were four graduates. In 2005 to 2006 there were six graduates in this faculty which show 50% increase in enrolments. In 2006 to 2007 they were 18 which show 200% increase in graduates. In 2007 to 2009 there were eight graduates which show decrease of 56% in graduates. In 2008 to 2009 there were 46 which show 475% increase in graduates. In 2009 to 2010 there were 51 graduates which show 11% increase in graduates in this faculty. The grand total of this faculty was 133. (Table 28 & figure 26)

28) In 2004 to 2005 there were 31 graduates. In 2005 to 2006 there were 77 students which show 148% increase in graduates. In 2006 to 2007 there were 151 graduates which show 96% increase in graduates where as in 2007 to 2008 they were increased to 116 which show decrease of 23% in graduates. In 2008 to 2009 there were 106 graduates which show decrease of 9% in graduates where as in 2009 to 2010 there were 139 graduates which show 31% increase in graduates. The grand total of this faculty was 620. (Table 29 & figure 27)

29) In 2004 to 2005 there were 43 graduates. In 2005 to 2006 there were 23 graduates which show decrease of 47%. In 2006 to 2007 there were 81 graduates which show 252% increase in graduates where as in 2007 to 2008 there were 77 graduates which show decrease of 5% in graduates. In 2008 to 2009 there were 107 which show 39% increase in graduates where as in 2009 to 2010 there were 120 which show 12% increase in graduates. The grand total of this faculty was 451. (Table 30 & figure 28)

30) In 2004 to 2005 there were 31 graduates. In 2005 to 2006 there were 391 graduates which show 1161% increase while in 2006 to 2007 there were 89 which show decrease of 77% in graduates. In 2007 to 2008 there were 157 graduates which show 76% increase where as in 2008 to 2009 there were 158 which show 1% increase in graduates. In 2009 to 2010 there were 201 graduates in this faculty which show 27% increase in graduates. The grand total of this faculty was 1027 (Table 31 & figure29)

31) In 2004 to 2005 there were 28 graduates. There were 31 graduates in 2005 to 2006 which show 11% increase in graduates. In 2006 to 2007 there were 98 students which show 216% increase in graduates where as in 2007 to 2008 there were 102 which show 4% increase in graduates. In 2008 to 2009 there were 150 graduates which show 47% increase in graduates where as in 2009 to 2010 there were 235 which show 57% increase in graduates. The grand total of this faculty was 644. (Table 32 & figure 30)

32) In 2004 to 2005 there were 46 graduates. In 2005 to 2006 there were 126 graduates which show 174% increase in graduates. In 2006 to 2007 there were

218 graduates in this faculty which show 73% increase in graduates. In 2007 to 2008 there were 230 graduates which show 6% increase in graduates where as in 2008 to 2009 there were 303 which show the 32% increase in graduates. In 2009 to 2010 there were 294 students which show the decrease of 3% in graduates. The grand total of this faculty was 1217. (Table 33 & figure 31)

- 33) In 2008 to 2009 there were only two graduates in this faculty because this faculty was started late in 2007 to 2008. The grand total of this faculty was also 2. (Table 34 & figure 32)
- 34) In 2004 to 2005 there were 200 students. In 2005 to 2006 there were 717 students which show 259% increases in graduates. In 2006 to 2007 there were 722 students which show 1% increase in graduates where as in 2007 to 2008 there were 818 which show 13% increase in graduates. In 2008 to 2009 there were 1049 students which show 28% increase in graduates where as in 2009 to 2010 there were 1191 students which show 14% increase in graduates. The grand total in all faculties was 4697. (Table 35 & figure 33)
- 35) The first convocation which was held in 1983 to 1993 there was only 123 students. In the 2nd convocation which was held in 1999 there were 370 graduates. In 3rd convocation there were 1778 students which were held in 2004. In 4th convocation there were 391 students in the convocation which was held in 2005 after one year of 2004. In 5th convocation there were 722 students in the convocation which was held in 2006. In 6th convocation the number of graduates was 818 which were held in 2007. In 7th convocation the number of students was 1049 which was held in 2008. In 8th convocation there

were 1191 students in the convocation which was held in 2009. The total number of female pass out students was 6442 in female campus of IIUI. The sequence of convocations was started every year after the 3rd convocation. This figure shows the development graduates year wise after the 3rd convocation. In the first convocation the number of pass out students was only 123 where as the total pass out students was 6442 in 8th convocations. This product was the development of female students in female campus. 8th convocation was the last convocation in this university. This figure shows the series of all convocations which was held in this university. (Table 36 & figure 34)

36) The percentages of the university's teachers about the professional development. 35% of the university teachers agreed that university provided in-service training while 47% of teachers agreed that university did not provide in-service training for teachers. 15% of teachers agreed that university provided pre-service training for teachers while 67% of teachers strongly agreed that university did not provide pre-service training for teachers. 49% of the teachers agreed that university arranged workshops relevant to their subjects while 49% agreed with the statement that university did not arrange any workshop for the teachers. University needed to arrange more workshops for its teachers relevant to their subjects. 59% of the university teachers agreed that university provided opportunities for educational conferences while 30% of the university teachers agreed that there were no educational conferences arranged by the university. University may provide more

opportunities for teachers for the purpose of educational conferences. 44% the university teachers agreed that university conducts educational seminars for its teachers while 34% of the university teachers agreed that university did not conduct any educational seminars for teachers. 44% of the university teachers agreed that university provided scholarship for its teachers for enhancing their degree programs while 35% of the university teachers agreed that university did not arrange any scholarship for their degree programs. 37% of the university teachers agreed that university facilitates its teachers in conducting research while 37% agreed that university did not provide facilities for its teachers in conducting research. University needed to provide facilities in conducting research. 48% of the university teachers agreed that the Head of the department was interested in staff development while 27% agreed that Head of the department was not interested in staff development. The Head of the department was needed to pay more attention in staff development. 26% of the university teachers agreed that they were satisfied with the staff development arranged by the university while 43% of the university teachers disagreed with the staff development arranged by the university. University needed to arranges more programmes for the staff development. 88% of the university teachers agreed that professional training enhances the quality of teaching in the relevant field. University needed to arrange more professional training for staff development because it is necessary for the excellent development of the university. (Table 37)

37) The percentages of the university teachers about using teaching methods in their class room. 89% of the university teachers agreed that lecture method was an effective method of teaching while 7% of the university teachers disagreed with this method. 98% of the university teachers agreed that discussion method helps in better understanding of the lesson while 1% disagreed with this method. 91% of the university teachers agreed that Question and Answer method was useful in teaching while 3% disagreed with this method. 85% of the university teachers agreed that demonstration method makes teaching more effective while 9% of the university teachers disagreed with this method. 22% of the university teachers agreed that they liked dictation method in teaching while 64% of the university teachers disagreed with this method. It means mostly teachers dislike this method. 47% of the university teachers agreed that Educational visits were arranged for students while 33% of the university teachers disagreed with this statement. 83% of the university teachers agreed that PKT helps in coping with new knowledge while 7% of the university teachers disagreed with it. 53% of the university teachers agreed that they were not enjoying teacher-centred approach while 25% of the university teachers disagreed with it. 79% of the university teachers agreed that they found subject easy in learner-centred approach while 6% disagreed with this method. 88% of the university teachers agreed that they liked to ask student's opinions about teaching method which makes teaching more meaningful while 5% of the university teachers disagreed with this statement. 89% of the university teachers agreed that problem based

teaching was more effective while 4% of the university teachers disagreed with problem based teaching method. 86% of the university teachers agreed that experimental activities are vital part of teaching while 4% of university teachers disagreed with this statement. 95% of the university teachers agreed that there is flexible environment in classroom while 1% of the university disagreed with it. It shows mostly teachers liked flexible environment in class room. 77% of the university teachers agreed that humorous environment makes teaching more attractive while 12% of the university teachers disagreed with it. It means humorous environment was necessary for meaningful teaching. 78% of the university teachers agreed that multi media helps in understanding the topic while 11% of the university teachers disagreed with this statement. It means multi media is helpful in understanding the topic. 88% of the university teachers agreed that they liked to use white or black board in their classrooms while only 2% disagreed with it. 74% of the university teachers agreed that opportunities were provided to use emerging technologies in classroom while 20% disagreed with this statement. 88% of the university teachers agreed that opportunities were provided for social interaction in class room while 4% disagreed with this statement. 96% of the university teachers agreed that student's ideas were treated with respect while no one disagreed with it. 95% of the university teachers assessed their students understanding after the class while none of them disagreed with it. 98% of the university teachers agreed that they evaluated students learning with administering tests and quizzes while 1% of the university teachers disagreed with it. (Table 38)

38) The suggestions given by the respondents. 95% teachers suggested that there may be technological facilities in the classroom. 90% of the teachers suggested that there may be research facilities for teachers. 98% of the university teachers suggested that there may be more rooms provided for teachers and students. 89% of the university teachers suggested that there may be a multimedia affixed in every classroom which functions well. 70% of the teachers suggested that there may be selection of the students and teachers on merit basis. 99% of the university teachers suggested that there may be in-service training for all teachers in all faculties. 97% of the university teachers suggested that there may be pre-service training after induction in all faculties. There may be in-service training for all teachers because some teachers did not have training experience till now. 98% of the university teachers suggested that there may be well equipped language labs for Arabic and English language learning. (Table 39)

39) In the year 2001-2005 there were new purchase of 11574 books which show 14% increase in new purchase books and the total additions of books were 93077 which show 12% increase in total additions of books. In 2006-2008 there were new purchase of 20196 books which show 22% increase in new purchase books and the total additions of books were 113273 which show 18% increase in total additions of books. In 2009 to 2010 there were 88139 new purchases of books which show 78% and the total additions of books were 201412 which show 44% increase in total additions of books in central library. (Table 40 & figure 35)

40) In the year of 2003 to 2008 there were 8425 books which were added to the book bank of central library which show 31% increase in new books and the total addition of books was increased to 35501 which show 24% increase in total additions of books in central library. In 2009 to 2010 the new purchase books were 9147 which show 26% increase in new books and the total addition of books was increased to 44648 which show 20% increase in total additions of books in book bank. (Table 41 & figure 36)

41) In the year 2003 to 2008 there were 2863 new theses in central library which show 124% increase in new theses and the total additions of theses was increased to 5168 which show 55% increase in total additions. In 2009 to 2010 there were 3329 new theses in library which show 64% increase in new theses and the total additions of theses were increased to 8497 which show 39% increase in total additions of theses in central library. (Table 42 & figure 37)

42) In 2001 to 2005 there were 71 periodicals which show 5% increase in new purchase periodicals and the total additions was increased to 1410 which show 5% in total additions of periodicals in central library. In 2006 to 2008 there were 47 new purchase periodicals which show 3% increase in new purchase periodicals and the total additions of periodicals was increased to 1457 which show 3% increase in total additions of periodicals. In 2009-2010 there were new purchase of 8167 periodicals which show 561% increase in new purchase of periodicals and the total additions of these periodicals were increased to 9624 which show 85% increase in total additions of periodicals. It shows the

development of periodicals in central library, because in 2001 to 2005 there were 1410 total periodicals which show 5% increase where as in 2010 these were increased to 9624 which show 85% increase in total additions of periodicals in central library. (Table 43 & figure 38)

43) The budget million Rs. allocations for books and periodicals from 2000 to 2010. The budget of IIUI Library in 2000-2001 was Million Rs.2.699 while the total budget of IIUI was Million Rs.2.699. In 2001-02 the budget of IIUI Library was Million Rs. Rs.4.132 while the total budget of IIUI library was Million Rs.6.831. In 2002-03 the budget of IIUI Library was Million Rs.6.607 while the total budget of IIUI library was Million Rs.13.438. In 2003-04 the budget of IIUI Library was Million Rs.6.577 while the total budget of IIU library was Million Rs.20.015. In 2004-05 the library budget was Million Rs.6.135 while the total budget was Million Rs.26.15. In 2005-06 the budget of IIUI library was Million Rs.11.093 while total budget was Million Rs.37.243. In 2006-07 the budget of IIUI library was Million Rs.9.355 while the total budget of IIUI library was Million Rs.46.598. In 2007-08 the IIUI library budget was Million Rs.15.675 while the total budget was Million Rs.62.273. In 2009-10 total budget of IIUI library was Million Rs.2133.699. It was concluded that it shows the development of budget every year. In 2000-01 there was only Million Rs.2.699 while in 2010 it was increased to Million Rs.2133.699. So it was an important part for the development of any institute. This budget which was allocated only for books and periodicals of any institute was very necessary because as much as a university had books as

much it facilitates the students in research work or assignments. This opportunity was not only benefited for students but also useful for teachers as well. A well equipped library of any university was very necessary for the excellent development of the university. (Table 44)

44) In 2001 to 2005 there were 3515 which show 72% increase in new membership while the total membership of the female students was increased to 4882 which show 725% increase in total membership. In 2006 to 2008 the number of new female students was 4916 which show 50% increase in new membership while in the year of 2008 the total number of female students was increased to 9798 which show 101% increase in total membership. In 2009 the new membership of the students was 2982 which show 23% increase in new membership while the total membership of 2009 was increased to 12793 which show 30% increase in total membership. In 2010 the new membership of the students was 2050 which show 14% increase in new membership while total membership of 2010 was increased to 14843 which show 16% increase in total membership. (Table 45 & figure 39)

45) In the year of 2006 the number of new computers was 8 while the total number of computers was 8. In the year of 2007 there were 30 new computers and the numbers of total computers were increased to 38. In 2008 the number of new computers was 60 and the total number of computers was increased to 98. In 2009-10 the number of new computers was 170 and the total number of computers was increased to 268. It was concluded from the above table and figure that in 2006 the number of computers was 8 and till the end of 2010 the

number of computers was increased to 268. This shows the development of computers in central library. (Table 46 & figure 40)

46) In 2006 the number of printers was 3 while in 2007 there were 8 new printers were added and the total number of printers was increased to 11. In 2008 the number of new printers was 5 and the total number of printers was increased to 16. In 2009-10 the number of new printers was 16 and the total number of additions of printers in central library was increased to 32. In 2006 there were only 3 printers while in the end of 2010 the numbers of printers were increased to 32. (Table 47 & figure 41)

47) There was one server in 2007 where as in 2008 one more server purchased and these became two. In 2009-2010 there were two more servers purchased and now these were increased to four. It was concluded that in 2007 the number of servers was 1 while in the end of 2010 these were increased to 4 in central library of IIUI. (Table 48 & figure 42)

48) Table 49 described the detail of four libraries and figure described separate number of books, theses, news papers, periodicals, and journals in graph form. Graph 39 shows the number of books in central library was 201412 where as in Dr. Hamidullah there were 172,304 books. The number of books in Dawah Academy library was 26,120 while in Shariah Academy the number of books was 9229. The total number of books was increased to 409,065. The central library had more books than other libraries. (Table 49 & figure 43)

49) The number of magazine/journals in central library was 306 where as in Dr. Hamidullah library the number of magazine/journals was 742. In Dawah

Academy library the number of magazine/journals was 34 where as in Shariah Academy the number of magazine/ journals was 32. The total number of magazine/journals was increased to 1114. (Figure 44)

50) The number of newspapers in central library was 11 where as in Dr. Hamidullah there were seven newspapers. The number of newspapers in Dawah Academy was three where as in Shariah Academy there were two newspapers. The total number of newspapers in four libraries was 24. The central library had more newspapers as compared to others libraries. (Figure 45)

51) The number of theses in central library was 8497 where as in Dr. Hamidullah library (IRI library in Faisal Mosque) there were 1272. There were no theses in Dawah Academy and Shariah Academy libraries. (Table 50 & figure 46)

52) The total number of the books was 1162270 where as the books in the book bank was 44648 in 2010. The number of theses was 9040 in the library where as the number of the periodicals was 9624 which were also available in the central library. The subscribed periodicals were 31 where as Gratis periodicals were 151 in the central library. (Table 51 & figure 47)

53) There were 1734 books available in Lincoln corner while there were 40 journals where as 258 CDs and DVDs were also available in Lincoln corner. It shows the development of the university because in central library and Lincoln corner the range of books and other facilities were very limited before 2010. There was a difficulty to access the materials at all levels. (Table 52 & figure 48)

54) In 2003 the number of research publication was 1 in Islamic research institute, 12 in Dawah academy, 05 in shariah faculty, 06 in applied sciences, 03 in Arabic, 02 Islamic studies, 01 in social sciences and 02 in languages and literature. In the year of 2004 the numbers of research publications were 02 in Islamic research institute, 21 Dawah academy, 03 in shariah academy, 08 in faculty of economics, 07 basic and applied sciences, 03 in management sciences, 05 in Arabic, 03 in shariah and law and there were 13 in Islamic studies. In the year of 2005 the number of publications was 01 in Islamic research institute, 17 in Dawah academy, 04 in shariah academy, 02 in basic and applied sciences, 01 in shariah and law ,04 in Islamic studies and 01 in social sciences. In year 2006 the number of research publications was 01 in Islamic research institute, 14 in Dawah academy, 03 in shariah academy, 09 in basic and applied sciences, 23 in faculty of economics, 03 in management, 06 in Arabic, 13 in shariah and law, 10 in Islamic studies and 02 language & literature. In the year of 2007 there was 01 in Islamic research institute, 26 in Dawah academy, 11 in shariah academy, 02 in basic and applied sciences, 01 in Arabic, 05 in Shariah and law and there were 03 in Islamic studies. In the year of 2008 the number of research publications was 09 in Islamic research institute, 51 in Dawah academy, 26 in shariah academy, 09 in economic, 36 in basic and applied sciences, 04 in management, 03 in Arabic. There were 04 shariah & law, 09 in Islamic studies, 25 in social sciences, 23 in language & literature and there were 20 in engineering & technology. In the year of 2009-2010 the number of research publications was 22 in Islamic research institute,

72 in Dawah academy, 18 in economics, 64 in basic and applied sciences, 26 in management , 05 in Arabic, 15 shariah & law, 90 Islamic studies, 40 in social sciences, 51 in language & literature and there were 15 in engineering & technology faculty.

The grand total of research publications in all faculties was, in 2003 the number of research publications was 32 while in 2004 the total number of publications was 65 which show 103% increase in research publications. In year 2005 the total number of publications was 30 which show decrease of 54% in research publications while in 2006 the total number of publications was 85 which show 183% increase in research publications. In the year of 2007 the number of research publications was 49 which show decrease of 42% in research publications while in 2008 these researches were increased to 222 which show 353% increase in research publications. At the end of the 2009 to 2010 the total number of publications was 429 which show 93% increase in research publications. The grand total of all faculties' research publications was 912. (Table 53)

55) The academic block for female students had been constructed for 1600 students at a location remote from blocks 1 and 2. It covered the area of 129,100 SFT. It had 30 classrooms, an auditorium for 200 students, seminar rooms, library and common rooms. It was started in 08th -April-1998 and it was completed on 30th March 2002 at a cost of Rs: 105.290 million. Two blocks of women hostels (Hafsa & Amina blocks) were constructed adjoin women campus. Each block had a capacity to accommodate 300 students.

These blocks having ground plus two storeys the area of this block was 48.900. Each hostel block had 80 cubicles, 10-bi-seaters and 68 tri seaters, dining hall, kitchens, 12 small kitchenettes, common rooms and accommodation for warden, stores etc. These blocks were started on 9th March 2000 and these blocks were completed on 15th November 2002 at a cost of Rs. 93.280 million. (Aisha & Khadija hostel block) each hostel had the capacity to accommodate 400 students at a time (each dormitory having 4 students), supported by kitchen, pantry, stores etc. The work was started in September 2005 and it was completed in February 2008. The Central Library was started in 2003 and it was completed in 2006. The central library was an integral part of the Nucleus facility which comprises of central library, Grand Mosque, Auditorium and the administration block. Library comprised of four blocks, each block was proposed to cater for 250,000 books. The major design parameters include books, magazines, audio visual, literate, computer, library, archive reading and research. This library had an area of 51, 000 SFT and it was completed at a cost of Rs: 178.896 million. The Faisal Mosque Auditorium was started in the last quarter of 2007, while the entire project was completed in June 2008. The Auditorium Complex included the Auditorium had an area of 10,850Sft, having capacity of 600 audience, three committee rooms (each can accommodates 24 participants), a banquet hall having area of 5930 SFT, supported by kitchen (1800Sft). There were four media rooms. A provision had been made for interpretation in 4 languages and this facility was provided to 100 seats, which can be extended and this project was completed

at a cost of Rs. 58.00 million. Dawah Hostel was required by Dawah Excellence Center. The building was spread over ground and first floor having total area of 42,604 SFT. It comprised of two multipurpose halls, two large teaching theatres, two sitting rooms on both floors with library and auditorium. The hostel comprised of 32 rooms with attached baths. The work was started on 14th November 2006 and it was completed on 19th May 2008 at a cost of Rs .79.58 million. It was proposed to construct a Cafeteria and Shops at the new campus. Adjoining the cafeteria, 12 shops were proposed to cater for the needs of the students and a bank. The area of shops and bank was 6075 SFT. This work was started on 17th June and it was completed on February 2008. The shops were being used for Books, stationary, photo copying, general grocery, tailor, hair dresser etc. The Infrastructure Works Package-2 was started on 15th June 2007 and it was completed on 9th February 2009 and final completion was at the cost of Rs .90.593 million. This project involved co-road net works, water supply net, sewerage disposal and drainage. The women's academic block 2 (Maryam Block) was started on 26 April-2008 and it was completed 9-31 -2010 and had an area of 88,000 for 1000 students. This block had 20 classrooms, 10 laboratories with a capacity for 250 students, Departmental library for 200 students, common rooms, space for Deans/Professors, Associate professors, faculties, committee rooms for 50 persons, prayers halls etc. The visiting faculty Residence (Albairuni Guest House) was started on 24th March 2008 and it was completed on 9-31-2010 and had an area of 18,148 for foreign faculty. The Administration Block was

started on 11 November 2005 and now it was in progress and had an area of 86,000 and housed for admin and finance staff. The multipurpose Hall/ Gymnasium were started on 5th May 2008 and now it was in progress which was used for sport and recreational activities. (Table 54)

56) The budget of the university in million Rs. In 2000-01 the plan cost was 18.363 where as the actual cost was 16.042. In 2001-02 the plan cost was 29.213 where as the actual cost was 18.668. In 2002-03 the plan cost was 112.730 where as the actual cost was 37.291. In 2003-04 the plan cost was 138.374 where as the actual cost was 78.398. In 2004-05 the plan cost was 141.486 where as actual cost was 97.538. In 2005-06 the plan cost was 153.788 where as the actual cost was 123.547. In 2006-07 the plan cost was 164.933 where as the actual cost was 162.358. In 2007-08 the plan cost was 297.716 where as the actual cost was 229.816. In 2008-09 the plan cost was 334.455 where as the actual cost was 312.209. In 2009-10 the plan cost was 498.169 where as the actual cost was 385.126. In 2010-2011 the plan cost was 612.610. It was concluded that it shows budget development of university because it started with 18.363 and till the end of 2010-11 it increased to 612.610. Budget development of any institute was necessary for the excellent development of the university because without it no university can progress well. (Table 55)

5.3 CONCLUSION

Following were the main conclusions of the study:

- 1) According to the findings of the study, it is concluded that there are female teacher's development at IIUI because the number of teachers is increasing every year after 2005.
- 2) It is concluded that the rate of enrolled students are high as compared to the rate of graduates. The rate of enrolment is increasing every year in all faculties especially in social sciences, applied sciences and management sciences as compared to other faculties. Those faculties which produce low number of graduates are Arabic, Usuluddin and Shariah & Law faculties.
- 3) IIUI provides in-service training for teachers and it arranges seminars, workshops, and conferences for staff development. This university arranges scholarship programme for teachers to enhance the qualification of teachers through degree programme. Most of the teachers agree that the head of the department is interested in staff development. Teachers are in favour of staff development programmes because it increases the quality of teaching in relevant field.
- 4) It is concluded that most of teachers strongly agree that they use lecture and discussion method at higher level. Most of the teachers strongly agree that there is learner-centred approach in their classrooms. The teachers agree that IIUI arranges educational visit for university students. Most of the teachers strongly agree that they use white and black board in their classrooms for

teaching and learning purposes. Most of the teachers strongly agree that they evaluate learning of students by administering tests and quizzes.

- 5) It is concluded that there are number of books, theses, newspapers, printers, servers, audio visual aids, periodicals except computers which are sufficient to support teaching and learning.
- 6) It is concluded that research publications of IIUI teachers are more in number in year of 2009-2010 as compared to previous years. More research publications are from Usuluddin faculty and lowest is from Arabic faculty.
- 7) It is concluded that there is infrastructure development in recent years after 2006.

5.4 RECOMMENDATIONS

1. For improving the graduate's rate in all faculties especially Arabic, Usuluddin and Shariah & Law there may be proper evaluation of teachers and the reports may be communicated directly to the teacher to improve the teaching standards.
2. There may be more computers provided to female students of IIUI.
3. There may be more appointments of experienced teachers in Arabic faculty for improving the research publications.
4. There may be seminars and workshops arranged in such a way that every teacher can avail this facility once a time in a semester. These workshops may be arranged in the beginning or at the end of the semester as teachers have no time to attend these workshops in the mid of the semester due to heavy load of works
5. There may be more rooms for the teachers so that they perform their duties easily.
6. There may be more classrooms provided for the students because it is necessary for the effective teaching learning. Congested rooms create problems for teachers and students as well.
7. There may be technological facilities in the classroom.
8. There may be multimedia affixed in every classroom which functions well.

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(Appendix -A)

**The Contribution of International Islamic University Islamabad in the
Development of Female Higher Education during last five years**

University Teacher's Questionnaire

Respected Teachers

I am working on a MS Research thesis entitled "The Contribution of International Islamic University Islamabad in the Development of Female Higher Education during last five years". Your valuable opinion matters a lot in the completion of this research. Kindly grant 15 minutes to this questionnaire from your precious time.

International Islamic University provides higher education to males and females. The present study is helpful in identifying the contribution of International Islamic University Islamabad in the Development of Female Higher Education. It is helpful for the educational authorities to have a look on the contribution of International Islamic University to assess its development regard female higher education and pay their attention towards the urgent needs of the university for additional developments. This study will be helpful for the teachers in evaluating the teaching and learning activities. It is also helpful for the prospective students who plan to get admission in this University.

Information provided by you will be kept confidential and will be used for the research purpose only.

Thank you very much for your cooperation.

Rukhsana Sardar

MS Education

rukhs.sardar@yahoo.com

International Islamic University Islamabad

Part 1 Personal Information

Name: (Optional) Department:

Tick the appropriate one:

1. Designation:

1. Lecturer 2. Assistant Professor 3. Associate Professor 4. Professor

5. Others (please specify).....

2. Job status:

1. Permanent 2. Adhoc 3. Contractual 4. Visiting

3. Gender: 1. Male 2. Female

4. University Teaching Experience:

In Pakistan Years Abroad Years

5. Qualification:

1. Academic:

1. From Pakistan M.A/ M.Sc M.Phi PhD

Others (please specify).....

2. From Abroad M.A/ M.Sc M.Phi PhD Post. Doc

Others (please specify)

2. Professional B. Ed M. Ed

6. Have you got Professional Training during service? How many times?

7. Which type of incentive have you received after training?

Monetary prize appreciation certificate promotion

8. Number of publication:

1. In Pakistan Research papers Books

2. Published Abroad Research papers Books

3. In HEC approved Journals Research papers Books

Part 2 Professional Development

Please Tick the appropriate scale according to the following:

SA: Strongly Agree (5) A: Agree (4) U: Undecided (3)

DA: Disagree (2) SDA: Strongly Disagree (1)

S. No	Items	SA	A	U	DA	SDA
1	University arranges in-service training for teachers.					
2	University arranges workshops relevant to your subject.					
3	University provides opportunity for you to participate in educational conferences.					
4	University conducts educational seminar for teachers.					
5	University provides scholarship for enhancing your qualification through degree programs.					
6	University facilitates you in conducting research.					
7	Head of the department is interested in staff development programs.					
8	You are satisfied with the programs which are arranged by the university for staff development.					
9	Professional training of teachers increases the quality of teaching in the relevant field.					

Part 3 Teaching

S. No	Items	SA	A	U	DA	SDA
1	Lecture is an effective method of teaching.					
2	Discussion method helps in better understanding of lesson.					
3	Question answer method is useful in teaching.					
4	Demonstration method makes teaching more effective.					
5	I like Dictation method in teaching.					

6	Educational visits are arranged for students.				
7	PKT (previous knowledge testing) helps to cope with the new knowledge.				
8	I am not enjoying teacher based teaching model.				
9	I found the subject easy in learner based teaching model.				
10	Asking the student's opinion about the relevant teaching methods makes teaching more meaningful.				
11	Problem based teaching is more effective.				
12	I Believe that experimental activities are vital part of teaching.				
13	There is flexible learning environment in the class.				
14	Humorous environment makes teaching more attractive.				
15	I like to use overhead projector in my teaching.				
16	Multi Media helps in understanding the topics.				
17	White/Black board is used for teaching.				
18	Opportunities are provided to use emerging technologies.				
19	Opportunities are provided for social interaction.				
20	Student ideas are treated with respect.				
21	Student's understanding has been assessed by asking questions in the class after teaching.				
22	Student's learning is evaluated by administering tests and quizzes.				

Part 4 suggestions

Give at least two suggestions to improve the teaching functions of International Islamic University Islamabad in Female campus.

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(Appendix B)

**Check list for Contribution of International Islamic University Islamabad
in the Development of Female Higher Education during last five years**

Existing Faculties

S. No	Faculty	Year of establishment

2. Existing Teaching Departments with Degree Program

S. No	department	B.A/ B.Sc	M.A/ M.Sc	M.Phil/ MS	Ph. D	Any other	Year of establishment

3. University teachers Faculty wise with qualification

faculty	Post Doc	Ph. D	M.Phil	M. A/ M. Sc	Any other

4. Regular faculty Members faculty wise

S. No	faculty	Teaching staff	male	female	total
1	Social sciences	Professor			
		Associate professor			
		Assistant professor			
		Lecturers			
		Research associate			

5. Faculty members on contract

S. No	Teaching staff	male	Female	total
	Professor			
	Associate professor			
	Assistant professor			
	Lecturer			

6. Faculty members on TTS

S. No	Teaching staff	male	Female	total
	Professor			
	Associate professor			
	Assistant professor			

7. Faculty wise research publications

faculty	Researches	Articles	Books	any other

8. Department wise student enrolment

department	Female	total	year

9. Department wise graduates

department	Female	total	

10. Program wise graduates

department	PhD	M.Phil		M.A/M.Sc		B.A/B. Sc		year
education		female		female		female		female

11. Research production by students

department	M.A/M.Sc	M. Phil	PhD	year

12. Library

library	No of books	journals	periodicals	theses	encyclopaedias

13. Technological Equipment in Library

library	computer	Internet	Digital library	server

14. Library Membership

female	Total	year

15. Teaching and learning facilities

multimedia	projector	E-learning	computer	Video player

16. Laboratory

laboratory	Yes	No	Number
Science laboratory			
Conferencing room			
Research room			

17. Language Lab

Language lab	Yes	No	Number
English			
Any other			

18. Other Facilities

Transport	yes	no	No of buses	No of vans	Any other
Accommodation For teachers	yes	no	No of houses	No of rooms	Any other
Accommodation for students	yes	no	No of hostels	No of rooms	Any other
Medical facility		Yes	No	Full time	Part time
Sports facility	yes	no	football	basketball	cricket
					hockey
					Any other

19. Infrastructure

Block	yes	no	No of blocks	No of offices	No of classrooms
Academic					
Administration					

20. Government Funding

Total fund	2004	2005	2006	2007	2008	2009	2010

21. Other Funding agencies

Total fund	2004	2005	2006	2007	2008	2009	2010

(Annexure I)

Name of the experts used for pilot testing

- (1) Dr. Allah.R. Saghir
- (2) Dr. Maqsood Alam Bukhari
- (3) Dr. Iqbal shah
- (4) Dr. Qudsia
- (5) Dr. Fouzia Junjua

(Annexure II)

Physical facilities

	Item	200 1- 200 2	200 2- 200 3	200 3- 200 4	200 4- 200 5	200 5- 200 6	200620 07	200720 08	200 8- 200 9	200920 10	201 0- 201 1	total
1	Revolving chair			2	60		32	3	1	34	204	336
2	Visitor's chair				10	12	4	57		54	63	200
3	Computer chair		200	36	80	7	111	65		55	282	836
4	Teacher chair					3	4		24		21	52
5	Sofa chair								20	14	12	46
6	Meeting chair	10						40			27	67
7	Study chair								30	30		60
8	Computer table					17	3	5		76	185	286
9	Computer table twin						20	8			60	88
10	Officer's table	6		1		7	3			23	161	201
11	Conference table					1		18		1	12	32
12	Clerical table			12						11	31	54

1 3	Meeting table										
1 4	Study table	1		251	60		10		40	15	
1 5	Lab table					1				4	5
1 6	Book shelf				10			18	1	33	42 104
1 7	Wall hanging cabinet									20	20
1 8	File cabinet	1		8			3	13		17	31 73
1 9	Side rack	8	5	7		5	3	18		49	75 170
2 0	Almirah			4	5	4				26	39
2 1	Iron safe								4		4
2 2	Informati on board								1		1
2 3	Notice board										
2 4	Key board	1	1	2	6	4		14	2	14	24 68
2 5	White board				1			6	26	3	40 76
2 6	Sofa set				3 sets	4 sets				2 sets	12 set 21 sets
2 7	News paper stand					3			3	2	
											8

28	Rostrum				2			12	24	3	20	61
29	Bench				20				26		98	144
30	Lab stool									100	600	700
31	Curtain										766 mite rs	766 mite rs
32	blind						427 sq.ft	1779 sq.ft	493 sq.ft	830 sq.ft	108 sq.ft	363 7 sq.ft
33	Carpet	123 8 sq.ft	467 9 Sq.f t	433 7 Sq.f t	111 6 sq.ft	353 7 sq.ft	240 sq.ft	2954 sq.ft	202 sq.ft	1344 sq.ft	306 9 sq.ft	227 16 sq.ft
34	Mattress	345	10	70						154		8
35	blanket											

Technology

	Item	2001 - 2002	2002	2003	2004	2005	2006	2007/ -2008	2008 - 2009	2009 - 2010	2010 - 2011	total
1	Computer set			37	1	38	1	159	5	178	28	447
2	printer	5			4	15	1	1	23	9	16	74
3	AC			2	2	33	8	3	35	8	86	177
4	Conference system set						1					1

5	scanner						1		1	4	6
6	Fax machine			1	1		1	2	2		7
7	TV set						3		1	1	5
8	Deep freezer						3		1	1	5
9	refrigerator								2	1	3
10	generator						1			1	2
11	Lap top						1		1		2
12	Multi media		1			1	4	1	2	10	2
13	Speaker set							3			3
14	Emergency light								16		16
15	Electric water cooler	2					5	6	4	7	24
16	Pedestal fan								2		2
17	Weight scale								1		1
18	camera								1	1	2
19	Vacuum cleaner								1		1
20	Plan paper copier	1							1	2	4

2 1	DNA test machine							2			2
2 2	Electric kettle						6		4	2	12
2 3	Micro wave oven									3	3
2 4	DVD player									1	1
2 5	Tape recorder									1	1
2 6	stove									5	5

Crockery Items

	Item	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	total
1	Pressure cooker		2									2
2	Hot pot										4	4
3	Donga spoon steel		24							4		28
4	Dish spoon steel		24							8		32
5	Kitchen set									4		4
6	Donga steel		24					4				28
7	Prat		1									1

8	Karhai						2				2
9	Pawa		1		6						7
1 0	Tawa		1				2			4	7
1 1	Channa		1				6				7
1 2	Tokra for roti		8								8
1 3	Meat cloth		12								12
1 4	Toka		1								1
1 5	Plate rack									4	4
1 6	Electric toaster									4	4
1 7	Cylinder for gas									2	2
1 8	Iron bucket	1									1
1 9	Soup plate		372								372
2 0	Rice plate		372				1050				142 2
2 1	Sweet plate					.			12		12
2 2	Fry pane		1				4			4	9
2 3	Degcha		6				7			8	21
2	Knife		4								4

4											
2	Steel glass		100				100				200
2	Steel jug		12								12
2	Karchee		2				10				12
2	Glass		144						24	168	
2	Mug		400						8	408	
3	Kettle						6		4	10	
3	Sauce pane						2		4	6	
3	Dish		24					2		26	
3	Grinder		2								2
3	Dust bin		4								4
3	Tea set						2	1		3	
3	Fork								12	24	36
3	Tea spoon						6	12	24	42	
3	Big spoon						7				7
4	Cutting board						20		4	24	
4	Trey						1050	3	4	105	

1											7
4	Dinner set									4	4
4	Salt pot									4	4
4	Rice spoon						800			24	824
4	Tea strainer								2	4	6

