SDG
05
GENDER EQUALITY

EVIDENCE DOCUMENT | INDICATOR 5.6.6

Women's mentoring schemes

METRIC 5.6 Women's progress measures

REFERENCE YEAR	COVERAGE	DATE PREPARED
2025	Women undergraduates, all campuses, 2025	4 November 2026

ISSUING OFFICE	EVIDENCE ID
Directorate of Quality Assurance, Head Office	E-05-5.6.6

THE SIR 2027 REQUIREMENT

Does your university as a body have women's mentoring schemes, in which at least 10% of female students participate?

01 Statement of Evidence

Bahria University's direct answer to the requirement

Yes. Bahria University as a body runs a Student Mentoring Programme in which well over 10 per cent of its female students take part. Under the Student Mentoring Framework, in force since 11 January 2021 and managed by the Leadership and Professional Development Centre (LPDC), every first-semester undergraduate is assigned a faculty mentor, one mentor to 25 students, for the first and second semesters, with gender among the mentoring areas. In 2025 the University admitted 2,875 women to the first semester of its undergraduate programmes, each assigned a mentor: 21.1 per cent of its 13,654 female students that year, more than twice the 10 per cent required (1,366 women). The programme is led mainly by women: women faculty led 109 of the 139 sessions in the Monthly Progress Report for December 2024 (78.4 per cent), and in 2025 the LPDC trained 16 faculty members as mentors at the Islamabad E-8 Campus, the Karachi Campus's SMP Manager trained 10 more, and faculty were trained on gender equity. The LPDC also ran 53 group mentoring and grooming sessions for students in 2025, 26 of them led by women (49.1 per cent), among them two alumnae who mentored students on their careers and personal skills and two sessions on harassment and its prevention; several were published on the LPDC website and the University's Facebook page. The Student Handbook, Spring 2025, published on the University's website, commits the University to mentoring and counselling all students (para 5.17), and in 2025 it ran sessions designed for women, including SheCodes the Future, a Youth Club session for female students, a Women Leadership Activity and a session on women's rights led by the FOSPAH Ombudsperson.

02 Evidence and Activity Record

Dated facts and records that substantiate the statement

Section 1 presents the Student Mentoring Framework, shown from its Certificate of Promulgation through its table of contents and table of annexures, with the paragraphs cited. Section 2 establishes the number of women taking part in 2025 and their share of female students. Section 3 presents the programme in operation: the LPDC Monthly Progress Report, the mentor training of 2025 and faculty training on gender equity. Section 4 presents the 53-group mentoring and grooming sessions the LPDC ran for students in 2025, with its data return, its training report and the University's public posts. Section 5 presents the Student Handbook, Spring 2025, published on the University's website, shown from its cover through its complete table of contents. Section 6 presents the sessions designed for women in 2025. Section 7 summarises the evidence against each element of the requirement.

TABLE 1 **Women's mentoring, 2025**

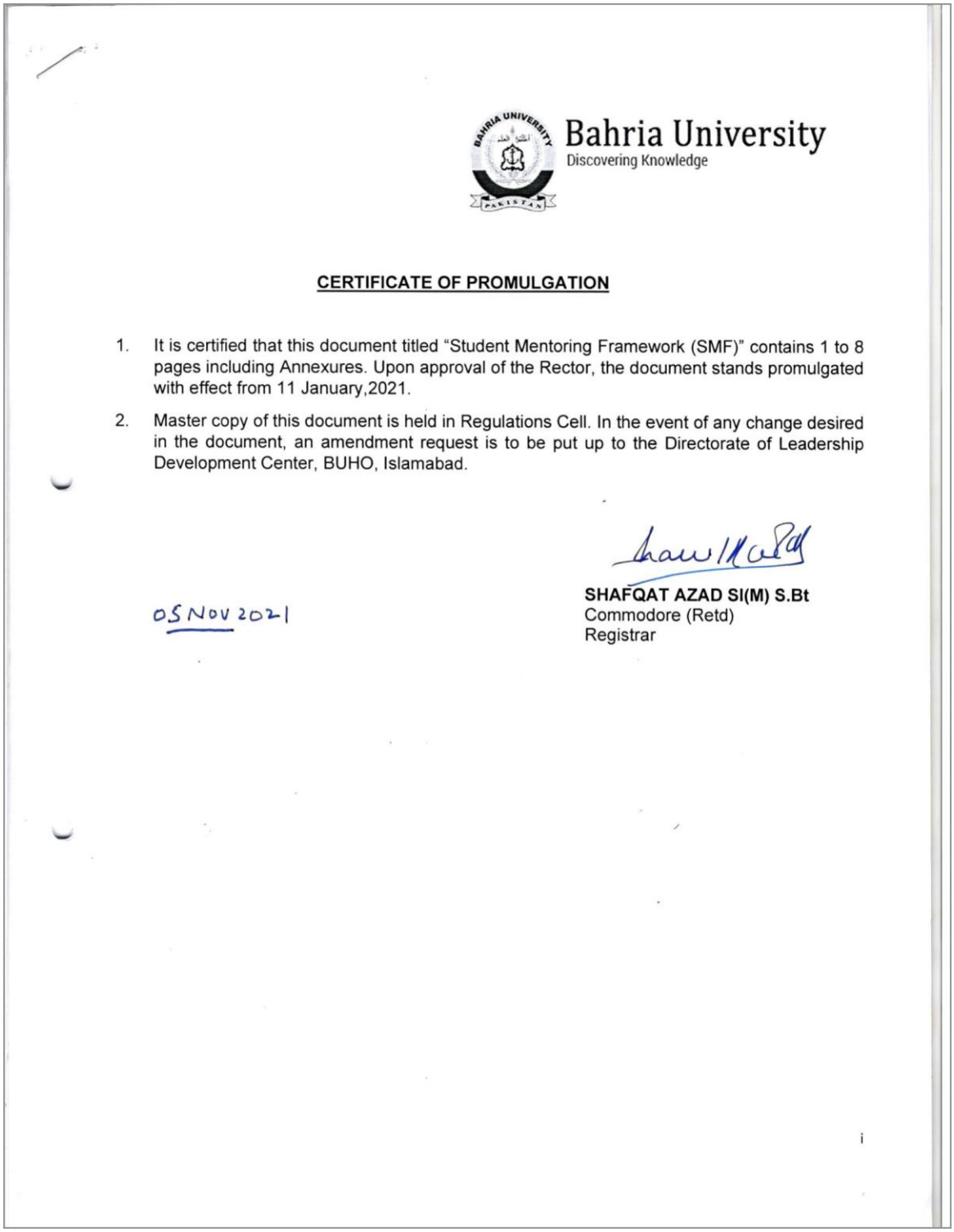
No.	Element	Record	Figure	Date	Evidence
1	Scheme	Student Mentoring Framework: a faculty mentor for every first-semester undergraduate, one to 25, retained in the second semester; gender among the mentoring areas	All campuses	In force since 11 Jan 2021	Framework, paras 6, 7(c), 9, 11
2	Women taking part	Women entering the first semester of undergraduate programmes, Spring and Fall 2025	2,875	2025 intakes	Directorate of Admissions record
3	Share of female students	2,875 of the 13,654 female students enrolled in 2025, each counted once; 10 per cent would require 1,366	21.1%	2025	Director Admissions record of female enrolment; BoG minutes (cross-check)
4	Women mentors	Mentoring sessions led by women faculty	109 of 139 (78.4%)	Dec 2024	LPDC Monthly Progress Report
5	Mentor training	Train-the-trainer (E-8); SMP training (Karachi); training on gender equity (H-11)	16 and 10 faculty	Jul to Oct 2025	LPDC report
6	Group mentoring	LPDC student grooming sessions, all campuses	53 sessions, 26 led by women	Jan to Dec 2025	LPDC data return and report; website; Facebook
7	Public commitment	Guidance, mentoring and counselling for all students by Student Advisors and permanent faculty	All students	Spring 2025	Student Handbook, para 5.17 (website)
8	Sessions for women	SheCodes the Future; Youth Club session for female students; Women Leadership Activity; women's rights session and Shark Tank for women entrepreneurs	Four sessions	Mar, Sep and Nov 2025	Event page; Facebook posts

1. Student Mentoring Framework

The Student Mentoring Framework, promulgated by the Registrar with effect from 11 January 2021, establishes the University's Student Mentoring Programme under the Leadership and Professional Development Centre (LPDC). Deans and Principals select the mentors from the permanent faculty, and the mentors are trained before they take up the role (para 7). One mentor is assigned to 25 first-semester undergraduates at the Islamabad, Karachi, Lahore, Health Sciences (Karachi) and Institute of Professional Psychology campuses, and the mentees remain with the same mentor in the second semester to complete their mentoring hours (para 7(c)). Mentees who complete the assigned activities are credited 16 to 20 hours a year (para 9.2). The mentoring areas include areas related to humanity, culture, society, gender and religion (para 6(g)). Deans send a Monthly Progress Report to the LPDC each month and an analysis of the programme at the end of each semester (para 11).

Because every first-semester undergraduate is assigned a mentor, the programme reaches every woman who begins an undergraduate degree at these campuses, throughout her first and second semesters. The framework is shown from its Certificate of Promulgation through its table of contents and table of annexures (PDF pages 1 to 3), followed by the pages cited and enlarged extracts.

1. Student Mentoring Framework (continued)



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CERTIFICATE OF PROMULGATION

1. It is certified that this document titled "Student Mentoring Framework (SMF)" contains 1 to 8 pages including Annexures. Upon approval of the Rector, the document stands promulgated with effect from 11 January,2021.
2. Master copy of this document is held in Regulations Cell. In the event of any change desired in the document, an amendment request is to be put up to the Directorate of Leadership Development Center, BUHO, Islamabad.

05 NOV 2021

SHAFQAT AZAD SI(M) S.Bt
Commodore (Retd)
Registrar

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Figure 1: Student Mentoring Framework, PDF page 1: Certificate of Promulgation, effective 11 January 2021, signed by the Regi strar.

1. Student Mentoring Framework (continued)

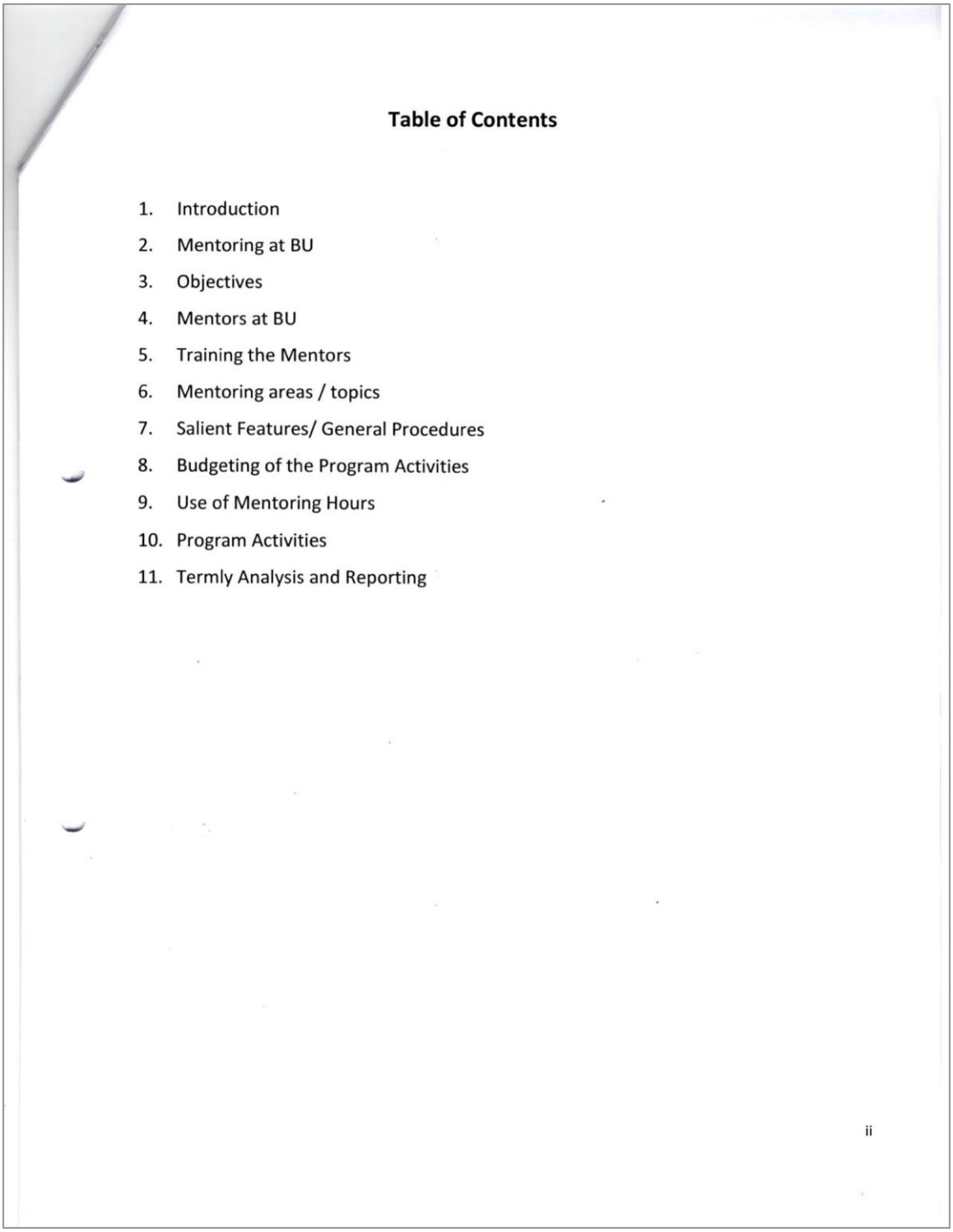


Table of Contents

1. Introduction
2. Mentoring at BU
3. Objectives
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7. Salient Features/ General Procedures
8. Budgeting of the Program Activities
9. Use of Mentoring Hours
10. Program Activities
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Figure 2: PDF page 2: Table of Contents.

1. Student Mentoring Framework (continued)

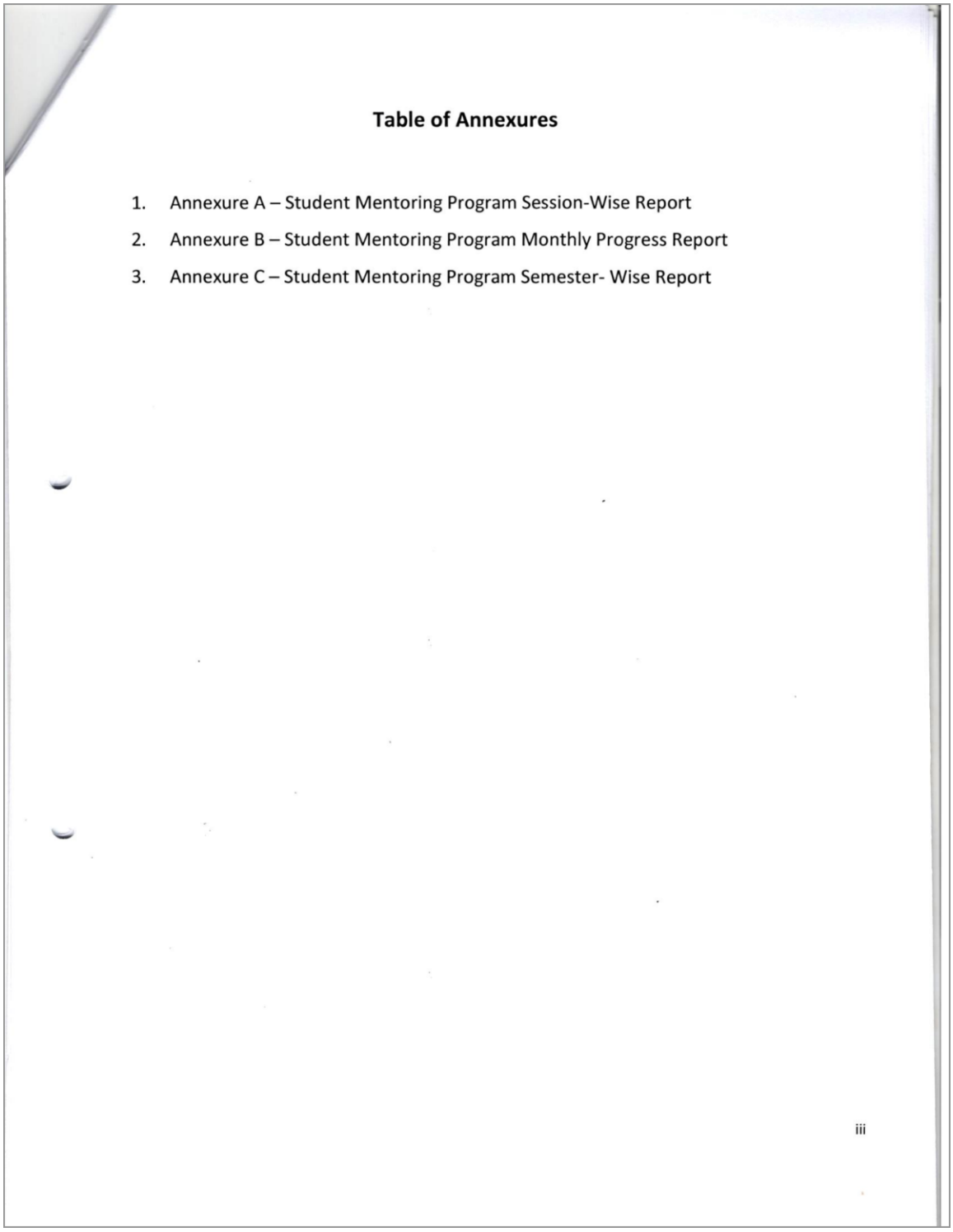


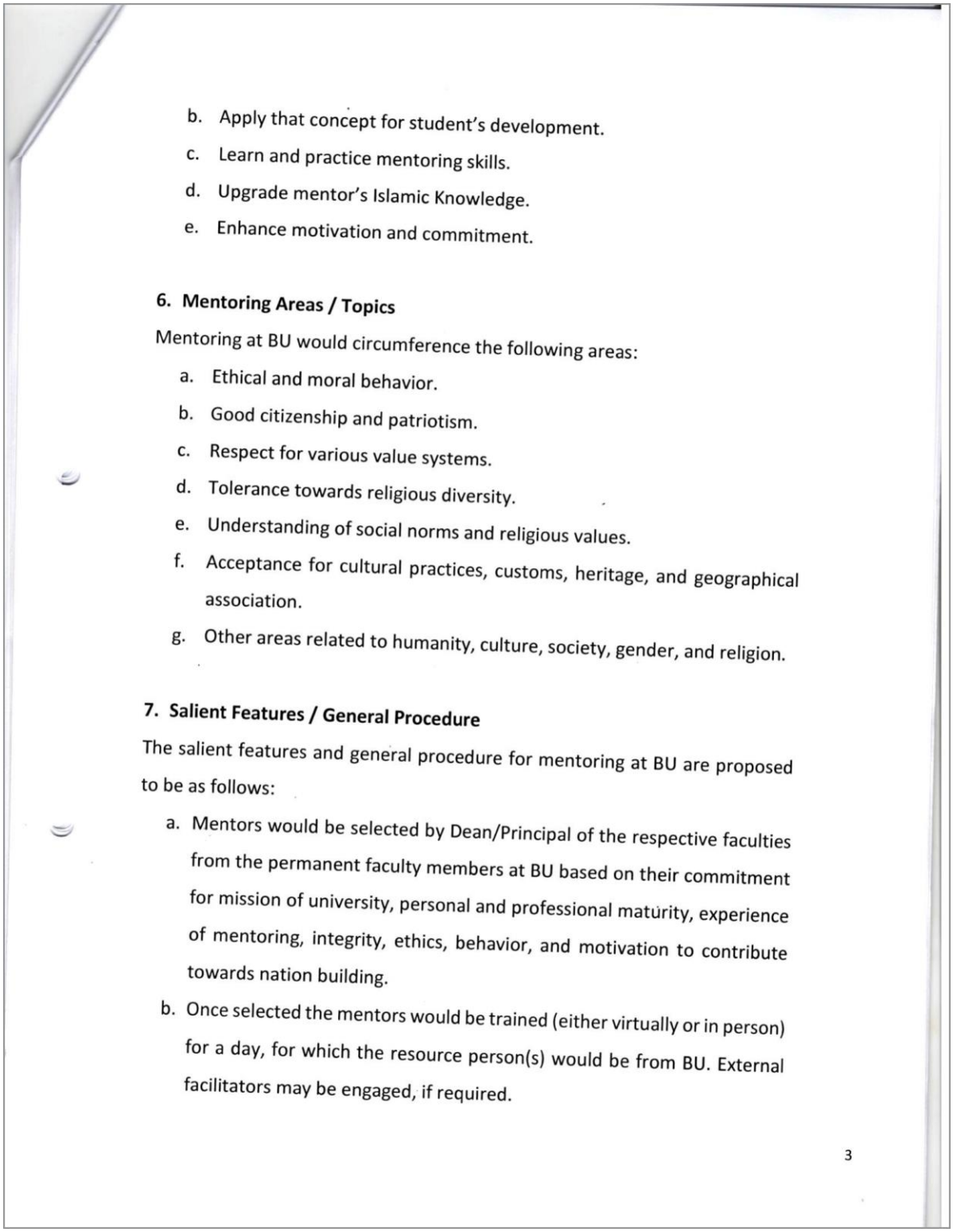
Table of Annexures

1. Annexure A – Student Mentoring Program Session-Wise Report
2. Annexure B – Student Mentoring Program Monthly Progress Report
3. Annexure C – Student Mentoring Program Semester- Wise Report

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Figure 3: PDF page 3: Table of Annexures, including the Monthly Progress Report (Annexure B).

1. Student Mentoring Framework (continued)



b. Apply that concept for student's development.
c. Learn and practice mentoring skills.
d. Upgrade mentor's Islamic Knowledge.
e. Enhance motivation and commitment.

6. Mentoring Areas / Topics

Mentoring at BU would circumference the following areas:

a. Ethical and moral behavior.
b. Good citizenship and patriotism.
c. Respect for various value systems.
d. Tolerance towards religious diversity.
e. Understanding of social norms and religious values.
f. Acceptance for cultural practices, customs, heritage, and geographical association.
g. Other areas related to humanity, culture, society, gender, and religion.

7. Salient Features / General Procedure

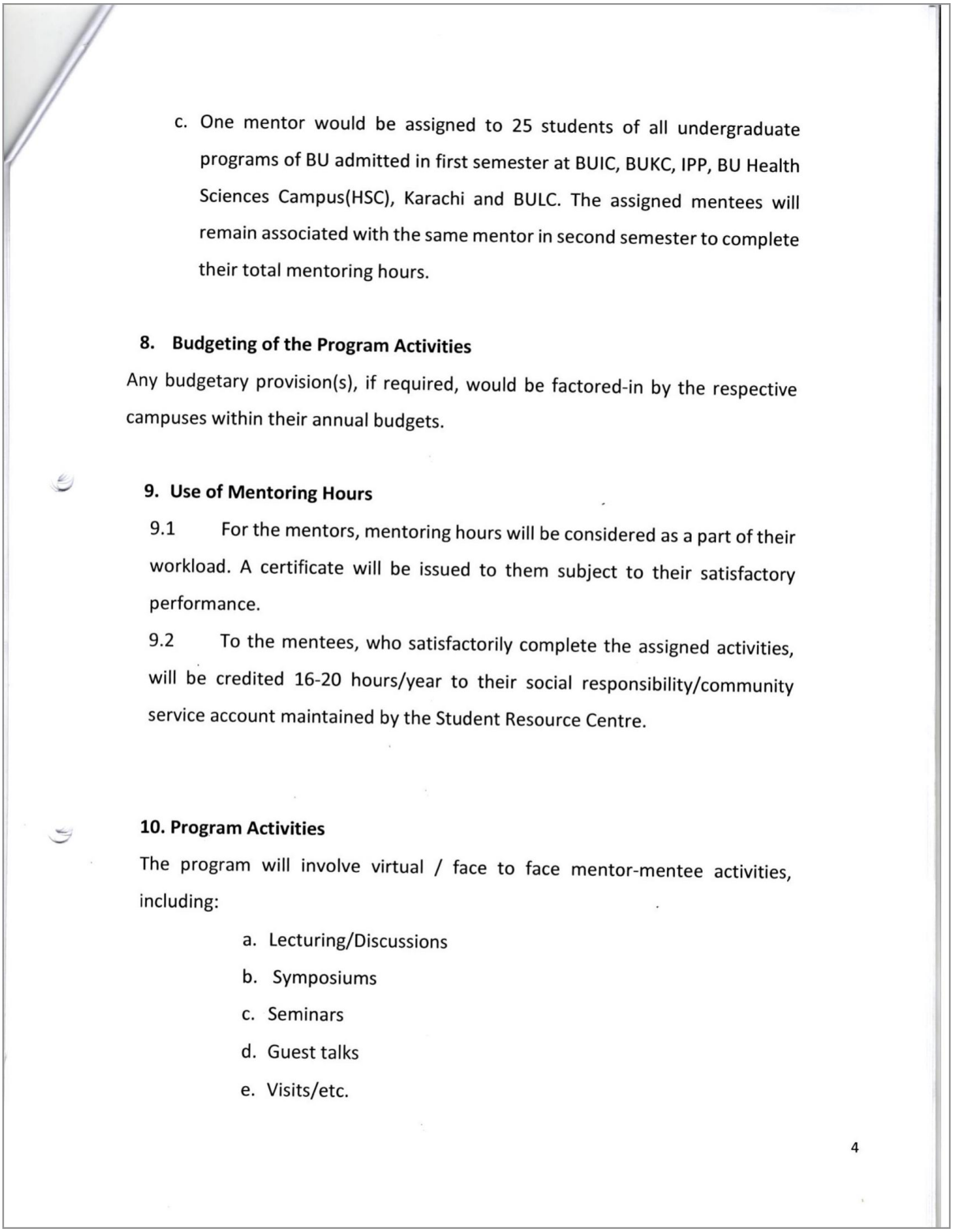
The salient features and general procedure for mentoring at BU are proposed to be as follows:

a. Mentors would be selected by Dean/Principal of the respective faculties from the permanent faculty members at BU based on their commitment for mission of university, personal and professional maturity, experience of mentoring, integrity, ethics, behavior, and motivation to contribute towards nation building.
b. Once selected the mentors would be trained (either virtually or in person) for a day, for which the resource person(s) would be from BU. External facilitators may be engaged, if required.

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Figure 4: PDF page 6: mentoring areas, including gender (para 6), and selection and training of mentors (para 7).

1. Student Mentoring Framework (continued)



c. One mentor would be assigned to 25 students of all undergraduate programs of BU admitted in first semester at BUIC, BUKC, IPP, BU Health Sciences Campus(HSC), Karachi and BULC. The assigned mentees will remain associated with the same mentor in second semester to complete their total mentoring hours.

8. Budgeting of the Program Activities

Any budgetary provision(s), if required, would be factored-in by the respective campuses within their annual budgets.

9. Use of Mentoring Hours

9.1 For the mentors, mentoring hours will be considered as a part of their workload. A certificate will be issued to them subject to their satisfactory performance.

9.2 To the mentees, who satisfactorily complete the assigned activities, will be credited 16-20 hours/year to their social responsibility/community service account maintained by the Student Resource Centre.

10. Program Activities

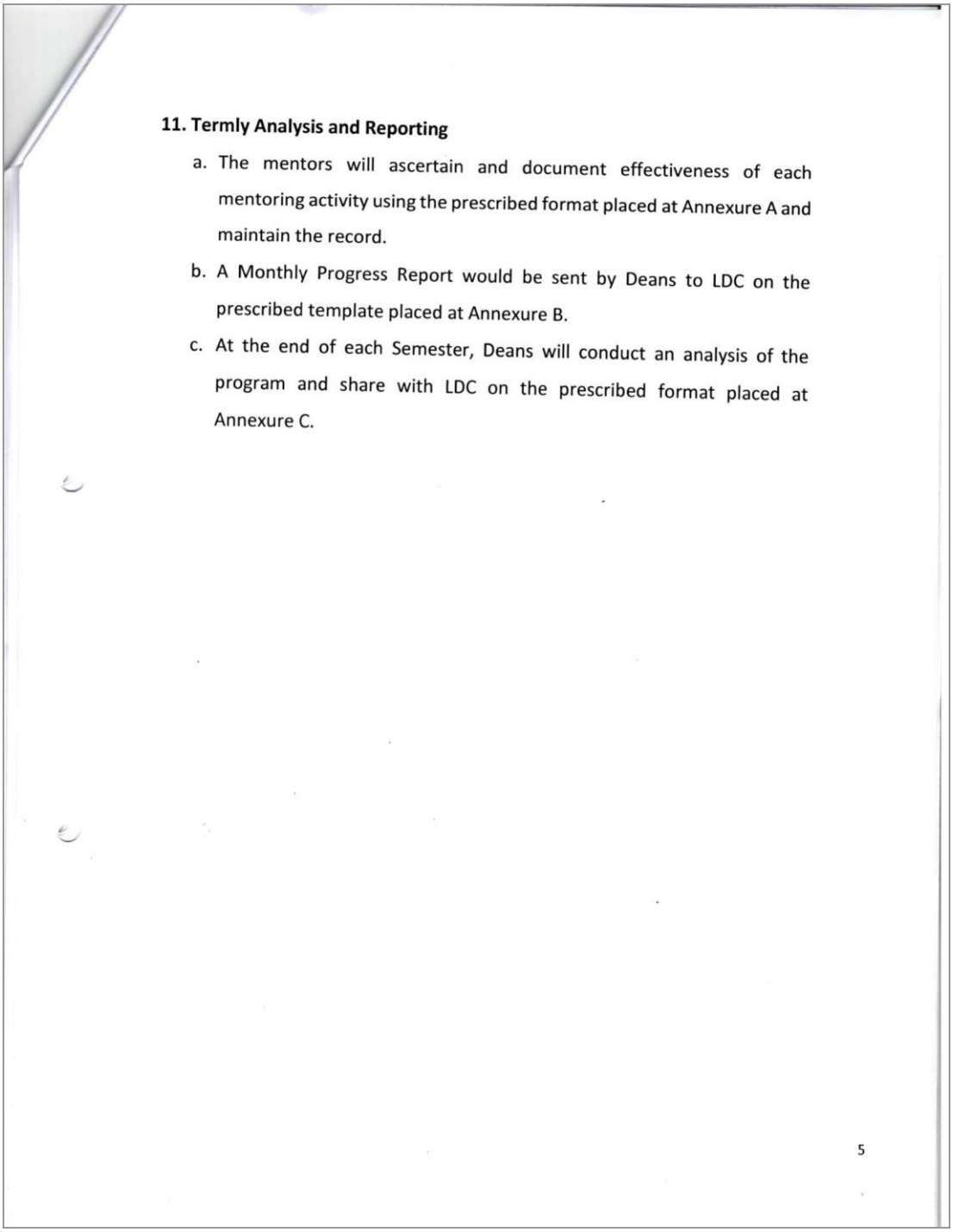
The program will involve virtual / face to face mentor-mentee activities, including:

a. Lecturing/Discussions
b. Symposiums
c. Seminars
d. Guest talks
e. Visits/etc.

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Figure 5: PDF page 7: one mentor for 25 first-semester undergraduates at every campus, retained in the second semester (para 7(c)); mentoring hours (para 9).

1. Student Mentoring Framework (continued)



11. Termly Analysis and Reporting

a. The mentors will ascertain and document effectiveness of each mentoring activity using the prescribed format placed at Annexure A and maintain the record.

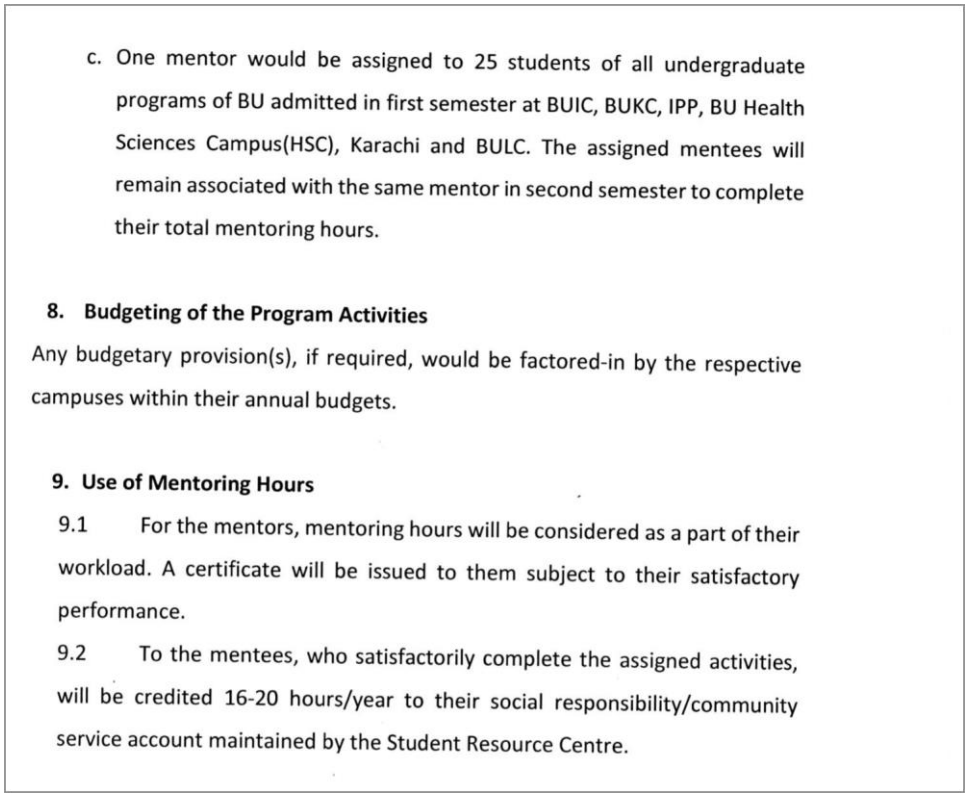
b. A Monthly Progress Report would be sent by Deans to LDC on the prescribed template placed at Annexure B.

c. At the end of each Semester, Deans will conduct an analysis of the program and share with LDC on the prescribed format placed at Annexure C.

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Figure 6: PDF page 8: termly analysis and reporting, with the Monthly Progress Report sent to the LDC (para 11).

1. Student Mentoring Framework (continued): paragraphs cited



c. One mentor would be assigned to 25 students of all undergraduate programs of BU admitted in first semester at BUIC, BUKC, IPP, BU Health Sciences Campus(HSC), Karachi and BULC. The assigned mentees will remain associated with the same mentor in second semester to complete their total mentoring hours.

8. Budgeting of the Program Activities

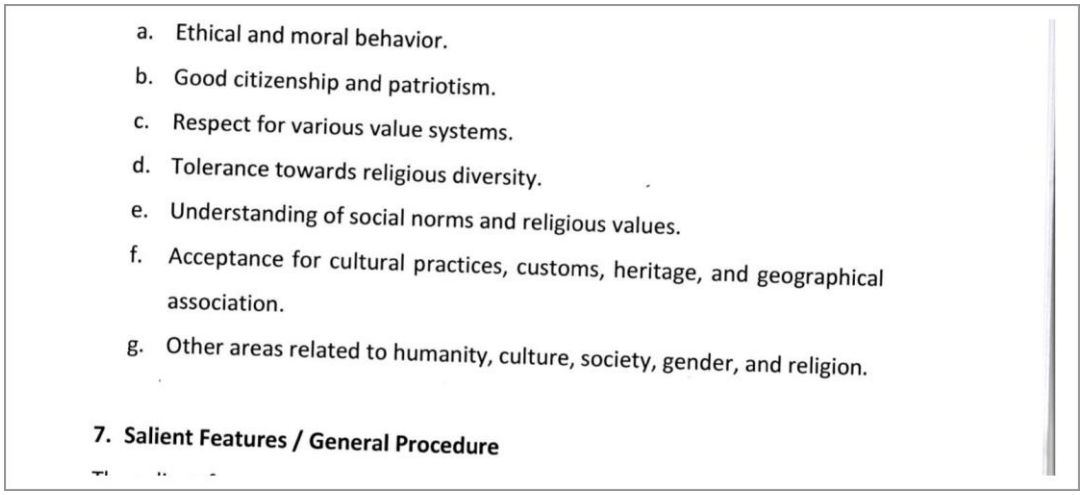
Any budgetary provision(s), if required, would be factored-in by the respective campuses within their annual budgets.

9. Use of Mentoring Hours

9.1 For the mentors, mentoring hours will be considered as a part of their workload. A certificate will be issued to them subject to their satisfactory performance.

9.2 To the mentees, who satisfactorily complete the assigned activities, will be credited 16-20 hours/year to their social responsibility/community service account maintained by the Student Resource Centre.

Figure 7: Enlarged extract, PDF page 7: para 7(c), allocation of one mentor to 25 first-semester undergraduates at every campus and continuity into the second semester, and paras 8 to 9.2, including the 16 to 20 hours a year credited to mentees.



a. Ethical and moral behavior.
b. Good citizenship and patriotism.
c. Respect for various value systems.
d. Tolerance towards religious diversity.
e. Understanding of social norms and religious values.
f. Acceptance for cultural practices, customs, heritage, and geographical association.
g. Other areas related to humanity, culture, society, gender, and religion.

7. Salient Features / General Procedure

Figure 8: Enlarged extract, PDF page 6: para 6, mentoring areas, including item (g), areas related to humanity, culture, society, gender and religion.

2. Women taking part in 2025 and their share of female students

The Directorate of Admissions, Bahria University Head Office, records from the Campus Management System (CMS) the students registered in Semester 1 of the Spring 2025 and Fall 2025 intakes. Women made up 2,875 of the 6,397 students who entered the first semester of the University's undergraduate programmes (BS, BBA, BE, LLB, AD and DPT) in 2025, or 44.9 per cent (Table 1 of the record). Under para 7(c) of the framework each of these women is assigned a faculty mentor in her first semester and keeps the mentor in her second.

The Directorate of Admissions has also provided the official record of female students enrolled in 2025, sent to the Directorate of Quality Assurance by the Director Admissions. The record takes the relevant population to be female students across all semesters of 2025, not only new admissions. It records 12,449 female students at the Islamabad E-8, Karachi, Institute of Professional Psychology, Islamabad H-11 and Lahore campuses, drawn from the Directorate of Admissions and CMS records with each student counted once in the year, and 1,205 more at the Health Sciences campuses at Karachi and Islamabad, drawn from the Health Sciences programme enrolment record: 13,654 female students in all (Table 3). The 2,875 women who entered the first semester and were assigned a mentor are 21.1 per cent of these 13,654 female students, more than twice the 10 per cent required; 10 per cent would require 1,366 women (Table 2).

As a cross-check against a figure approved by the governing body, the minutes of the 55th meeting of the Board of Governors, held on 12 January 2026, record that the total student strength of the University stood at 24,518 after the Fall 2025 admissions (para 7). The 2,875 women alone equal 11.7 per cent of all the University's students, men and women together, so the share of female students taking part exceeds 10 per cent on either measure.

Table 2: Women taking part in 2025 and their share of female students

Measure	Value	Source
A. Women entering the first semester of undergraduate programmes, Spring and Fall 2025, each assigned a faculty mentor	2,875	Directorate of Admissions, Table 1
B. Female students enrolled in 2025, all campuses, each counted once	13,654	Director Admissions, record of female enrolment (Table 3)
Share of female students taking part (A divided by B)	21.1%	Calculated
Women needed to reach 10 per cent (10 per cent of B, rounded up)	1,366	Calculated; A exceeds it by 1,509
Cross-check: A as a share of all 24,518 students, men and women together	11.7%	Board of Governors, para 7

Table 3: Female students enrolled in 2025, by campus (official record sent by the Director Admissions, Table 2)

Campus or unit	Female students	Record
Islamabad E-8	4,442	Directorate of Admissions and CMS
Karachi	4,604	Directorate of Admissions and CMS
Institute of Professional Psychology, Karachi	2,005	Directorate of Admissions and CMS

Campus or unit	Female students	Record
Islamabad H-11	832	Directorate of Admissions and CMS
Lahore	566	Directorate of Admissions and CMS
Subtotal, five campuses	12,449	Each student counted once in the year
Health Sciences, Karachi	1,057	Health Sciences programme enrolment record
Health Sciences, Islamabad	148	Health Sciences programme enrolment record
All campuses	13,654	Total

The share is conservative. It counts only the women admitted in 2025. It leaves out the women admitted in Fall 2024, who continued with their mentors in their second semester in Spring 2025, and the entrants of the Health Sciences Campus, Karachi, whose intake is recorded in its own registry, although the Health Sciences students are included in the 13,654 female students.

The paragraph of the minutes of the Board of Governors used as a cross-check is shown first in an enlarged extract, followed by the record of entrants of the Directorate of Admissions in full, with an enlarged extract of Table 1, and the minutes of the Board of Governors.

7. **Student Enrolment and Admissions**. It was apprised that the total student strength of the University currently stands at 24,518. Admissions for the Fall 2025 semester were undertaken in various BS, MS, MPhil, and PhD programmes across all campuses, whereby a total of 5,218 students were inducted against more than 43,000 applications received from across Pakistan and internationally. A total of 17,095 candidates qualified the entry test, resulting in an overall acceptance rate of approximately 30%. With the recent inductions, the student population has increased by 5.4%. The Board was further informed that enrolment

Figure 9: Minutes of the 55th meeting of the Board of Governors (enlarged extract, page 4, para 7): total student strength of the University of 24,518, with 5,218 students inducted in Fall 2025.

2. Women taking part (continued): record of the Directorate of Admissions

BAHRIA UNIVERSITY

Directorate of Admissions — Bahria University Head Office (BUHO), Islamabad

Issuing Authority: Director, Directorate of Admissions
Data Source: Bahria University CMS
Extraction Date: 1 November 2026

SDG 5.3.1 Institutional Evidence: Systematic Tracking of Women's Application, Acceptance & Entry Rates (2025)

Official verification of candidate applications received, admission offers/acceptances, total Semester 1 intake, and women's final entry (enrollment) numbers and rates across all constituent campuses for the combined **Spring 2025 and Fall 2025 Intakes**.

TABLE 1: SYSTEMATIC TRACKING OF WOMEN'S APPLICATION, ACCEPTANCE & ENTRY RATES (SPRING 2025 & FALL 2025 INTAKES)

Academic Level	Total Applications Received (2025)	Admissions Offered / Accepted (2025)	Overall Acceptance Rate (%)	Total Semester 1 Intake (2025)	Women Final Entry / Enrolled (N & % of Intake)
Undergraduate (BS / BBA / BE / LLB / AD / DPT)	42,611	6,350 / 6,577	14.9% / 15.4%	6,397	**2,875 (44.9%)**
Postgraduate (MS / MPhil / MBA / LLM)	7,634	2,236 / 1,997	29.3% / 26.2%	1,982	**1,097 (55.3%)**
Doctoral (PhD Programs)	510	76 / 72	14.9% / 14.1%	71	**21 (29.6%)**
Certificate & Short Courses	7	—	—	1	**1 (100.0%)**
Total Bahria University (All Campuses, 2025)	**50,762**	**8,662 / 8,647**	**17.1% / 17.0%**	**8,451**	**3,994 (47.3%)**

TABLE 2: CAMPUS-WISE ADMISSIONS & WOMEN'S ENTRY BREAKDOWN (SPRING 2025 & FALL 2025 INTAKES)

Constituent Campus / Unit	Total Applications Received (2025)	Admissions Offered / Accepted (2025)	Campus Acceptance Rate (%)	Women Final Entry / Enrolled (N & % of Intake)
Islamabad E-8 Campus (BUIC E-8)	24,084	3,140 / 3,403	13.0% / 14.1%	**1,445 (43.2%)**
Karachi Campus (BUKC)	13,794	3,055 / 3,138	22.1% / 22.7%	**1,509 (47.2%)**
Islamabad H-11 Campus (BUIC H-11)	6,306	907 / 895	14.4% / 14.2%	**350 (40.1%)**
Lahore Campus (BULC)	3,269	746 / 531	22.8% / 16.2%	**182 (36.8%)**
Institute of Professional Psychology (IPP), Karachi	2,714	659 / 537	24.3% / 19.8%	**508 (93.0%)**

Bahria University Head Office — Directorate of Admissions (SDG 5.3.1 Official Evidence 2025) Page 1 of 2

Figure 10: Directorate of Admissions, Bahria University Head Office, tracking of women's application, acceptance and entry, 2025, page 1: Table 1 by academic level and Table 2 by campus, Spring 2025 and Fall 2025 intakes (data source: Bahria University CMS).

2. Women taking part (continued): record of the Directorate of Admissions

TABLE 1: SYSTEMATIC TRACKING OF WOMEN'S APPLICATION, ACCEPTANCE & ENTRY RATES (SPRING 2025 & FALL 2025 INTAKES)

Academic Level	Total Applications Received (2025)	Admissions Offered / Accepted (2025)	Overall Acceptance Rate (%)	Total Semester 1 Intake (2025)	Women Final Entry / Enrolled (N & % of Intake)
Undergraduate (BS / BBA / BE / LLB / AD / DPT)	42,611	6,350 / 6,577	14.9% / 15.4%	6,397	**2,875 (44.9%)**
Postgraduate (MS / MPhil / MBA / LLM)	7,634	2,236 / 1,997	29.3% / 26.2%	1,982	**1,097 (55.3%)**
Doctoral (PhD Programs)	510	76 / 72	14.9% / 14.1%	71	**21 (29.6%)**
Certificate & Short Courses	7	—	—	1	**1 (100.0%)**
Total Bahria University (All Campuses, 2025)	**50,762**	**8,662 / 8,647**	**17.1% / 17.0%**	**8,451**	**3,994 (47.3%)**

Figure 11: Enlarged extract, page 1, Table 1: 2,875 women among the 6,397 Semester 1 undergraduate entrants of 2025 (44.9 per cent).

2. Women taking part (continued): record of the Directorate of Admissions

Constituent Campus / Unit	Total Applications Received (2025)	Admissions Offered / Accepted (2025)	Campus Acceptance Rate (%)	Women Final Entry / Enrolled (N & % of Intake)
Health Sciences Campus (BUHS), Karachi	595	155 / 143	26.1% / 24.0%	Tracked via BUHS Registry
Total Bahria University (All Campuses, 2025)	**50,762**	**8,662 / 8,647**	**17.1% / 17.0%**	**3,994 (47.3%)**

- **Scope & Reconciliation:** Figures combine the Spring 2025 and Fall 2025 intakes across constituent campuses in the Bahria University Campus Management System (CMS). Programme-level sums are reconciled with official CMS totals for every campus and intake.
- **Stage Definitions:** *Total Applications* includes national and foreign applicants (50,762). *Offered* (8,662) represents candidates who cleared the admission test and interview. *Accepted* (8,647) represents candidates who paid the admission fee (Accepted may exceed Offered in specific streams where candidates shifted programmes upon fee payment). *Women Final Entry* (3,994 out of 8,451 total Semester 1 entrants, or 47.3%) represents female students registered in Semester 1 of each intake.

Institutional Tracking & Evaluation Formulas (THE Impact Rankings SDG 5.3.1 Methodology):

1. **Women's Application Rate** = (Total Female Applicants ÷ Total Applicants) × 100
2. **Women's Acceptance Rate** = (Total Female Applicants Offered / Accepted for Admission ÷ Total Female Applicants) × 100
3. **Women's Entry (Enrollment) Rate** = (Total Female Students Enrolled in Semester 1 ÷ Total Students Enrolled in Intake) × 100 = (3,994 ÷ 8,451) × 100 = **47.3%**

Bahria University Head Office — Directorate of Admissions (SDG 5.3.1 Official Evidence 2025) Page 2 of 2

Figure 12: The same record, page 2: Table 2 continued and the stage definitions, under which women's final entry counts the female students registered in Semester 1 of each intake.

2. Women taking part (continued): minutes of the Board of Governors

Bahria University
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Head Office

RBU/MoM/55th BoG/ 78

See Distribution 9 February 2026

MINUTES OF FIFTY FIFTH (55TH) MEETING OF BOARD OF GOVERNORS HELD ON 12 JANUARY 2026

References:

A. NHQ letter PN/NE Dte/ General/774530 dated 09 December 2025 (NOTAL).
B. BUHO letter RBU/55th BoG/2025/818 dated 31 December 2025.
C. NHQ letter PN/NE Dte/ General/1094324/1135 dated 03 February 2026 (NOTAL)

1. Fifty Fifth (55th) Board of Governors meeting of Bahria University was held at 0930 hrs on Monday, 12 January 2026 at Video Link Conference Room of Bahria University Head Office, Islamabad. The meeting was attended by the following:

Present

Naval Headquarters		
a.	Admiral Naveed Ashraf NI NI(M) T Bt Chief of the Naval Staff	Chairman BoG/ Pro-Chancellor
b.	Vice Admiral Raja Rab Nawaz HI(M) S Bt Chief of Staff	Member
c.	Surg Rear Admiral Rizwan Sadiq HI(M) Director General Medical Services (Navy) and Pro-Rector Health Sciences	Member
d.	Rear Admiral Asim Sohail Malik SI(M) Deputy Chief of Naval Staff (Training & Personnel)	Member
e.	Cdre Syed Ailya Hasan SI(M) TBt Rep of Director General Naval Intelligence	In Attendance
f.	Cdre Muhammad Arshad Minhas Deputy Chief of Naval Staff (Material)	Member
g.	Cdre Ahmed Noor Ansari TI(M) Assistant Chief of Naval Staff (PMSTP)	In Attendance (For Agenda Item III, PMSTP only)
h.	Captain Abdul Ghaffar PN Director Naval Education	Member
j.	Capt Asad Hashmi PN Director Pakistan Navy Benevolent Association (PNBA)	In Attendance (For Agenda Item III, BUHSCI only)
Admin Authorities		
k.	Rear Admiral Khyber Zaman HI(M) Commander Karachi (AOL) (Through Video Link)	Member
l.	L/Rear Admiral Saqib Ilyas SI(M) Commander North	Member

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Registrar's Secretariat, BU Head Office, Shangrila Road, Sector E-8, Islamabad
UAN:051-111-111-028 Ext 1223 Tel:92-51-9263401 Fax:92-51-9262205 Email: registrar@bahria.edu.pk Web: www.bahria.edu.pk

Figure 13: Minutes of the 55th meeting of the Board of Governors, held on 12 January 2026, issued by the Registrar on 9 Febru ary 2026 (RBU/MoM/55th BoG/78), page 1.

2. Women taking part (continued): minutes of the Board of Governors

a. Academic activities.
b. Research activities.
c. Co-curricular/ Extra-curricular.

6. Discussions and decisions on the relevant points are covered in the ensuing paragraphs.

ACADEMIC ACTIVITIES

7. **Student Enrolment and Admissions**. It was apprised that the total student strength of the University currently stands at 24,518. Admissions for the Fall 2025 semester were undertaken in various BS, MS, MPhil, and PhD programmes across all campuses, whereby a total of 5,218 students were inducted against more than 43,000 applications received from across Pakistan and internationally. A total of 17,095 candidates qualified the entry test, resulting in an overall acceptance rate of approximately 30%. With the recent inductions, the student population has increased by 5.4%. The Board was further informed that enrolment growth contributes positively to the financial health of the University, as tuition fee constitutes the primary revenue stream; however, in line with the approved Strategic Plan, efforts are also underway to diversify income sources.

8. The discipline-wise distribution of students was shared, with major enrolment in Education and Business (33%) and Engineering Sciences (31%), followed by Humanities and Social Sciences (12%), Psychology (11%), Health Sciences (8%), Law (4%), and Maritime Studies (1%).

9. The Board was apprised that, as approved earlier, MS Clinical Psychology and BS Computer Science are being pursued as flagship programmes to further enhance quality and market positioning. Moreover, all degree programmes are fully accredited by the relevant regulatory bodies and the audits are conducted regularly. PG programmes at Islamabad Campus successfully complied the HEC's audit requirements recently. In addition, the Engineering programmes have international accreditation of Washington Accord while the Business School is in the process of attaining its accreditation with AACSB.

10. During the discussion, the Honourable Chairman inquired whether the current discipline-wise distribution of students was satisfactory or required future adjustment. The Rector informed the Board that the University intends to enhance its maritime portfolio in a measured manner, while avoiding duplication with Pakistan Marine Academy. He added that future expansion in maritime disciplines would be aligned with emerging areas of the maritime economy through collaboration and programme diversification.

11. The Rector further apprised the Board of changing national trends in student preferences, noting a declining interest in certain health sciences and traditional disciplines, alongside increasing demand for Computer Science, IT, AI, and related fields. In this context, he stated that the University is adjusting its academic portfolio and has identified future focus areas including Artificial Intelligence, Cyber Security, Data Sciences, and Quantum Computing, with technological components being integrated into existing programmes.

12. Prof. Dr. Anwar-ul-Hassan Gilani endorsed the future-oriented disciplines identified by the Rector and expressed concern regarding the sustainability of enrolment in certain programmes, particularly Business Studies. In response, Director SMP clarified that rejection rates vary across programmes. The Rector further informed the Board that the Business

Registrar's Secretariat, BU Head Office, Shangrila Road, Sector E-8, Islamabad
UAN:051-111-111-028 Ext 1223 Tel:92-51-9263401 Fax:92-51-9262205 Email: registrar@bahria.edu.pk Web: www.bahria.edu.pk

Figure 14: The same minutes, page 4: para 7, student enrolment and admissions.

3. The programme in operation: women mentors and mentor training

The LPDC compiles the campus returns into the Monthly Progress Report prescribed by the framework (para 11). The report for December 2024 records 139 mentoring sessions with first-semester classes across the campuses. Women faculty led 109 of them (78.4 per cent) and 238 of the 300 mentoring hours, including all 38 sessions at the Institute of Professional Psychology, where women were 508 of the entrants of 2025 (93.0 per cent), and all 10 at the Health Sciences Campus, Karachi. At the Islamabad H-11 Campus, Engr. Maryam Iqbal co-led a four-hour session titled “When Women Work Together”. The December 2024 report falls within the University’s academic year 2025.

Table 4: Mentoring sessions led by women mentors, by campus, December 2024

Campus	Sessions	Led by women mentors	Share led by women
Islamabad E-8	32	24	75.0%
Islamabad H-11	15	7	46.7%
Lahore	14	10	71.4%
Karachi (of which Institute of Professional Psychology)	68 (38)	58 (38)	85.3% (100%)
Health Sciences, Karachi	10	10	100%
All campuses	139	109	78.4%

The Monthly Progress Report is shown page by page, each page at the full width of the document, followed by the mentor training of 2025 and the training of faculty on gender equity.

3. The programme in operation (continued): Monthly Progress Report, December 2024

Leadership & Professional Development Centre (LPDC)
Student Mentoring Program
Monthly Progress Report – For the Month of December 2024

S. No	Campus	Department	Mentees' Semester and Section/Roll No.	Name of Mentor	Designation	Title/ Area / Theme of Discussion	Number of hours spent
1.	BUIC-E8	Law	LLB 1(A&B)	Muhammad Ashraf	Senior Lecturer	Self-Awareness	2
2.	BUIC-E8	Media Studies	BS Media Studies 1 A &B	Dr. Qamar Abbas	Assistant Professor	Good Citizenship and Patriotism	2
3.	BUIC-E8	Media Studies	BS Media Studies and BS TVDM 2	Ms. Ayesha Zahid	Snr. Lecturer	Empathy and Problem solving	2
4.	BUIC-E8	Media Studies	BS TVDM 1A	Dr. Hayam Qayyoum	Senior Associate professor	Integrating ethical practices into daily life	2
5.	BUIC-E8	Media Studies	BS TVDM and BS	Dr. Mohsin Hassan Khan	Senior associate professor	Self-Awareness	2
6.	BUIC E-8	BS (Economics)	BS(ECONOMICS) 1A	Ms. Madiha Kamal	Senior Lecturer	Difference between Tarbiyah and Tarbiyat and who is responsible	2
7.	BUIC E-8	BS (Economics)	BS(ECONOMICS) 2A	Ms. Madiha Kamal	Senior Lecturer	Difference between Tarbiyah and Tarbiyat and who is responsible	2
8.	BUIC E-8	Professional Psychology	BS 1 A	Sara Fatima	Sr Lecturer	Moral engagement	2
9.	BUIC E-8	Professional Psychology	BS 1 B	Dr Afreen Komal	Assistant Professor	Ethics and moral values	2
10.	BUIC E-8	Professional Psychology	BS 2 A	Dr Zafar	Associate Professor	Ethics and moral values	2
11.	BUIC E-8	Health and social sciences	BS English 1	Tooba Shakoor	Assistant Professor	Value of good friendships socially and religiously	2

Figure 15: LPDC, Student Mentoring Program, Monthly Progress Report for December 2024, page 1: campus, department, mentee class, mentor, designation, theme and hours.

3. The programme in operation (continued): Monthly Progress Report, December 2024

41.	BUIC H-11	Computer Science Department	AD (CS) 1st	Dr.Saad Bashir Alvi	Associate Professor	Good Citizenship and Patriotism, Respect for various value systems	2
42.	BUIC H-11	Computer Science Department	BS (AI) 1st	Nida Khalid	Senior Lecture	Ethical and Moral Behavior	2
43.	BUIC H-11	CE	BCE-1	Engr. M Kashif Naseer	Senior Lecturer	Undertaking of Social and Religious Values	2
44.	BUIC H-11	CE	BCE-1	Engr. Waleed Manzoor	Assistant Professor	The Engineer and Society	2
45.	BUIC H-11	Electrical Engineering	BSRIS- 3(A/B)	Engr. Zain Bin Khalid	Sr. Lecturer	Patriotism	2
46.	BUIC H-11	Electrical Engineering	BSRIS- 2 & 3; BEE-1 & 3	Engr. Zain Bin Khalid / Engr. Maryam Iqbal	Sr. Lecturer / Assistant Professor	When Women Work Together	4
47.	BUIC H-11	Electrical Engineering	BSRIS 1, 2, 3 and BEE-1 & 3	Ms. Sumbal Saadat Kakakhel	Guest Speaker	The Power of Self Esteem	2
48.	Lahore	Computer Science	BS(CS) 2A	Rizwan Khalid	Sr. Lecturer	Respect For Various Value Systems	2
49.	Lahore	Computer Science	BS(IT) 2A	Maryam Shabbir	Lecturer	Moral and Ethical Values	2
50.	Lahore	Computer Science	BS(BIT)-1B	Hoor Fatima Yousaf	Lecturer	University Values and Ethics	2
51.	Lahore	Computer Science	BS (CS) 1-A	Ms. Rida Fatima	Lecturer	Ethical and moral values	2
52.	Lahore	Computer Science	BS(CS) 1B	Ms. Zoobia Fatima	Lecturer	Respect of Teachers and Ethics in University	2
53.	Lahore	Computer Science	BS(IT) 1A	Mehreen Tariq	Lecturer	Project Discussions, Help students how to complete their projects also guide them about tea work	2

Figure 16: Monthly Progress Report, December 2024, page 4: sessions at the Islamabad H-11 and Lahore campuses, including session 46.

46.	BUIC H-11	Electrical Engineering	BSRIS- 2 & 3; BEE-1 & 3	Engr. Zain Bin Khalid / Engr. Maryam Iqbal	Sr. Lecturer / Assistant Professor	When Women Work Together	4

Figure 17: Enlarged extract, page 4: session 46, “When Women Work Together,” four hours, co-led by Engr. Maryam Iqbal, Assistant Professor, Islamabad H-11 Campus.

3. The programme in operation (continued): Monthly Progress Report, December 2024

82.	Karachi	BS	BBA – 1A	Salman Hameed	Sr. Lecturer	Understanding of social norm and religious values	2
83.	Karachi	IPP	BS-1	Ms. Mahnoor Farooqui	Lecturer	Awareness of Anger	2
84.	Karachi	IPP	BS-1	Ms. Oruba Motiwala	Lecturer	Awareness of Anger	2
85.	Karachi	IPP	BS-1	Ms. Hira Abbas	Lecturer	Interview Etiquettes	2
86.	Karachi	IPP	BS-1	Ms. Mariya Raza	Lecturer	Interview Etiquettes	2
87.	Karachi	IPP	BS-1	Ms. Daniya Abdul Maroof	Lecturer	Distress to De-stress (Part 1)	2
88.	Karachi	IPP	BS-1	Ms. Ayesha Akhlaq	Snr Lecturer	Stress Management Activity	2
89.	Karachi	IPP	BS-1	Ms. Mahnoor Farooqui	Lecturer	Anger Management	2
90.	Karachi	IPP	BS-1	Ms. Oruba Motiwala	Lecturer	Anger Management	2
91.	Karachi	IPP	BS-1	Dr. Rimsha Tanveer Malik	Asstt Prof	Academic self-growth	2
92.	Karachi	IPP	BS-1	Ms. Noor ul Ain	Lecturer	Academic self-growth	2
93.	Karachi	IPP	BS-1	Ms. Durriya Anis	Lecturer	Self-Growth	2
94.	Karachi	IPP	BS-1	Ms. Mahnoor Farooqui	Lecturer	Awareness of Stress	2
95.	Karachi	IPP	BS-1	Ms. Saria Rafiq	Snr Lecturer	Self-belief Activity	2
96.	Karachi	IPP	BS-1	Ms. Oruba Motiwala	Lecturer	Awareness of Stress	2

Figure 18: Monthly Progress Report, December 2024, page 7: Institute of Professional Psychology sessions, each led by a woman mentor.

3. The programme in operation (continued): mentor training, 2025

The programme continued through 2025. On 12 and 15 September 2025 the LPDC ran a train-the-trainer programme on student mentoring at the E-8 Campus for 16 faculty members from Professional Psychology, Humanities and Social Sciences, Media and Law, Computer Science and the business departments. The Karachi Campus runs the programme through its own SMP Manager: on 13 October 2025 Mr. Usman Siddiqui, SMP Manager, Karachi Campus, held a two-hour training on the Student Mentoring Program for 10 faculty members. On 31 July 2025 the LPDC trained faculty members at the Islamabad H-11 Campus on "Advancing Gender Equity in Academia and Workplace," delivered by Dr. Umme Laila Shah. All three are recorded, with the photographs below, in the LPDC's annual report of training activities for July 2025 to June 2026.

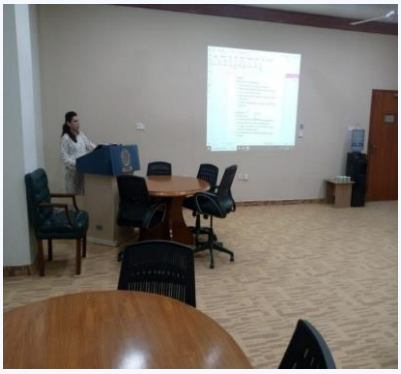


Figure 19: Train-the-trainer programme on student mentoring, E-8 Campus, 12 and 15 September 2025 (LPDC report).



Figure 20: The same programme: 16 faculty members trained as mentors.



Figure 21: Training on the Student Mentoring Program, Karachi Campus, 13 October 2025, by the campus SMP Manager (LPDC report).



Figure 22: The same training: 10 faculty members.

3. The programme in operation (continued): training on gender equity, and the annual report



Figure 23: "Advancing Gender Equity in Academia and Workplace," Islamabad H-11 Campus, 31 July 2025 (LPDC report).



Figure 24: The same training, delivered by Dr. Umme Laila Shah.

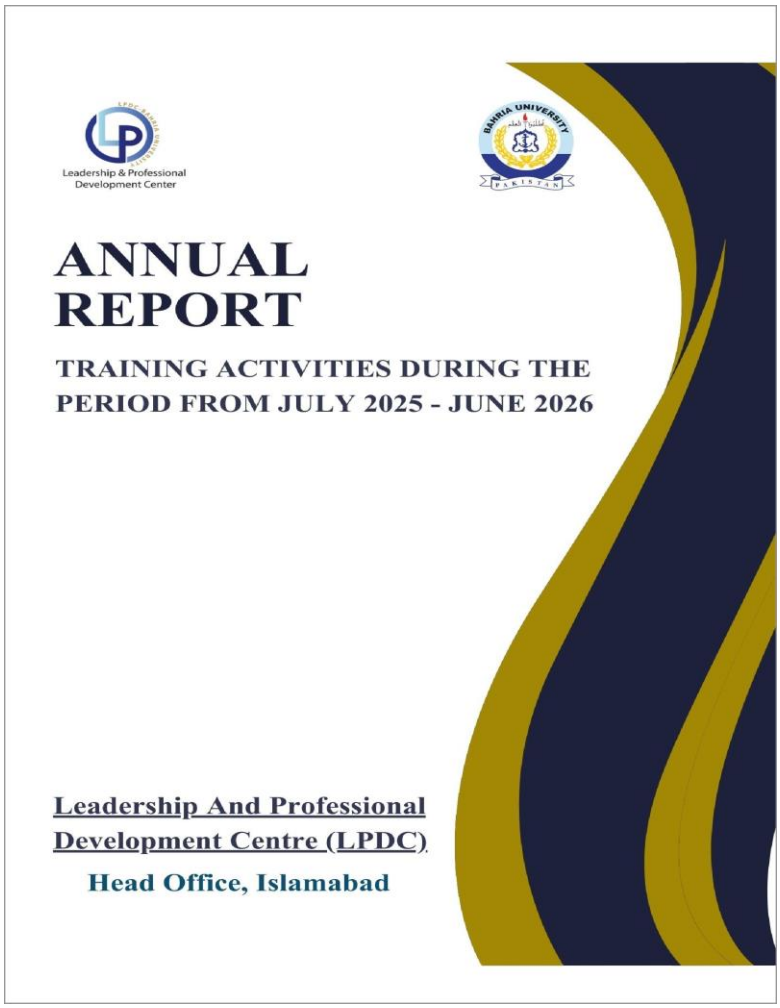


Figure 25: LPDC, Head Office, Annual Report: Training Activities during the Period from July 2025 to June 2026, cover.

4. Group mentoring and grooming sessions for students, 2025

Alongside the first-year programme, the LPDC ran 53 student grooming sessions across the campuses in 2025, in which faculty members, alumni and invited professionals gave students group guidance on personal and career development, well-being, conduct and research skills. The sessions are recorded in the LPDC's data return to the Directorate of Quality Assurance (memo BU-HO/LPDC/2026/M/466 of 17 March 2026, Annex A, January to December 2025) and in its annual report of training activities for July 2025 to June 2026; Table 6 combines the two records.

Women led 26 of the 53 sessions (49.1 per cent), and the sessions led by women recorded 912 of the 2,087 participants. Two alumnae mentored students on their careers and personal skills: Ms. Khizran Bangash (BBA 2013, MBA 2019) on writing a CV and cover letter at the Karachi Campus, and Ms. Nida Asif on improving personal skills at the Islamabad E-8 Campus. Two sessions, both led by women and aligned by the LPDC with SDG 5, addressed harassment and its prevention: at the Islamabad H-11 Campus on 26 May 2025 (70 participants) and at the Islamabad E-8 Campus on 19 September 2025 (30 participants). Every session at the Islamabad H-11 Campus was led by a woman.

Table 5: LPDC student grooming sessions by campus, 2025

Campus	Sessions	Led by women	Participants	In sessions led by women
Islamabad E-8	9	3	254	88
Islamabad H-11	5	5	117	117
Health Sciences, Islamabad	4	1	273	30
Karachi, including the Institute of Professional Psychology	31	17	1,163	677
Lahore	4	0	280	0
All campuses	53	26 (49.1%)	2,087	912

The resource person is identified as a woman or a man by the title and name in the LPDC records; the alumna Ms. Khizran Bangash, recorded in the LPDC report as Mr., is identified from the University's public post of the session, reproduced in this section. Where the data return and the annual report give different details for the same session, the annual report is followed: Mastering Emotional Intelligence is dated 12 September in the report and 16 September in the return, and Anti-Harassment Awareness 19 September with 30 participants in the report and on the LPDC website, against 25 September and 25 participants in the return.

4. Group mentoring and grooming sessions (continued): register of sessions, 2025

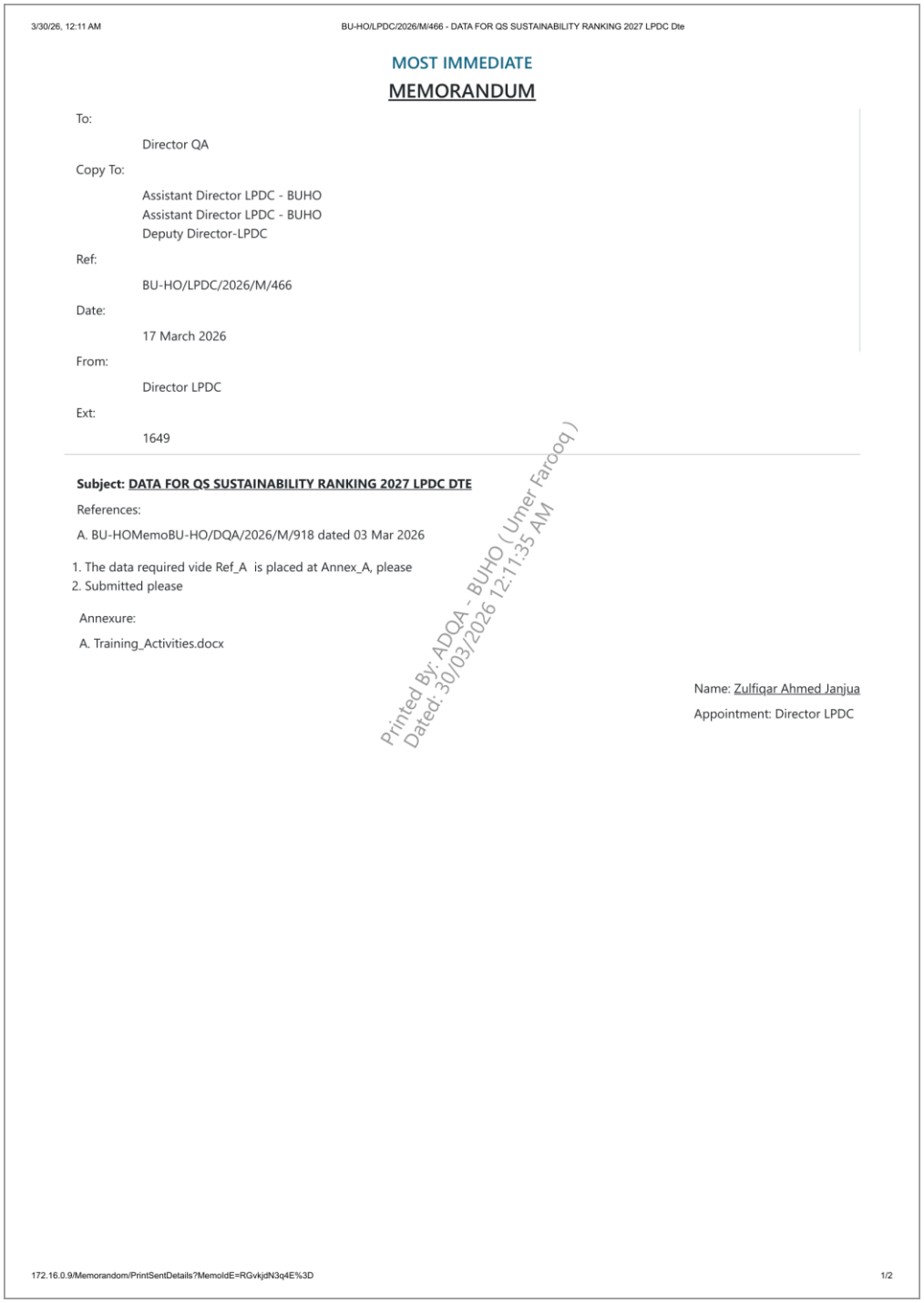
Table 6: Register of LPDC student grooming sessions, January to December 2025

No.	Date and campus	Session	Resource person	Led by	Participants
1	11 Feb, Lahore	Personal Development and Self Growth	Dr. Usman Rasheed	Man	40
2	24 Feb, Karachi	Importance of Time Management in Academic Life	Dr. Muhammad Idress	Man	40
3	26 Feb, Karachi	Lecture on Occupational Health and Safety	Mr. Muhammad Irfan	Man	21
4	22 Apr, Karachi	Communication Skills	Ms. Sana Saleem	Woman	50
5	24 Apr, Karachi	AI in Cyber Security	Mr. Fahad Ahmed Khan	Man	47
6	28 Apr, Karachi	Entrepreneurship Skills in the Maritime Sector	Engr. Rizwan Ali	Man	25
7	2 May, Islamabad E-8	Understand AI Capabilities	Ms. Naila Masood	Woman	35
8	12 May, Lahore	Role of Educational Institutions in Promoting Anti-Corruption Values	Deputy Director, NAB	Not stated	38
9	26 May, Islamabad H-11	Harassment and Its Prevention	Hafiza Amina	Woman	70
10	4 Jun, Islamabad E-8	Addiction and Its Consequences	Mr. Naeem Aslam Chughtai	Man	25
11	22 Jul, Health Sciences, Islamabad	Tackling the Negative Influence of AI on Students' Learning	Dr. Joddat Fatima	Woman	30
12	24 Jul, Health Sciences, Islamabad	Professional Ethics	Dr. Farrukh Hayat	Man	50
13	28 Jul, Karachi	Personal Branding through LinkedIn	Ms. Hadiqa Riaz	Woman	45
14	29 Jul, Karachi	Professional Etiquettes	Ms. Maawra Salam	Woman	35
15	6 Aug, Health Sciences, Islamabad	Future Trends and Emerging Technologies	Faculty of the campus	Not stated	93
16	11 Sep, Karachi	Motivational Session on Personal Grooming	Dr. Moosa Lakhani	Man	42
17	12 Sep, Karachi	Social Behaviour	Dr. M. Idrees	Man	34
18	12 Sep, Karachi	Mastering Emotional Intelligence	Dr. Munaza Bibi	Woman	48
19	16 Sep, Karachi	How to Create a Digital Portfolio	Ms. Javeriya Farhan	Woman	40
20	19 Sep, Islamabad E-8	Anti-Harassment Awareness	Ms. Qurat-ul-Ain	Woman	30
21	22 Sep, Karachi	Maritime Awareness	Ms. Sadia Sherazi	Woman	13

No.	Date and campus	Session	Resource person	Led by	Participants
22	24 Sep, Islamabad E-8	Time Management	Mr. Umair Saeed (alumnus)	Man	40
23	24 Sep, Lahore	Resume Writing and Interview Skills	Mr. Jawad Khan	Man	107
24	25 Sep, Karachi	Career Development	Ms. Syeda Zainab Salam	Woman	86
25	25 Sep, Islamabad H-11	Stress Management	Ms. Javeria Asim	Woman	18
26	25 Sep, Karachi	Applications of GIS	Mr. Safdar	Man	16
27	29 Sep, Karachi	Use of AI in Academic Learning	Mr. Muhammad Tabish Sarfraz	Man	8
28	6 Oct, Islamabad E-8	Election Laws in Pakistan	Deputy Director Legal, ECP	Not stated	15
29	6 Oct, Karachi	Zotero for Research	Dr. Fazeelat Masood	Woman	25
30	14 Oct, Karachi	How to Write a CV and Cover Letter	Ms. Khizran Bangash (alumna)	Woman	56
31	15 Oct, Islamabad E-8	Improve Personal Skills	Ms. Nida Asif (alumna)	Woman	23
32	15 Oct, Islamabad E-8	Develop Communication Skills	Mr. Waqas Waheed	Man	18
33	15 Oct, Karachi	Islamic Teachings on Social Responsibility and Justice	Mr. Mussa Amir	Man	70
34	15 Oct, Karachi	Ethical Values towards Society	Mr. Yasoob Rizvi	Man	22
35	16 Oct, Karachi	What's Bothering Gen Z	Ms. Ambreen Muzammil	Woman	29
36	28 Oct, Health Sciences, Islamabad	Time Management, Stress Control and Exam Confidence	Prof. Dr. Mowadat Hussain Rana	Man	100
37	13 Nov, Karachi	Workplace Excellence: Grooming Standards and Presentation Mastery	Mr. Umair Khalid	Man	21
38	13 Nov, Karachi	Anger Management and Well-Being	Ms. Zahyreen Kausar	Woman	39
39	18 Nov, Karachi	Ethical Concerns When Using AI	Dr. Tariq Siddiqui	Man	23
40	18 Nov, Islamabad H-11	Time Management	Dr. Huma Hassan	Woman	8
41	19 Nov, Lahore	Anger Management and Emotional Well-Being	Dr. Usman Rasheed	Man	95
42	20 Nov, Karachi	Enhancing Self-Awareness for Personal Growth (SWOT Analysis)	Ms. Madeeha Jabeen	Woman	40
43	21 Nov, Karachi	Power BI Essentials: Data Analytics Skills	Ms. Sumaiya Osman	Woman	25
44	25 Nov, Karachi	AI and Digital Privacy	Dr. Imran	Man	35

No.	Date and campus	Session	Resource person	Led by	Participants
45	27 Nov, Islamabad H-11	Team Work Ethics and Classroom Behaviours	Ms. Aqsa Israr	Woman	21
46	28 Nov, Karachi	Stress Management	Ms. Noor ul Ain	Woman	30
47	28 Nov, Islamabad E-8	Career Planning, Development and Improving Social Capital	Mr. Rashid Hassan	Man	26
48	4 Dec, Karachi	CV Writing and Skills	Ms. Arshiya Hussain	Woman	78
49	8 Dec, Karachi	Statistical Methods and Tools for Research Analysis	Dr. Fareeha Kanwal	Woman	23
50	9 Dec, Islamabad H-11	Assertiveness	Ms. Mehwish	Woman	Not recorded
51	10 Dec, Karachi	MS, MPhil and PhD Thesis Formatting Using MS Word	Ms. Rimsha Tanveer Malik	Woman	15
52	16 Dec, Karachi	How to Become a Productive Member of Society	Capt. (R) Noman	Man	82
53	16 Dec, Islamabad E-8	CV Writing	Mr. Saad Zafar Sadiq (alumnus)	Man	42

4. Group mentoring and grooming sessions (continued): LPDC data return



3/30/26, 12:11 AM BU-HO/LPDC/2026/M/466 - DATA FOR QS SUSTAINABILITY RANKING 2027 LPDC Dte

MOST IMMEDIATE

MEMORANDUM

To:

Director QA

Copy To:

Assistant Director LPDC - BUHO
Assistant Director LPDC - BUHO
Deputy Director-LPDC

Ref:

BU-HO/LPDC/2026/M/466

Date:

17 March 2026

From:

Director LPDC

Ext:

1649

Subject: DATA FOR QS SUSTAINABILITY RANKING 2027 LPDC DTE

References:

A. BU-HOMemoBU-HO/DQA/2026/M/918 dated 03 Mar 2026

1. The data required vide Ref_A is placed at Annex_A, please
2. Submitted please

Annexure:

A. Training_Activities.docx

Printed By: ADQA - BUHO (Umer Farooq)
Dated: 30/03/2026 12:11:35 AM

Name: Zulfiqar Ahmed Janjua

Appointment: Director LPDC

172.16.0.9/Memorandom/PrintSentDetails?MemoId=RGvkjdN3q4E%3D 1/2

Figure 26: LPDC, memo BU-HO/LPDC/2026/M/466 of 17 March 2026 to the Director Quality Assurance: training activities data placed at Annex A.

4. Group mentoring and grooming sessions (continued): LPDC data return, Annex A

DATA FOR QS SUSTAINABILITY RANKING 2027
Leadership and Professional Development Centre
Jan 2025 – Dec 2025

Faculty Development

S. No	Date	Activity	Total No. of Training Hours	Resource Person/s	No. of Participants	Venue	Category	Relevant UNSDGs	Detail
1.	23 Jan	Making teaching fun through Technology integration	2	Ms. Joddat Fatima Assistant Professor	14	Islamabad E8	Social Sustainability	SDG 4 – Quality Education	Enhances modern teaching practices and effective learning through technology
2.	30 Jan	Training on BU OBE Software	2	Dr. Adeel M Syed HOD SE Department	50	Islamabad E8	Social Sustainability	SDG 4 – Quality Education	This training improves learning outcomes, curriculum alignment, and educational quality
3.	17 Jan	Stress Management	2	Mr. Habib Ullah	13	Islamabad H-11	Social Sustainability	SDG 3 – Good Health and Well-Being	Promotes mental health, well-being, and healthy work environment for staff.
4.	30 Jan	Training on OBE Software (Online)	2	Dr. Adeel M Syed HOD SE Department	10	Islamabad H-11	Social Sustainability	SDG 4 – Quality Education	This training improves learning outcomes, curriculum

Figure 27: Annex A, page 1: Leadership and Professional Development Centre, January 2025 to December 2025, beginning with fac ulty development.

4. Group mentoring and grooming sessions (continued): LPDC data return, Annex A

Student Grooming Activities									
S. No	Date	Activity	Total No. of Training Hours	Resource Person/s	No. of Participants	Venue	Category	Relevant UNSDGs	Detail
1.	Feb 11	Personal Development and Self Growth	2	Dr. Usman Rasheed	40	Lahore	Social	SDG 3: Good Health & Well-Being	Promotes self-awareness and emotional development.
2.	Feb 24	Importance of Time Management in Academic Life	2	Dr. Muhammad Idress	40	Karachi	Social	SDG 4: Quality Education	Improves students' productivity and study efficiency.
3.	Feb 26	Lecture on Occupational Health and Safety	2	Muhammad Irfan	21	Karachi	Social	SDG 3: Good Health & Well-Being	Raises awareness on workplace safety practices.
4.	Apr 22	Communication Skills	2	Ms. Sana Saleem	50	Karachi	Social	SDG 4: Quality Education	Improves verbal and written communication skills.
5.	Apr 24	AI in Cyber Security	2	Mr. Fahad Ahmed Khan	47	Karachi	Social	SDG 9: Industry, Innovation & Infrastructure	Raises awareness about AI applications in cybersecurity.
6.	Apr 28	How to Develop Entrepreneurship Skills in the Maritime Sector	2	Engr Rizwan Ali	25	Karachi	Social	SDG 8: Decent Work & Economic Growth	Promotes entrepreneurship in the maritime sector.
7.	May 02	Understand AI Capabilities	2	Ms. Naila Masood	35	Islamabad E8	Social	SDG 9: Industry, Innovation & Infrastructure	Introduces AI skills and understanding for practical applications.
8.	May 26	Harassment and Its Prevention	2	Hafiza Amina	70	Islamabad H-11	Social	SDG 5: Gender Equality	Raises awareness about harassment and preventive measures.
9.	May 12	Role of Education	3	Deputy Director	38	Lahore	Social	SDG 16: Peace,	Promotes integrity

Figure 28: Annex A, page 14: Student Grooming Activities, sessions 1 to 9 (part), with resource persons, participants and cam puses, including Harassment and Its Prevention, Islamabad H-11 Campus, 26 May 2025.

4. Group mentoring and grooming sessions (continued): LPDC data return, Annex A

		Institution in Promoting Anti-Corruption Values		NAB				Justice & Strong Institutions	and anti-corruption awareness in students.
10.	Jun 04	Addiction and Its Consequences	2	Naeem Aslam Chughtai	25	Islamabad E8	Social	SDG 3: Good Health & Well-Being	Raises awareness about addiction and its social/health impact.
11.	Jul 29	Professional Etiquettes	2	Ms. Maawra Salam	35	Karachi	Social	SDG 8: Decent Work & Economic Growth	Builds workplace professionalism and interpersonal skills.
12.	Jul 22	Tackling the negative influence of AI on students learning	2	Dr. Joddat, COE - AI	30	BUHSCI	Social	SDG 4: Quality Education	Promotes responsible AI use and safeguards student learning.
13.	Jul 24	Professional Ethics	2	Dr. Farrukh Hayat	50	BUHSCI	Social	SDG 16: Peace, Justice & Strong Institutions	Fosters ethical decision-making in professional settings.
14.	Aug 6	Future Trends and Emerging Technologies	1	Faculty of BUHSCI	93	BUHSCI	Social	SDG 9: Industry, Innovation & Infrastructure	Prepares participants for technological advancements.
15.	Sep 24	Time Management	2	Umair Saeed, Manager HR and Admin KOAK Energy	40	Islamabad E8	Social	SDG 8: Decent Work & Economic Growth	Enhances productivity and personal efficiency.
16.	Sep 25	Anti-Harassment Awareness Session	2	Ms. Qurat-ul-Ain	25	Islamabad E8	Social	SDG 5: Gender Equality	Promotes safe and equitable workplace environments.
17.	Sep 25	Stress Management	2	Ms. Javeria Asim	18	Islamabad H-11	Social	SDG 3: Good Health & Well-Being	Supports mental health and emotional resilience.
18.	Sep 12	Social Behaviour	1	Dr. M. Idrees	34	Karachi	Social	SDG 16: Peace, Justice & Strong Institutions	Strengthens interpersonal skills and social cohesion.

Figure 29: Annex A, page 15: Student Grooming Activities, sessions 9 (concluded) to 18, including Anti-Harassment Awareness Session, Islamabad E-8 Campus (Ms. Qurat-ul-Ain).

4. Group mentoring and grooming sessions (continued): LPDC data return, Annex A

19.	Sep 16	Mastering Emotional Intelligence	3	Dr. Munaza Bibi	48	Karachi	Social	SDG 3: Good Health & Well-Being	Improves self-awareness and interpersonal relationships.
20.	Oct 15	Ethical Values towards Society	3	Mr. Yasoob Rizvi	22	Karachi	Social	SDG 16: Peace, Justice & Strong Institutions	Cultivates ethical behavior in community and professional life.
21.	Oct 28	Time Management, Stress Control and Exam Confidence	1	Prof. Dr. Mowadat Hussain Rana	100	BUHSCI	Social	SDG 4: Quality Education	Enhances productivity, stress management, and exam readiness.
22.	Nov 28	Career Planning, Development & Improving Social Capital	2	Mr Rashid Hassan	26	Islamabad E8	Social	SDG 8: Decent Work & Economic Growth	Enhances career strategy and professional relationships.
23.	Nov 18	Time Management	1	Dr. Huma Hassan	8	Islamabad H-11	Social	SDG 8: Decent Work & Economic Growth	Improves personal productivity and time efficiency.
24.	Nov 27	Team Work Ethics and Classroom Behaviours	2	Ms. Aqsa Israr	21	Islamabad H-11	Social	SDG 16: Peace, Justice & Strong Institutions	Encourages collaborative and ethical professional behavior.
25.	Nov 19	Anger Management and Emotional Well-Being	1.5	Dr. Usman Rasheed	95	Lahore	Social	SDG 3: Good Health & Well-Being	Supports mental health and emotional resilience.
26.	Nov 13	Workplace Excellence: Grooming Standards and Presentation Mastery	3	Umair Khalid	21	Karachi	Social	SDG 8: Decent Work & Economic Growth	Improves professionalism and presentation skills.
27.	Nov 13	Anger Management & Well-Being	2	Ms. Zahyreen Kausar	39	Karachi	Social	SDG 3: Good Health & Well-Being	Enhances stress management and emotional intelligence.

Figure 30: Annex A, page 16: Student Grooming Activities, sessions 19 to 27, including Mastering Emotional Intelligence (Dr. Munaza Bibi).

28.	Nov 18	Ethical Concerns Using AI	2	Dr. Tariq Siddiqui	23	Karachi	Social	SDG 16: Peace, Justice & Strong Institutions	Promotes ethical and responsible AI use.
29.	Nov 28	Stress Management	2	Ms. Noor ul Ain	30	Karachi	Social	SDG 3: Good Health & Well-Being	Enhances stress management and emotional resilience.

Figure 31: Annex A, page 17: Student Grooming Activities, sessions 28 and 29.

4. Group mentoring and grooming sessions (continued): session on harassment, led by a woman

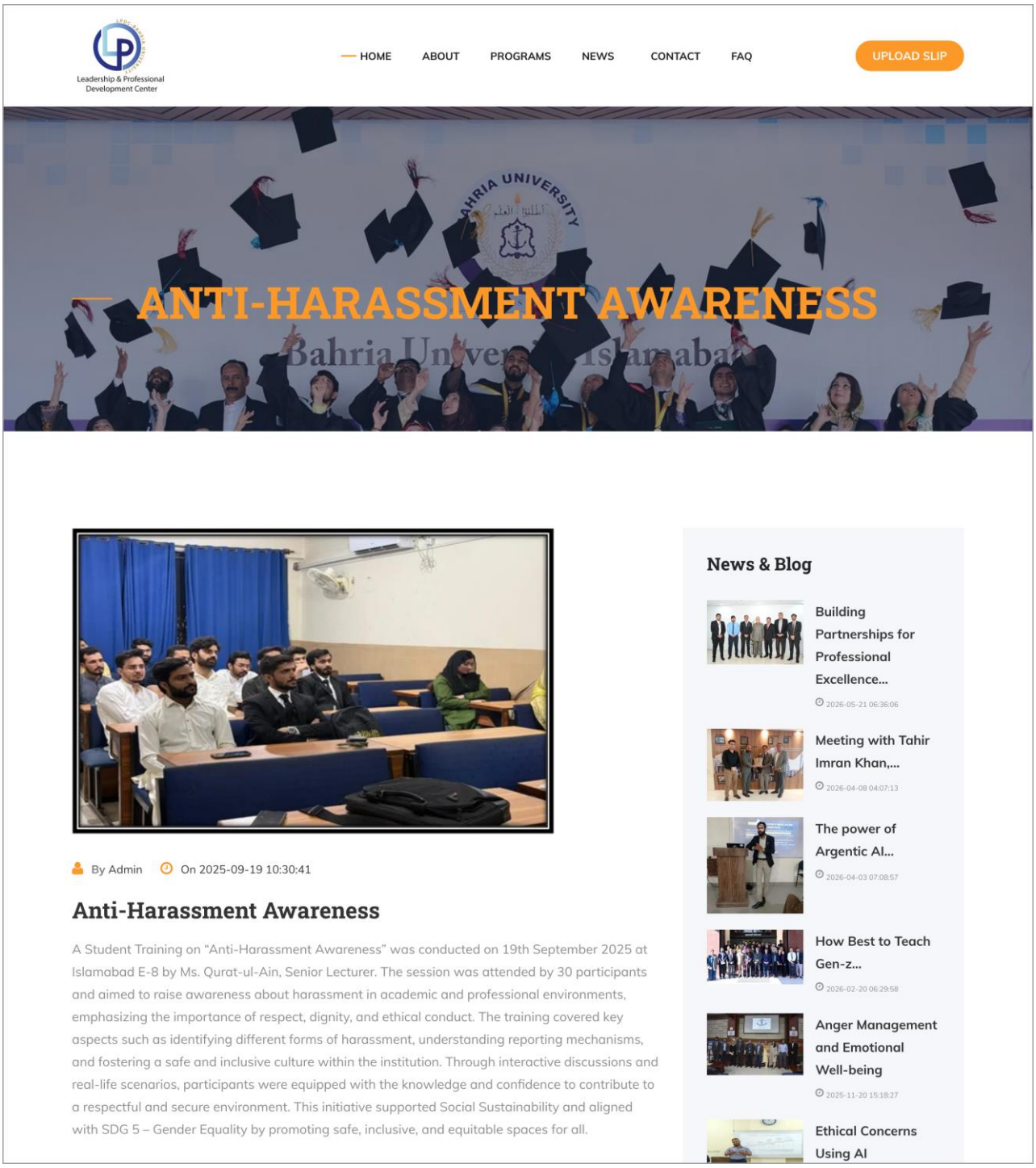


Figure 32: LPDC website, news post of 19 September 2025: Anti-Harassment Awareness, Islamabad E-8 Campus, led by Ms. Qurat-ul-Ain, Senior Lecturer, 30 participants, aligned with SDG 5 (lpdc.bahria.edu.pk, blog-details, news_id 21, captured 4 November 2026).

4. Group mentoring and grooming sessions (continued): alumnae mentoring students

Bahria University
November 2, 2025 ·

Bahria University Karachi Campus recently organized an engaging alumni session titled *The Art and Science of CV Writing & Cover Letter*, hosted by the Alumni Coordination Department in collaboration with the Leadership and Professional Development Centre (LPDC).

The session was led by our distinguished alumna, Ms. Khizran Bangash (BBA 2013 | MBA 2019), who shared insightful tips and practical techniques for creating compelling CVs and persuasive cover letters — helping students enhance their professional profiles and confidently navigate the competitive job market.

This initiative reflects Bahria University's ongoing dedication to promoting career readiness, professional excellence, and active alumni involvement.

#BahriaUniversity #KarachiCampus #CareerDevelopment #AlumniEngagement #ProfessionalGrowth

Figure 33: Bahria University official Facebook page, post of 2 November 2025: alumni session "The Art and Science of CV Writi ng and Cover Letter," Karachi Campus, led by the alumna Ms. Khizran Bangash (BBA 2013, MBA 2019), with the LPDC (captured 4 Novembe r 2026).



Figure 34: Photograph published with the post: Ms. Khizran Bangash leading the session.



Figure 35: Photograph published with the post: Ms. Khizran Bangash with faculty members of the Karachi Campus.



Figure 36: "Improve Personal Skills," Islamabad E-8 Campus, 15 October 2025, led by the alumna Ms. Nida Asif, 23 participants (LPDC report).

4. Group mentoring and grooming sessions (continued): sessions led by women

The photographs on the following pages are taken from the LPDC's annual report of training activities for July 2025 to June 2026, where each appears under the session it records; the details are those of the report and of Table 6.



Figure 37: "Career Development," Karachi Campus, 25 September 2025 (LPDC report).



Figure 38: The same session, led by Ms. Syeda Zainab Salam, 86 participants.



Figure 39: "Mastering Emotional Intelligence," Karachi Campus, 12 September 2025 (LPDC report).



Figure 40: The same session, led by Dr. Munaza Bibi, Senior Lecturer, 48 participants.



Figure 41: "Professional Etiquettes," Karachi Campus, 29 July 2025 (LPDC report).



Figure 42: The same session, led by Ms. Maawra Salam, Senior Lecturer, 35 participants.

4. Group mentoring and grooming sessions (continued): sessions led by women



Figure 43: "Personal Branding through LinkedIn," Karachi Campus, 28 July 2025 (LPDC report).



Figure 44: The same session, led by Ms. Hadiqa Riaz, 45 participants.



Figure 45: "What's Bothering Gen Z," Karachi Campus, 16 October 2025 (LPDC report).



Figure 46: The same session, led by Ms. Ambreen Muzammil, Senior Lecturer, 29 participants.



Figure 47: "Stress Management," Islamabad H-11 Campus, 25 September 2025 (LPDC report).



Figure 48: The same session, led by Ms. Javeria Asim, 18 participants.

4. Group mentoring and grooming sessions (continued): sessions led by women



Figure 49: "Stress Management," Karachi Campus, 28 November 2025 (LPDC report).



Figure 50: The same session, led by Ms. Noor ul Ain, Institute of Professional Psychology, 30 participants.



Figure 51: "Anger Management and Well-Being," Karachi Campus, 13 November 2025 (LPDC report).



Figure 52: The same session, led by Ms. Zahyreen Kausar, 39 participants.



Figure 53: "Assertiveness," Islamabad H-11 Campus, 9 December 2025 (LPDC report).



Figure 54: The same session, led by Ms. Mehwish.

4. Group mentoring and grooming sessions (continued): sessions led by women



Figure 55: "Statistical Methods and Tools for Research Analysis," Karachi Campus, 8 December 2025 (LPDC report).



Figure 56: The same session, led by Dr. Fareeha Kanwal, 23 participants.



Figure 57: "MS, MPhil and PhD Thesis Formatting Using MS Word," Karachi Campus, 10 December 2025 (LPDC report).



Figure 58: The same session, led by Ms. Rimsha Tanveer Malik, 15 participants.



Figure 59: "CV Writing and Skills," Karachi Campus, 4 December 2025 (LPDC report).



Figure 60: The same session, led by Ms. Arshiya Hussain, 78 participants.

4. Group mentoring and grooming sessions (continued): sessions published on the University's Facebook page

Bahria University
October 30, 2025 ·

Bahria University College of Medicine, Islamabad, hosted a thought-provoking session on Time Management and Stress Control. The event, organized by the Department of Psychiatry and Behavioral Science in collaboration with the Student Support Centre, aimed to equip students with effective strategies to manage academic pressure and cultivate mental resilience.

Renowned psychiatrist, Prof. Dr. Mowadat Hussain Rana, SI(M), shared invaluable insights on maintaining a healthy balance between studies and self-care, fostering confidence, and developing a positive mindset. His talk, "Managing Time, Taming Stress, and Conquering Exam Fear," was particularly relevant as students prepare for the professional MBBS exams.

Dr. Rana emphasized the importance of discipline, calmness, and emotional stability, inspiring students to approach exams and life with composure and purpose. The session served as a timely reminder of the significance of mental well-being, especially during challenging periods.

The event was a resounding success, providing students with practical tools and expert guidance to navigate the pressures of medical education.

#WorldMentalHealthDay #BahriaUniversity #TimeManagement #StressControl #StudentWellbeing

Figure 61: Bahria University official Facebook page, post of 30 October 2025: session on time management and stress control, Bahria University College of Medicine, Islamabad, with the Department of Psychiatry and Behavioral Science and the Student Support Centre (captured 4 November 2026).



Figure 62: Photograph published with the post: participants and faculty, College of Medicine, Islamabad.



Figure 63: Photograph published with the post: students attending the session.

4. Group mentoring and grooming sessions (continued): sessions published on the University's Facebook page

Bahria University
September 27, 2025 ·

Bahria University Lahore Campus conducted a session on "Resume Writing, Interview Skills & Job Hunting".

BULC hosted Mr. Jawad Khan, Head of Human Resource Management at Punjab Population Innovation Fund (PPIF), who shared valuable insights on building professional resumes, excelling in interviews, and navigating the job market with confidence.

The interactive session left students motivated and better equipped for their career journeys.

#BULC #BahriaUniversity #CareerDevelopment #ProfessionalGrowth #StudentSuccess

Figure 64: Bahria University official Facebook page, post of 27 September 2025: session on resume writing, interview skills and job hunting, Lahore Campus (captured 4 November 2026).



Figure 65: Photograph published with the post: students attending the session, Lahore Campus.

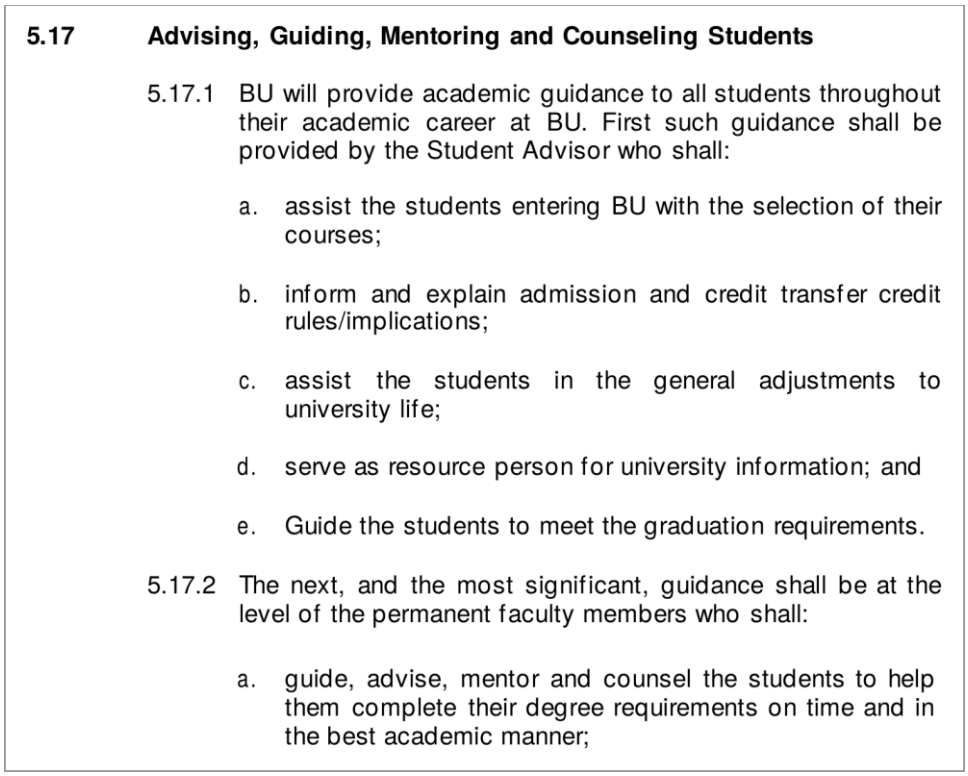


Figure 66: Photograph published with the post: the session in progress.

5. Student Handbook, Spring 2025: mentoring and counselling for all students (public)

The Student Handbook, Spring 2025, is published on the University's website, and its preamble applies its policies to all campuses and constituent units. Para 5.17 commits the University to provide academic guidance to all students throughout their academic career. The first guidance comes from the Student Advisor, who assists students entering the University with the selection of their courses and their adjustment to university life (para 5.17.1). The next, and most significant, guidance comes from the permanent faculty members, who guide, advise, mentor and counsel students to complete their degree requirements on time, set aside office hours for consultation on at least three days a week and keep a record of counselling, especially of weaker students (para 5.17.2). Women students therefore receive mentoring and counselling throughout their studies, beyond the first-year programme described in Section 1.

The handbook is available at archive.bahria.edu.pk/wp-content/uploads/2025/02/Final_SHB_Spring_2025.pdf. It is shown from its cover through its complete table of contents (PDF pages 1 to 10; PDF page 2 is blank), followed by the pages cited and an enlarged extract.



5.17 Advising, Guiding, Mentoring and Counseling Students

5.17.1 BU will provide academic guidance to all students throughout their academic career at BU. First such guidance shall be provided by the Student Advisor who shall:

a. assist the students entering BU with the selection of their courses;

b. inform and explain admission and credit transfer credit rules/implications;

c. assist the students in the general adjustments to university life;

d. serve as resource person for university information; and

e. Guide the students to meet the graduation requirements.

5.17.2 The next, and the most significant, guidance shall be at the level of the permanent faculty members who shall:

a. guide, advise, mentor and counsel the students to help them complete their degree requirements on time and in the best academic manner;

Figure 67: Student Handbook, Spring 2025 (enlarged extract, PDF page 88, printed page 78): para 5.17, advising, guiding, mentoring and counselling students, paras 5.17.1 and 5.17.2(a) (University website, captured 3 November 2026).

5. Student Handbook (continued)

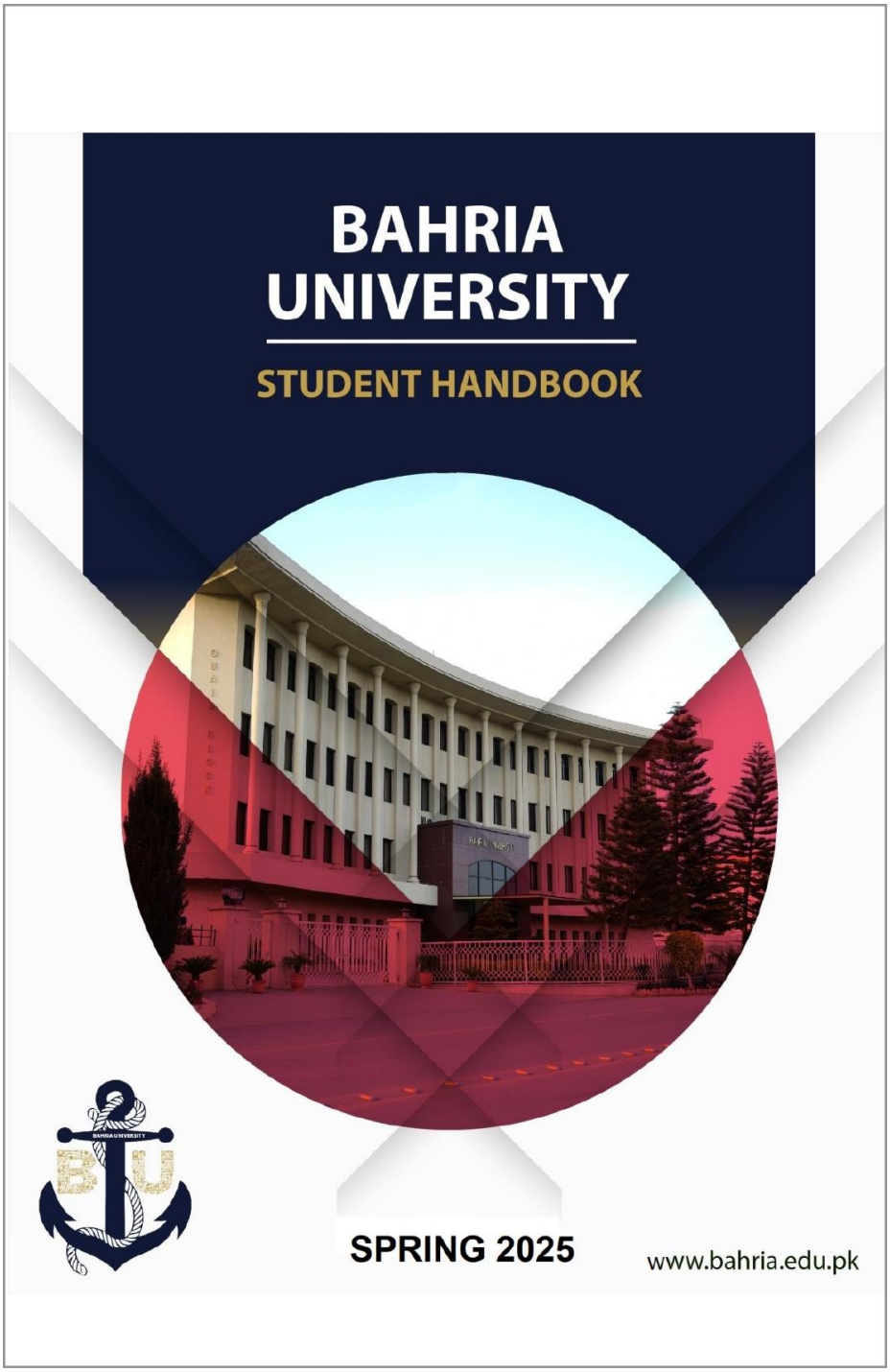


Figure 68: Student Handbook, Spring 2025, PDF page 1: cover.

5. Student Handbook (continued)

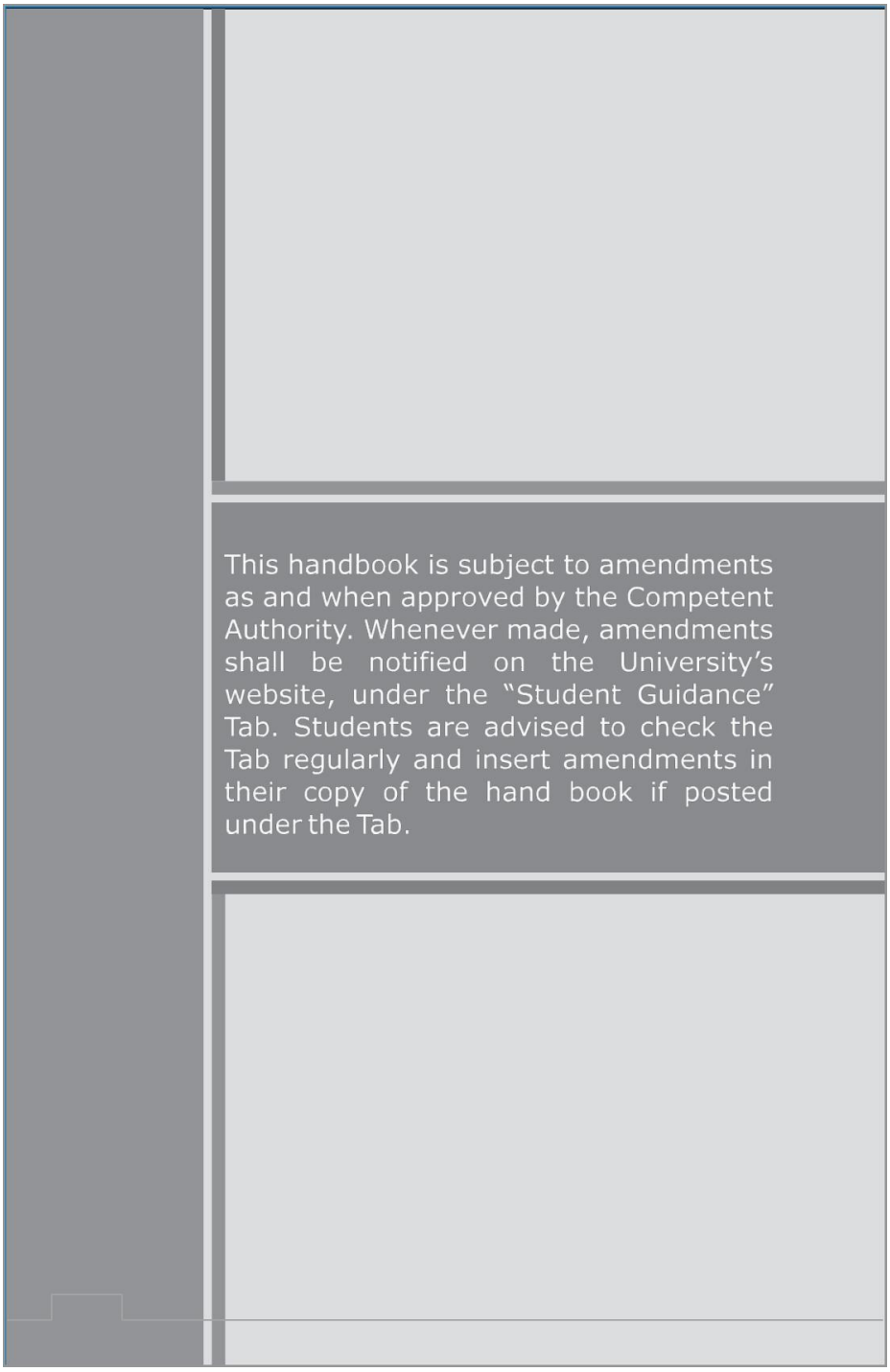


Figure 69: PDF page 3: notice on amendments to the handbook.

5. Student Handbook (continued)

Record of Amendments

Amendment No.	Dated	Article Amended	Authority
1.	May 2017	New Print	Registrar
2.	Jan 2018	New Print	Registrar
3.	Aug 2019	New Print	Registrar
4.	Jan 2020	New Print	Registrar
5.	Sep 2020	New Print	Registrar
6.	Jan 2021	New Print	Registrar
7.	Aug 2021	New Print	Registrar
8.	Jan 2022	Soft Copy updated	DA
9.	Aug 2022	Soft Copy updated	DA
10.	Jan 2023	Soft Copy updated	DA
11.	Sep 2023	Soft Copy updated	DA
12.	Jan 2024	Soft Copy updated	DA
13.	Sep 2024	Soft Copy updated	DA
14.	Feb 2025	Soft Copy updated	DA

Figure 70: PDF page 4: Record of Amendments, entry 14, soft copy updated February 2025.

5. Student Handbook (continued)

Preamble

Bahria University Student Handbook contains guidelines, orders, instructions, statutes, rules, regulations, policies, procedures, and such other contents, for the information and guidance of and compliance/implementation by the student, faculty and academic staff of the University. Contents of the Handbook are mostly extracts from the Bahria University Ordinance V of 2000 and Bahria University Statutes, Academic Regulations and Financial Rules-2016. The policies and procedures contained in this book are subject to change from time to time as and when deemed appropriate by the University to fulfill its mission and objectives. The University reserves the right to implement such changes without prior notice.

The academic, financial and administrative policies outlined here apply to all campuses/constituent units of the University.

In case of any difficulty in interpreting, understanding or referring to the contents of this handbook, or missing any particular aspect therein, reference is to be made to the HoD/Dean/DirCampus/DGCampus/Registrar, in that order.

Students of Bahria University come from all over Pakistan, each student brings his / her own unique background and experiences, and each comes with the hope of achieving a variety of goals by the end of his / her studies here. Each student enrolled in various campuses brings something unique to the student body. It is important for you to become engaged in the campus life. While academics should be the anchor of any University activity, at Bahria you will also find the opportunity to participate in a number of co-curricular program to grow as a balanced person. No factor will have a greater impact on your education, your success or your personal happiness than the choices you make for yourself at Bahria and in your life after you graduate from here.

The University's administration wishes you good luck and a rewarding experience here at BAHRIA.

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Figure 71: PDF page 5 (printed page ii): Preamble, policies applying to all campuses and constituent units.

5. Student Handbook (continued)

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MBA, MS, MPhil & LLM	2.0	3.0	1 Year (by Rector)
PhD	3.0 (Minimum)	6.0	2 years (1st year by the FRC, 2nd year by the Rector)

5.17 Advising, Guiding, Mentoring and Counseling Students

5.17.1 BU will provide academic guidance to all students throughout their academic career at BU. First such guidance shall be provided by the Student Advisor who shall:

a. assist the students entering BU with the selection of their courses;

b. inform and explain admission and credit transfer credit rules/implications;

c. assist the students in the general adjustments to university life;

d. serve as resource person for university information; and

e. Guide the students to meet the graduation requirements.

5.17.2 The next, and the most significant, guidance shall be at the level of the permanent faculty members who shall:

a. guide, advise, mentor and counsel the students to help them complete their degree requirements on time and in the best academic manner;

b. encourage the students to join various Societies & Clubs for professional & personal grooming, with the overall aim of contributing positively to the society;

c. if unable to address at own level, escalate the students' questions, queries or concerns to the HoD who in turn may approach the Director/Principal, if so required;

d. counsel the student on matters related to any aspect of academics;

e. allocate at least two hours per day, during office times, three days, a week for consultation by the students (the times shall be displayed outside the faculty member's office); and

f. Encourage the students to come to their offices for counseling/consultation (this activity improves the

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Figure 77: PDF page 88 (printed page 78): para 5.17, advising, guiding, mentoring and counselling students, paras 5.17.1 and 5.17.2.

5. Student Handbook (continued): pages cited

credibility and image of the faculty members; counseling record, especially of weak students, shall be maintained; involvement of parents if considered appropriate on any matter, may also be arranged through the HoD or the Director Campus).

5.17.3 The responsibilities of the Student Advisor and the Faculty Members notwithstanding, it shall be the student's responsibility to know his/ her degree requirements, to be accountable for university policies, and to obtain course-scheduling information. The student shall be responsible for completion of degree requirements, including pre-requisites. For any clarification, query or problem relating to any academic matter which may not be resolved at the HoD level, the student may contact Director/ Principal of the concerned CU.

5.18 Internships

5.18.1 The students of 4-years UG Programmes of all the faculties (ES, MS, H&SS, Law, HS) are allowed to undertake the mandatory (0 x CH) Internship after the 4th semester.

5.18.2 Respective HoDs/ Placement offices will recommend students for internship with reputed organizations. Minimum period of internship will be six weeks. Students will be expected to work on a Project during internship and submit a report to the Placement offices on completion. The reports must be accompanied by a Certificate of Completion from the respective organization in which the student worked during internship time. The internship will be non-credit/ credit mandatory for degree completion where applicable as per roadmap of programs.

5.19 Community Support Program as a Degree Requirement

The University's students shall contribute to nation building, through the Community Support Program (CSP). These students shall serve the community for 40 contact hours, as a degree requirement.

5.20 Registration of Research Work (Project, Dissertation of Thesis)

5.20.1 A Project, Dissertation or Thesis will be assigned to a student, or a group of students, as applicable, as partial requirement for earning a degree. Students shall be required to submit their Project, Dissertation or Thesis on time. Following rules shall apply to all BS/equivalent and MBA programs.

5.20.2 Projects, Dissertations and Theses are to be registered in the second last semester according to the regular program road map, as applicable. Target date for completing the Project, Dissertation or Thesis, will be allotted by the respective departments.

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Figure 78: PDF page 89 (printed page 79): para 5.17.2 concluded, including the counselling record of weaker students, and par a 5.17.3.

6. Guidance and leadership sessions designed for women, 2025

Alongside the mentoring programme, the University's campuses and student societies ran sessions designed for women in 2025, in which women faculty and professionals acted as role models and guides. Each is evidenced by the official event page or the University's official Facebook post, with its date, and by the photographs published with it. These sessions are not counted in the participation share in Section 2.

6.1 SheCodes the Future, Lahore Campus, 11 March 2025

Google Developer Groups on Campus, Bahria University Lahore Campus, held SheCodes the Future at the Lahore Campus on 11 March 2025, an event marking International Women's Day and dedicated to highlighting the role of women in technology. Six women spoke: three faculty members of the Lahore Campus and three women from the software industry. The event page records 46 registrations.

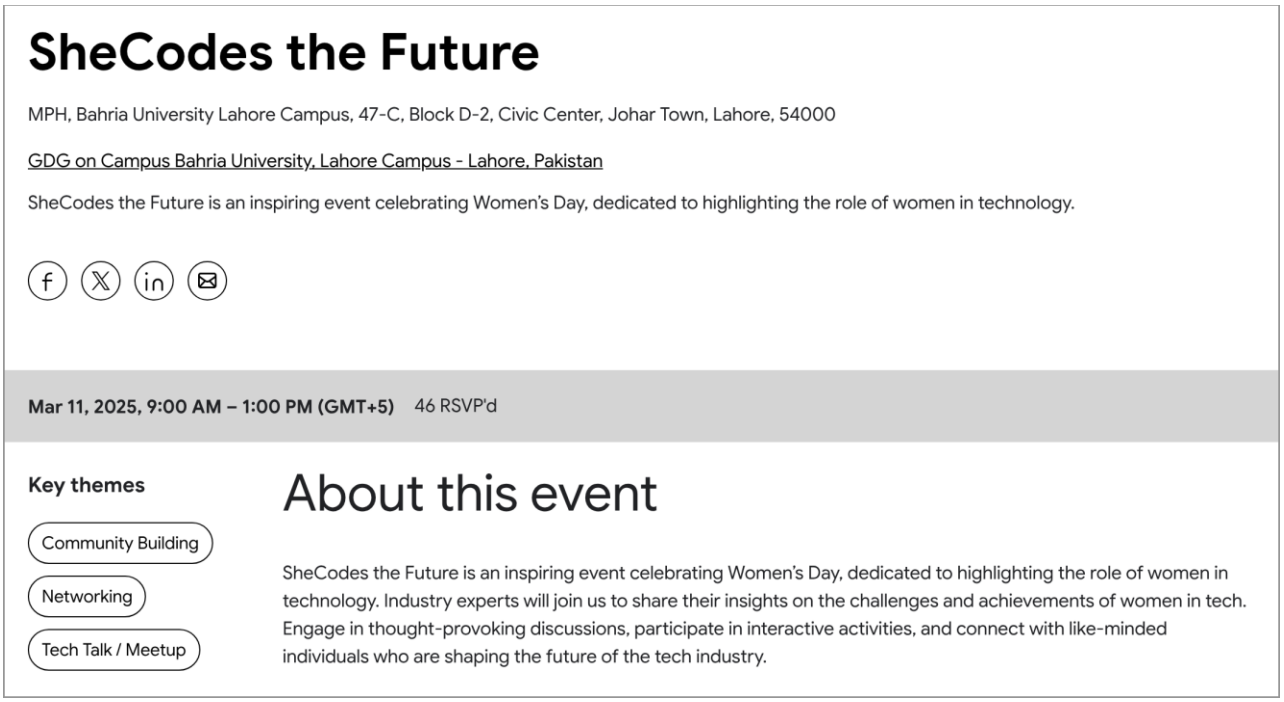


Figure 79: Event page, SheCodes the Future, GDG on Campus Bahria University Lahore Campus, 11 March 2025 (gdg.community.dev, captured 3 November 2026).

6.2 Youth Club session for female students, Health Sciences Campus, Karachi, 5 September 2025

The Character Building Club of the Student Support Centre, Health Sciences Campus, Karachi, hosted a Youth Club session titled “Allah and I,” which the University’s post of 5 September 2025 describes as designed exclusively for female students, to strengthen self-reflection, inner peace and resilience.

Bahria University
September 5, 2025 ·
Follow

Nurturing Spiritual Growth at Bahria University Health Sciences Campus Karachi

The Character Building Club, under the umbrella of the Student Support Centre, successfully hosted an insightful Youth Club session titled “Allah and I,” designed exclusively for female students.

This thoughtful initiative aimed to encourage participants to strengthen their spiritual bond, cultivate inner peace, and embrace the practice of self-reflection in their daily lives. The guest speaker delivered an inspiring talk, guiding students on ways to develop a deeper connection with their Creator and nurturing values that shape character and resilience.

#BUHSCK #CharacterBuildingClub

Figure 80: Bahria University official Facebook video post, 5 September 2025: text of the post, Youth Club session “Allah and I” for female students, Health Sciences Campus, Karachi (captured 3 November 2026).



Figure 81: The same post: frame of the video, showing the female students attending the session.

6.3 Women Leadership Activity, Islamabad Campus, 23 November 2025

A student-led Women Leadership Week at the Islamabad Campus opened with a Hunar Bazar at which female students presented their enterprises and crafts, a TEDx session on women's empowerment and leadership, and a workshop by Vsisters giving female students hands-on bike-riding training to support their independence and mobility.



Bahria University's Post

Bahria University
November 23, 2025 ·

Women Leadership Activity at Bahria University

A strong beginning to a transformative, student-led initiative dedicated to celebrating women's leadership, creativity, and resilience. Event opened with a vibrant Hunar Bazar, where talented female students showcased their entrepreneurial abilities, artistic skills, and innovative ideas, creating a space for empowerment through action.

An inspiring TEDx session on women empowerment encouraged young women to recognize their potential, step into leadership roles, and drive meaningful change within their communities. The momentum continued with the Vsisters workshop, offering hands-on bike riding training to support independence, mobility, and personal growth among female students.

A remarkable start focused on strength, skill, and sisterhood — creating opportunities, shaping leaders, and embracing the power of women coming together.

#WomenLeadershipWeek #EmpoweringWomen #BUIC #StudentLedInitiative #WomenInFocus

Figure 82: Bahria University official Facebook post, 23 November 2025: Women Leadership Activity (#BUIC), with the Hunar Bazar, the TEDx session and the Vsisters workshop (captured 3 November 2026).



Figure 83: Photograph published with the post: Hunar Bazar of female students' enterprises, 23 November 2025.



Figure 84: Photograph published with the post: Vsisters bike-riding workshop team with participants, 23 November 2025.

6.4 Women's rights session and Shark Tank for women entrepreneurs, November 2025

In November 2025 the University welcomed the FOSPAH Ombudsperson, Ms. Fouzia Viqar, who spoke on women's property rights, workplace harassment laws and practical measures for women's safety, dignity and empowerment. The day also featured a Shark Tank for women entrepreneurs, in which young women presented their ideas, and a Hunar Bazar of female students' enterprises.

Bahria University
November 24, 2025 ·

Bahria University proudly welcomed FOSPAH Ombudsperson Ms. Fouzia Viqar, who delivered an insightful session on women's property rights, workplace harassment laws, and practical measures to ensure women's safety, dignity, and empowerment in society. Her guidance served as a strong reminder of the importance of legal awareness and self-advocacy.

The event also featured an engaging Shark Tank for women entrepreneurs, offering young innovators a platform to present their ideas, along with a vibrant Hunar Bazar that showcased the creativity, skill, and entrepreneurial spirit of our female students. It was a day that celebrated learning, confidence-building, and opportunity for women to thrive and lead.

#WomenEmpowerment #BahriaUniversity #WomenEntrepreneurs #HunarBazar #FOSPAH

Figure 85: Bahria University official Facebook post, 24 November 2025: session by the FOSPAH Ombudsperson, Ms. Fouzia Viqar, Shark Tank for women entrepreneurs and Hunar Bazar (captured 3 November 2026).



Figure 86: Photograph published with the post: Ms. Fouzia Viqar, FOSPAH Ombudsperson, at the University.



Figure 87: Photograph published with the post: Shark Tank for women entrepreneurs.

7. Summary of evidence

Element	Evidence	Figures
Women's mentoring scheme	Student Mentoring Framework (2021): a faculty mentor for every first-semester undergraduate, retained for two semesters; gender among the mentoring areas	1 to 8
At least 10% of female students	2,875 of the 13,654 female students enrolled in 2025 (official record of the Directorate of Admissions) took part through the first-year programme: 21.1 per cent, against 10 per cent required (1,366 women); cross-check: 11.7 per cent of all 24,518 students	9 to 14; Tables 2 and 3
Capacity for many women	December 2024: 139 sessions, 109 led by women mentors (78.4 per cent), including every session at the Institute of Professional Psychology; mentor training for 16 faculty members (September 2025) and 10 at the Karachi Campus (October 2025); training on gender equity (July 2025)	15 to 25
Group mentoring, 2025	53 LPDC student grooming sessions across the campuses, 26 led by women (49.1 per cent), with 2,087 participants; two alumnae mentoring students; two sessions on harassment led by women; LPDC website and Facebook posts	26 to 66
Public evidence	Student Handbook, Spring 2025, para 5.17, on the University's website; LPDC website post of 19 September 2025; Facebook posts of 27 September, 30 October and 2 November 2025	67 to 78; Section 4
Sessions for women	SheCodes the Future (11 March), Youth Club session for female students (5 September), Women Leadership Activity (23 November), and the session on women's rights with a Shark Tank for women entrepreneurs (24 November)	79 to 87
Reporting year	2025 (academic year 2025)	All

Taken together, the records show that in 2025 Bahria University mentored every woman who began an undergraduate degree at its campuses through its Student Mentoring Programme, led mainly by women faculty, complemented by group mentoring sessions half of which were led by women, and that the 2,875 women admitted that year alone were 21.1 per cent of its female students, more than twice the 10 per cent required.