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Exploring Educatuion As A Multidiciplinary Domain: A Case Study Of Government Postgraduate College For Women Mandian Abbottabad

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ABSTRACT
Education has gradually evolved into a multidisciplinary domain that integrates insights, methods, and perspectives from diverse fields of science and humanities. This study explores education as a dynamic and interconnected system through a case study of Government Postgraduate College for Women Mandian Abbottabad. The research aims to examine how multidisciplinary approaches are reflected in academic and research activities. Moreover, this study analyzes the impact of curricular and co-curricular practices, contribution of literary, intellectual, and character-building societies for student development within the institution. Using qualitative and quantitative methods, the study highlights the role of integrated learning in enhancing creativity, and problem-solving skills among students. The findings reveal that there is a growing emphasis on cross-disciplinary engagement through co-curricular activities, technology integration and collaborative teaching strategies. Moreover, the study identifies that the institution demonstrates significant potential in fostering holistic learning by encouraging intellectual diversity and practical application.

KEYWORDS: Education, Multidisciplinary, College, Abbottabad, Learning

Introduction:

In the current era, education has emerged as a multidisciplinary domain that incorporates knowledge, skills and perceptions from diverse fields. This shift reflects the growing need to prepare students for complex global challenges that require critical thinking, creativity, collaboration and adaptability (Jacobs, 2014). Multidisciplinary education promotes complete learning by bridging gaps between traditional subject boundaries and encouraging the application of knowledge in real-life contexts (Drake & Reid, 2020). The institutions play a vital role in fostering such integrative learning environments through both academic and co-curricular initiatives. Academic activities in educational institutes such as research seminars and departmental research groups create opportunities for intellectual exchange and collaborative inquiry, enabling students and faculty to engage with diverse academic perspectives (Beane, 1997). Similarly, subject-wise projects and working models, along with science exhibitions, encourage experiential learning and the practical application of theoretical knowledge. Beyond academic engagement, the role of societies is equally significant in shaping a multidisciplinary educational experience. These activities align with the principles of holistic education, which emphasize the development of the whole individual rather than mere academic achievement (Miller, 2007).

In this research study, Government Postgraduate College for Women Mandian Abbottabad is selected by the scholars to review its educational domain particular at BS

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level with multidisciplinary approaches. Government Postgraduate College for Women Mandian Abbottabad ensure that teaching methodologies remain effective and responsive to the evolving needs of students. The institution' is committed to academic excellence and research. In addition, diverse academic, co-curricular, and evaluative practices illustrate how education at Government Postgraduate College for Women Mandian Abbottabad functions as a multidisciplinary domain. This study, therefore, aims to explore how these various components interact to create an integrated learning environment, highlighting both the opportunities and challenges of implementing multidisciplinary education in public sector colleges. Following objectives of the study will be explained in detail.

Objectives:

To examine the role of academic and research-oriented activities: (Elements included in this objective research seminars, departmental research groups, research publications, and conference/workshop participation in promoting a multidisciplinary learning at Government Postgraduate College for Women Mandian Abbottabad).

To analyze the impact of curricular and skill-based learning prospects: (Elements included in this objective such as subject-wise projects/working models, science exhibitions, course evaluation and teacher evaluation).

To assess the role of literary, intellectual, and character-building platforms: (Elements including English and Urdu essay competitions, quiz and speech competitions, English literary society, character building society and science society in enhancing students holistic development).

To evaluate the efficacy of experimental and co-curricular practices: (Such as internships, subject-based study trips and sports activities in strengthening interdisciplinary understanding).

Theoretical Framework:

The theoretical framework for exploring education as a multidisciplinary domain at Government Postgraduate College for Women Mandian Abbottabad is grounded on Constructivist Learning Theory, Experiential Learning Theory and Holistic Education Theory to provide a basis for understanding how academic, co-curricular, and skill-based practices contribute to integrated learning. Constructivist Learning Theory, as proposed by Piaget (1972) asserts that learners actively construct knowledge through interactions with their environment and social collaboration. This theory highlights the importance of integrating subject-wise projects, research seminars, and departmental research groups to promote intellectual development. Experiential Learning Theory (Kolb, 1984) emphasizes learning through experience, reflection, and application. This theory is mainly relevant for analyzing the role of study trips, working models, and science exhibitions at Government Postgraduate College for women Mandian Abbottabad. Experiential learning enables students to apply theoretical knowledge in practical context for deeper understanding. Holistic Education Theory (Miller, 2007; Dewey, 1938) highlight the importance of developing the whole individual intellectually, socially and physically. Platforms such as literary societies, character-building societies, quiz and speech competitions, and sports activities align with this approach, emphasizing not only academic excellence but also personal growth, ethical awareness, and social responsibility. Holistic education provides a rationale for combining curricular, co-curricular, and experiential activities. This combined approach examine how Government Postgraduate College for Women Mandian Abbottabad promotes

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multidisciplinary learning.

Research Methodology:

This study adopts a case study research design to explore education as a multidisciplinary domain at Government Postgraduate College for Women Mandian Abbottabad. A mixed-methods approach was employed to gain a comprehensive understanding of the academic and co-curricular practices within the institution. Both qualitative and quantitative data were collected to examine how various activities such as research seminars, departmental research groups, subject-wise projects, science exhibitions, and student societies contribute to an integrated learning environment. The case study method was selected to examine the institution within its real academic's context particular at BS level. For data collection, multiple tools were utilized. Primary data were gathered through structured questionnaires distributed among students and faculty members. Secondary data were collected from institutional records, including reports on teacher evaluation and course evaluation. Quantitative data from questionnaires were interpreted through percentages and frequency distributions. Ethical considerations were strictly followed. This methodological framework enabled a holistic evaluation of how Government Girls College Mandian Abbottabad integrates diverse academic and co-curricular elements.

Literature Review:

The concept of education as a multidisciplinary domain has gained significant attention in recent decades. Multidisciplinary education encourages learners to connect ideas from different fields, thereby fostering critical thinking and innovation (Jacobs, 2014). Scholars argue that traditional subject boundaries limit students' capacity to address complex world issues, while integrated approaches promote deeper understanding and meaningful learning (Drake & Reid, 2020). This viewpoint highlights the importance of designing educational practices that combine academic, social and practical dimensions. Research further indicates that institutional practices such as research seminars, departmental collaboration, and research publications play a crucial role in promoting multidisciplinary learning environments. According to Beane (1997), common academic activities enable students and teachers to engage in shared investigation, enhancing both knowledge creation and intellectual progress. Similarly, participation in science exhibitions, subject-based projects, and working models has been shown to support experimental learning, allowing students to apply concepts in practical contexts (Kolb, 1984). These activities bridge the gap between theory and practice, which is a key element of multidisciplinary education. Platforms such as literary societies, essay competitions, quiz and speech contests, and character-building societies help students develop communication skills and confidence (Miller, 2007). Sports activities also play an essential role in fostering teamwork, leadership and physical well-being of the students. Moreover, quality assurance mechanisms like teacher evaluation and course evaluation are vital in sustaining effective multidisciplinary practices. Continuous assessment and feedback help institutions refine their teaching methodologies and curriculum design to meet evolving educational needs (Biggs, 2011). Studies suggest that institutions that actively incorporate evaluation systems alongside research and co-curricular initiatives are more likely to achieve educational excellence and innovation. Therefore, the academic consistency, co-curricular engagement, and evaluative processes form the foundation of a positive educational framework as reflected in the context of Government Postgraduate College for Women Mandian Abbottabad. Objectives of the study are explained below in detail.

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DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 4 No. 4 (April) (2026)

Role of Academic and Research-Oriented Activities in Promoting a Multidisciplinary Learning Environment

Academic and research activities in any higher education institution are central to the development of a multidisciplinary learning environment. These activities such as research seminars, research publications, and participation in conferences and workshops serve as essential mechanisms for integrating knowledge across disciplines. Multidisciplinary education emphasizes the connection of diverse fields of study, enabling students to develop critical thinking and problem-solving skills required (Jacobs, 2014). According to Beane (1997) such collaborative environments support integrative learning by enabling learners to connect ideas across disciplines and engage in collective problem-solving. In this research study multidisciplinary education domain of Government Postgraduate College for Women Mandian Abbottabad, has been highlighted based on objectives of the study. The academic practices in the college play a significant role in broadening students' intellectual prospects and creation of learning behavior. This aligns with the view that higher education should not only disseminate knowledge but also actively engage learners in its creation (Boyer, 1990). In the context of Government Postgraduate College for Women Mandian, Abbottabad, academic and research-oriented activities are discussed below at each academic department level.

The Computer Science Department of the college plays an essential role in data management and technical support across the college. The department offers an associate degree program, providing students with practical knowledge in developing software solutions, creating databases and supporting research projects and seminar presentations. Students are trained to ensure accurate record-keeping, maintain institutional data systems. The Computer Science department is also play good role for managing and updating the HEMIS records regarding faculty. The students of Department of Zoology under the supervision of faculty members are participating in research seminars and conferences/workshops in the college and other institutions. It is worth mentioning that students of Department of Zoology are always encouraged for thesis writing and research publication. The faculty members of Department of Zoology encourage the BS students to explore research topics related to their field for publishing research article. As a result, research students of BS Zoology published research articles in HEC recognized journal. Participation of students in conferences and writing research publications engage with modern scientific developments. Such research-based learning fosters scientific inquiry and critical thinking (Healey & Jenkins, 2009). The Departments of the Physics, provide an interactive platform where students and faculty engage in the presentation and discussion of scholarly work. Under the supervision of faculty members' students of the Departments of the Physics, participate in research seminars, research publications and participate in conference/workshop related to their subject in the college and other institutions for getting latest exposure related to their field. The Chemistry Department plays an important role in promoting multidisciplinary learning through research-oriented activities and student participation. The students of Department of chemistry under the supervision of faculty members are actively contributing in research seminars and conferences/workshops in the college and other institutions. These activities provide students with exposure to modern scientific developments. Research projects further strengthen students' understanding of the integration of chemistry with fields such as environmental science and material science. Such practices align with the argument that research-based education improves critical thinking and scientific perceptive (Healey & Jenkins, 2009). The Statistics Department contributes to multidisciplinary learning by

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equipping students with data analysis and research skills. Statistics department encourage students for research seminars, and workshops, which help to BS students to understand the application of statistical tools in fields such as economics and natural sciences. This integration of statistics in multiple disciplines supports the development of research competencies (National Research Council, 2012). Skill-based learning in the Statistics Department is promoted for students through data-driven projects, statistical modeling. The Mathematics Department of college adopts a strong basis in logical reasoning and theoretical analysis through research-oriented activities such as seminars and workshops. Students are encouraged to participate in conferences and engage in research publications, which enhance their understanding of mathematical applications in science, engineering and technology. Such engagement promotes interdisciplinary learning and reinforces problem-solving capabilities (National Research Council, 2012). The Psychology Department enhances multidisciplinary learning by engaging students in research activities like seminars, participation in conferences and workshops which are focused on human behavior and mental health. The English Department dynamically promotes a research culture by organizing seminars, book review session and departmental discussion forums. These platforms encourage students to engage with diverse perspectives, enhancing their analytical and interpretive skills. The students of English department are being engaged through virtual participation in different research related events conducted by research society. Participation in research activities enables students to connect literary studies. The Urdu Department contributes in multidisciplinary learning by promoting research in literature and linguistic. Research activities and academic discussions enable students to connect Urdu studies with history, philosophy and social sciences. Such scholarly engagement improves students' critical thinking (National Research Council, 2012). The Department of Urdu organizes seminars on different national day's celebration time to time. The Urdu Department plays a key role in organizing Urdu essay competitions, speech contests and literary events. During the data collection when respondents was asked regarding the regularity of seminars, 70% of respondents reported that seminars are conducted regularly, whereas 30% indicated that they are not (Fig: 1). When respondents were asked through the questionnaire about the benefits of seminars for students' academic growth, 80% stated that seminars are very beneficial, while 20% considered them beneficial (Fig: 2). When asked whether there is a departmental research group for BS students, 87.50% of respondents confirmed its existence, while 12.50% stated that there is no such group (Fig: 3). In response to the level of student participation in departmental research activities, 66.70% of respondents reported that students always participate, 17% stated that students sometimes participate, and 16% indicated that participation is rare (Fig: 4). Regarding the encouragement of thesis writing at the BS level, 83.30% of respondents stated that departments encourage it, while 16.70% reported otherwise (Fig: 5). When respondents were asked about their confidence in conducting research or writing research paper, 50% reported being confident, 33% very confident, and 16.27% slightly confident (Fig: 6). Maximum respondents indicated that students are encouraged to produce research publications. When asked whether their departments effectively promote multidisciplinary education, 80% of respondents answered in the affirmative (Fig: 7). When asked whether QEC evaluations help improve teaching quality, 77% of respondents strongly agreed, 20% agreed, and 3% remained neutral (Fig: 8).

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Vol. 4 No. 4 (April) (2026)

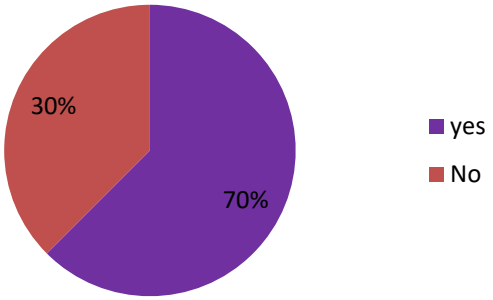

Fig 1: Indication about organizing research seminars regularly

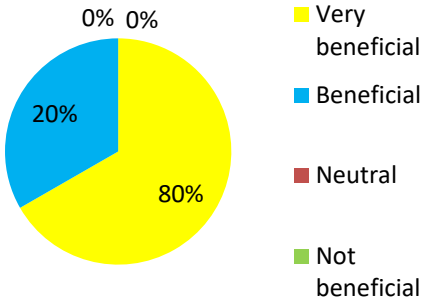

Fig 2: Indication about how seminars are beneficial for students' academic growth

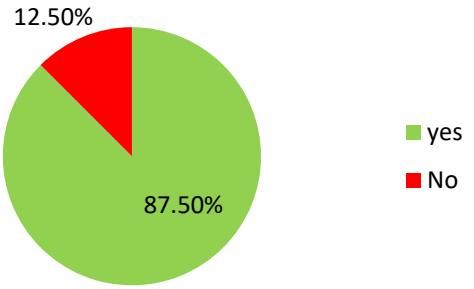

Fig 3: Indication about departmental research group for BS students

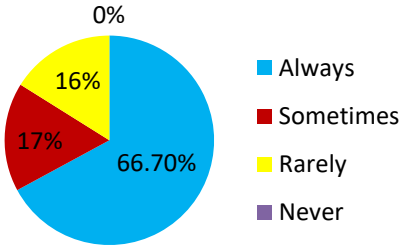

Fig 4: Indication about participation in research activities

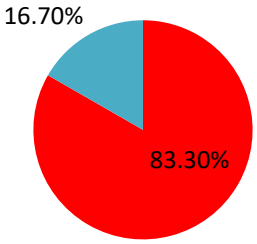

Fig 5: Indication about encouragement for thesis writing at BS level

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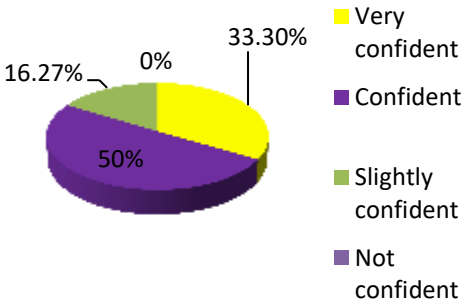

Fig 6: Indication about confident in conducting research or writing a research paper

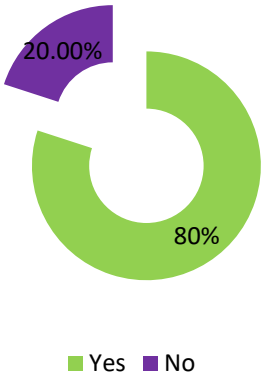

Fig 7: Indication about promotion of multidisciplinary education

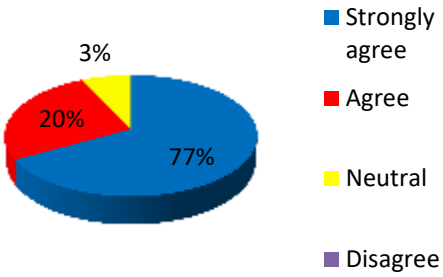

Fig 8: Indication about QEC evaluations that helps to improve teaching quality

Exploring the impact of curricular and skill-based learning prospects

Curricular and co-curricular practices play a vital role in fostering integrated knowledge and enhancing critical thinking among students in higher education. Activities such as subject-wise projects, working models, science exhibitions, course evaluation, and teacher evaluation collectively contribute to a multidisciplinary learning environment. These practices move beyond traditional lecture-based teaching by actively engaging students in experiential learning processes. According to Drake and Reid (2020), integrated curriculum enable students to connect concepts across disciplines. Subject-wise projects, science exhibition and working models are particularly effective in bridging the gap between theoretical knowledge and practical application. Through these activities, students are encouraged to investigate real-world problems, design solutions, and present their findings in innovative ways. This approach aligns with constructivist learning theory, which emphasizes that learners actively construct knowledge through experience and reflection (Piaget, 1972). Kolb (1984) highlights that experiential learning environments, such as exhibitions, enable students to learn through active engagement and reflection, thereby strengthening their cognitive abilities. The Department of Zoology, Chemistry Physics, Mathematics and statistics encourage their

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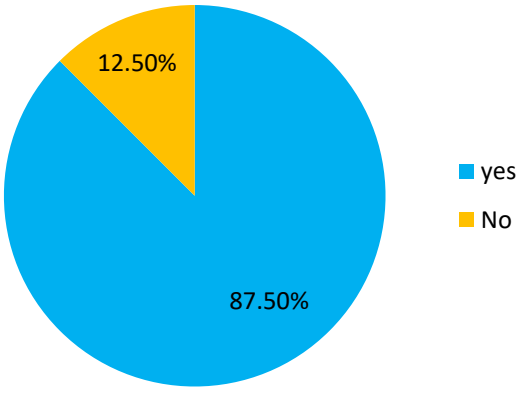
ISSN Print: 3007-3146

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 4 No. 4 (April) (2026)

students to actively participate in subject based working model/projects for academic growth. They encourage the BS students to explore topics for science exhibition related to their field. The students participate in science exhibitions time to time. These departments provide a collaborating platform where students and faculty engage in the presentations and discussion related to their subject in the college and other institutions for getting latest exposure related to their field. In addition to learning activities Department of Zoology, Computer Science, Chemistry, Physics, Mathematics, Psychology, Statistics, Urdu, and English conduct the course evaluation and teacher evaluation through QEC which is crucial mechanism for maintaining and improving the quality of education. Course evaluation allows students to provide feedback on curriculum content, teaching methods, and learning outcomes, ensuring that courses remain relevant and aligned with multidisciplinary goals. Biggs (2011) emphasizes that continuous evaluation and feedback are essential for enhancing teaching quality and promoting meaningful learning experiences. These practices not only enrich academic experiences but also prepare students to think critically, solve complex problems, and adjust to the evolving demands of the modern world. During the collection of the data when respondents were asked through questionnaire concerning the assignment of subject-wise projects or working models, 87.50% of respondents reported that such assignments are given, while 12.50% said they are not (Fig: 9). When asked whether these subject-wise projects or working models help in better understanding of concepts, 62% of respondents agreed and 26% strongly agreed, whereas 11.50% remained neutral (Fig: 10). In terms of organizing science exhibitions, 50% of respondents stated that they are organized occasionally, 25% said frequently, and 25% said rarely (Fig: 11). All respondents (100%) reported that academic departments conduct teacher evaluations as well as course evaluations (Fig: 12-13).



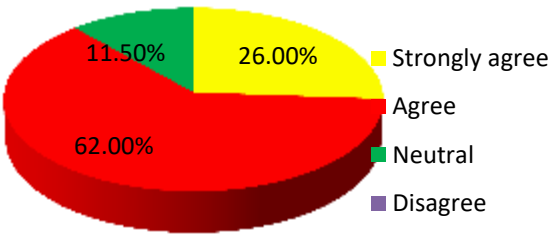


Fig 9:. Indication about subject-wise projects or working models?

Fig 10 : Indication about projects helping in understanding concepts better

Dialogue Social Science Review (DSSR)
www.thedssr.com

ISSN Online: 3007-3154
ISSN Print: 3007-3146

DIALOGUE SOCIAL SCIENCE REVIEW

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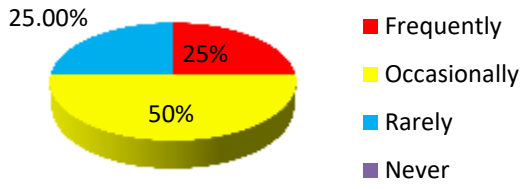

Fig 11: Indication about organizing science exhibitions

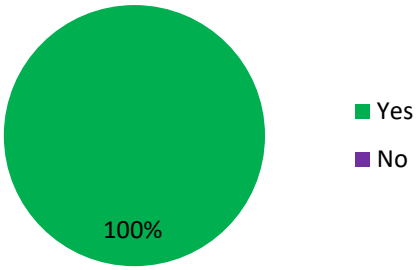

Fig.12: Indication about conducting teacher evaluation

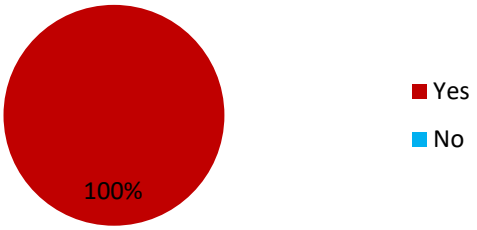

Fig 13: Indication about conducting course evaluation

Contribution of Literary and Character-Building Platforms to Students' Development

Literary and character-building platforms play a significant role in enhancing students' communication skills and promoting holistic development. Activities such as English and Urdu essay competitions, quiz and speech competitions, English literary society, character building society and science society provide students with opportunities to engage in meaningful learning beyond the formal curriculum. These platforms encourage active participation, self-expression, and critical engagement, which are essential components of multidisciplinary education (Miller, 2007). At Government Postgraduate College for Women Mandian Abbottabad, such initiatives contribute to the overall intellectual, social and moral development of students. The English and Urdu Departments significantly contribute to students' intellectual growth through literary and extracurricular platforms. Activities such as essay writing competitions, speech contests and quiz programs are organized by both English and Urdu departments to enhance linguistic proficiency and confidence. The Department of Zoology, Chemistry Physics, Mathematics, statistics, computer science and psychology encourages students to participate in quiz competitions, Urdu and English essay writing and speech contests, particularly on topics related to importance of national days.These events encourage students to articulate ideas effectively. The English Literary Society serves as an energetic platform for organizing debates, dramatizations, and poetry readings, which promote cultural awareness and emotional expression. These activities foster critical thinking by encouraging students to analyze information, respond to questions, and

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ISSN Online: 3007-3154
ISSN Print: 3007-3146

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 4 No. 4 (April) (2026)

present viewpoints rationally. According to Vygotsky (1978) social interaction and active engagement in communicative practices are fundamental to cognitive development. The Department of Zoology, Computer Science, Chemistry, Physics, Mathematics, Statistics, Urdu, English and Psychology encourage their students to actively participate in institutional societies like character building society. The character-building society focuses on moral values, ethical behavior, and personal development, which are essential for shaping responsible and socially aware individuals. All science departments of the college encourage the students to participate in science society which organize seminars on scientific topics for learning benefits. Meanwhile, the science society fosters innovation; group activities and scientific thinking by encouraging students to explore scientific ideas. These societies collectively support the development of social dimensions of learning (Dewey, 1938). By organizing such events, students develop a sense of responsibility and confidence. Such experiences align with the principles of holistic education, which emphasize the integration of intellectual and social growth (Miller, 2007). Based on questionnaire when asked about the presence of active student societies, 67% of respondents confirmed the existence of a character-building society (Fig: 14). Additionally, respondents mentioned the presence of science and English literary societies. Regarding the contribution of societies to students' personality development, 75% of respondents agreed that they contribute positively, while 25% strongly disagreed (Fig: 15). When asked whether academic departments organize Urdu and English essay writing competitions, 66.70% of respondents said yes, while 33% said no (Fig: 16). All academic departments actively participate in celebrating national events with zeal and organize special programs to mark these occasions. Additionally, students from various departments are encouraged to undertake academic visits to other institutions, enhancing their practical knowledge and exposure to diverse educational environments.

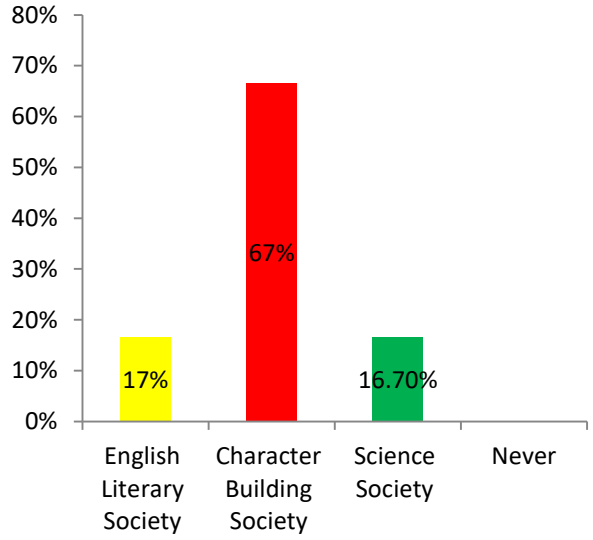

Fig 14: Indication about active student societies

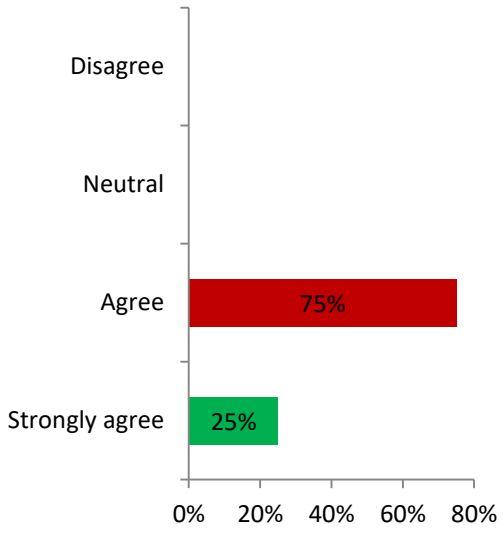

Fig 15: Indication about societies contribution to student personality development

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www.thedssr.com

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DIALOGUE SOCIAL SCIENCE REVIEW

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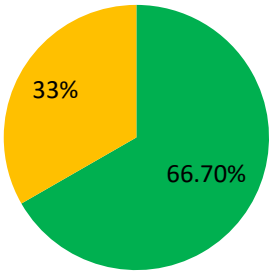

Fig 16: Indication about organizing Urdu and English essay writing competitions

Evaluating the efficacy of Experiential and co-curricular practices

Experiential and skill-based learning opportunities are essential components of multidisciplinary education. Activities such as internships, subject-based study trips, and sports activities provide real-world contexts in which students can develop interdisciplinary understanding and essential life skills. These approaches move beyond traditional classroom instruction by emphasizing both cognitive and practical competencies (Kolb, 1984). At Government Postgraduate College for Women Mandian Abbottabad, such initiatives play a crucial role in preparing students to meet the complex demands of modern society. Internships are particularly effective in bridging the gap between academic learning and professional practice. Through internships, students gain experience in real work environments, allowing them to apply concepts learned in the classroom to practical situations. This exposure not only enhances technical and professional skills but also fosters critical thinking, problem-solving, and adaptability. According to Boyer (1990), higher education should integrate knowledge with practical experience to prepare students for meaningful contributions to society. Internships also promote interdisciplinary learning by requiring students to draw upon knowledge from multiple fields to address workplace challenges. All academic departments in the Government Postgraduate College for Women Mandian Abbottabad arranged the subject-based study trips which further enrich the learning experience by providing opportunities for exploration and contextual understanding. These trips allow students to engage directly with world environments, such as historical sites, industries, or scientific institutions, thereby deepening their comprehension of academic concepts. Experiential learning theory suggests that knowledge is constructed through direct experience and reflection, making such activities highly valuable for enhancing understanding (Kolb, 1984). All the academic departments in the Government Postgraduate College for Women Mandian Abbottabad provide the opportunities to students for sports activities. Sports activities in college are helpful to physical and mental well-being of the students. According to Dewey (1938), education should address the overall development of individuals, including physical, social, and emotional dimensions. Therefore, promoting such initiatives at Government Postgraduate College for Women Mandian Abbottabad is essential for fostering a comprehensive and multidisciplinary educational environment. During the data collection when respondents were asked through questionnaire regarding opportunities for sports activities, 62% of respondents stated that such opportunities are provided, while 38% reported that they are not (Fig: 17). All respondents (100%) agreed that extracurricular activities contribute to the physical and mental development of students (Fig: 18). Finally, when respondents were asked which

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DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 4 No. 4 (April) (2026)

area requires the most improvement, 62.50% identified research activities, 15% pointed to teaching methods, and 11% each highlighted societies and clubs as well as sports activities (Fig:19).

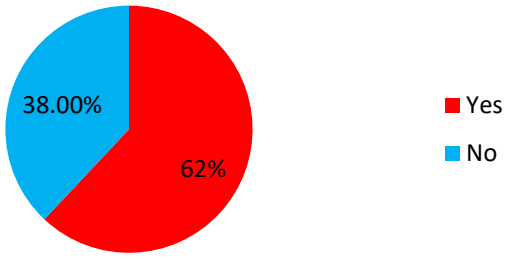

Fig 17: Indication about opportunities for sports activities

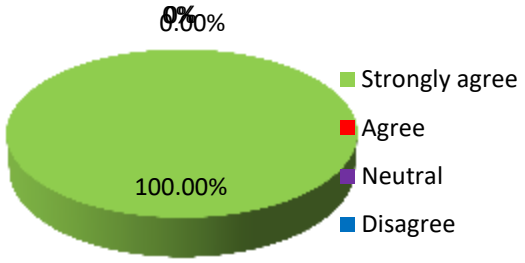

Fig 18: Indication about extracurricular activities help in physical and mental development

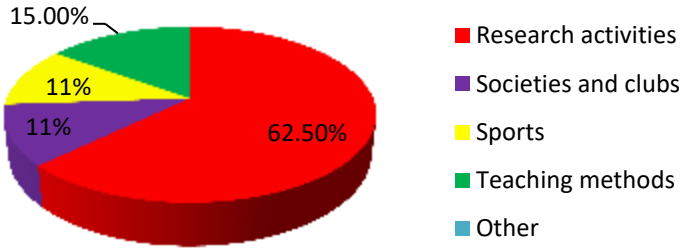

Fig 19: Indication about area where needs the improvement

CONCLUSION:

Exploring education as a multidisciplinary domain at Government Postgraduate College for Women Mandian Abbottabad highlights the transformative potential of integrating academic and co-curricular activities. The study demonstrates that initiatives such as research seminars, departmental research groups, subject-wise projects, science exhibitions, literary societies, character-building programs, internships, study trips, and sports activities collectively create a learning environment. These practices not only strengthen students' intellectual and practical competencies but also foster critical

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thinking and creativity. The findings underscore that multidisciplinary education is most effective when institutions actively combine curricular and co-curricular approaches. Moreover, quality assurance mechanisms in college like course evaluation and teacher evaluation are crucial for sustaining the effectiveness of multidisciplinary practices. These processes ensure that teaching strategies remain innovative, relevant and responsive to students. Through assessment and feedback alongside academic initiatives, the institution fosters an environment of continuous improvement in academic growth at BS level. Government Postgraduate College for Women Mandian Abbottabad serves as a compelling example of how a public sector institution can implement multidisciplinary education effectively. This case study highlights the importance of a comprehensive and inclusive educational framework that equips students to navigate the complexities of contemporary society while adopting learning and intellectual interest. Most respondents reported during the data collection that seminars are held regularly at departmental level at college and are helpful for students' academic development. A majority of respondents confirmed that the students actively participate in research activities. It was observed that maximum academic departments in college also encourage thesis writing at BS level and research publications which help the students to build confidence and develop critical thinking. Under the guidance of teaching faculty most students receive subject-wise projects or working models, which improve their understanding of concepts. It is positive factor that all academic departments conduct teacher and course evaluations, supporting better teaching quality. Regular evaluations and feedback systems help improve teaching practices and maintain high academic standards. Active student societies, essay competitions, and sports opportunities contribute positively to students' personal, physical, and mental development. Overall, these activities enrich students' learning and prepare them for future challenges. However, respondents also highlighted research activities as the area needing the improvement. It is worth mentioning that under the dynamic leadership of current principal the Government Postgraduate College for Women Mandian Abbottabad strives to follow the quality policies set by HEC and HED,Peshawar within its available resources. The college has a highly experienced Quality Assurance team, supported by dedicated faculty members who actively contribute to maintaining academic standards. Under the dynamic leadership of current principal there is a growing focus on learning outcomes, quality assurance, academic performance, and regular academic audits. The college consistently works in line with its vision and mission to ensure quality education. Various societies and committees are in place to plan and implement both short-term and long-term academic activities according to the institution's goals. A proper monitoring and evaluation system is also established to ensure continuous improvement. The institution promotes research, innovation, and entrepreneurship, along with faculty development and the enhancement of academic programs.

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