

DEPARTMENT OF PUNJABI
LAHORE COLLEGE FOR WOMEN UNIVERSITY, LAHORE

SELF-ASSESSMENT REPORT

BS Punjabi

Submitted to

Quality Enhancement Cell,

Lahore College for Women University, Lahore

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INTRODUCTION

Department of Punjabi comes under the umbrella of faculty of languages and cultures, Lahore College for Women University Lahore. It has been striving hard to promote this local language by running different courses on the subject. Currently it has the range of courses on its list from F.A to Ph.D level s. The Punjabi department is an outstanding department in the university with highly qualified faculty and is famous for its research and cultural activities. Punjabi department strives to acquaint students with latest knowledge on language, literature and culture. Since Punjabi language is rich and famous for its literature; the work of Sufi poets on Punjabi is particularly admirable. Therefore; we also equip students with modern research tools and techniques so that they would be able to contribute in modern literature .v

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

1.1.1 Mission Statement of Department of Punjabi

- Promote the Punjabi Language and Literature at different academic levels.
- Restore the status of the largest regional language of the Punjab (Pakistan) as medium of instruction.
- Save the richest literature of Punjabi by Research.
Promote the Mother tongue of the 120 million peoples of the Punjab.

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

Name of Program	Duration	No. of Modules (Semesters)	Total Credit Hrs
B.S PUNJABI	4 years	8 semesters (Internship + Research)	128

1.1.2 a. Mission of BS Program

Our Mission is o Act with Integrity and Honesty .

To provide Friendly atmosphere within the students and faculty .

To enable students for their bright future .

To support the University and to Promote the Cultural & Spiritual well being of the students .

To Polish students for better practical life in near future.

1.1.2. b. BS Program Objectives

To produce more MS and Ph.D scholars for the promotion of Punjabi language and literature .

To upgrade the research work by correspondence with scholars in all over the world for internationalization.

To utilize the modern techniques in teaching as well as in research program for Punjabi language and literature department .

1.1.3. Aligning program objectives of BS Punjabi

The objective of LCWU, Lahore and BS (Punjabi) Program are well aligned. The program imparts up to date knowledge and practical skills among Punjabi Students through high quality class teaching and grooming them to become contributing persons for the humanity.

1.1.4 Assessment of Educational objectives:

Table 1: BS Program Objectives Assessment

Objectives (1)	How Measured (2)	When Measured (Frequency) (3)	Improvement Identified (4)	Improvement Made (Corrective & Preventive Action) (5)
As given in Para 1.1	The students are assessed regularly for their knowledge and ability through different methods Like: 1) Quiz/ presentations	There is at least one quiz or presentation before midterm exams and one before final term exams	1. Students and teachers both required to be more regular	1. Attendance rules applied strictly
	2) Class room discussions	Class discussions are conducted regularly throughout the semester	2. Enhancing communications skills, revision of course/curriculum	2. Teachers training and development
	3) Examinations	One midterm and one final term in each semester	3. Guidance of students about any problem	3. Making courses more interactive and interesting by active participation of teachers and students
	4) Practical Assignments	Practicals are conducted as per course requirement	4. Tutorials	4. Encouraging teachers to teach with more updated, relevant and daily life examples
	5) Scientific Report writing Project	In semester 7 students are supposed to conduct a group research and write its full report	5. Teachers' training about new teaching methods	5. Introducing new courses
	6) Internship report or Thesis	In final semester students submit either internship report or thesis work (separate from scientific report writing) and it is evaluated by external examiner	6. Revising course outlines of some subjects and shuffling a couple of subjects across semesters on students' recommendation	6. Arranging national / international level seminars, lectures, workshops and symposiums and encouraging students of actively participate in them
	8) Class exercises	As per course requirement		

	7) Teacher's evaluation by students	During semester or at end teacher evaluation is done by students		7. Immediately trying to sort out the solutions if some complaints are put forward by students
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Standard 1.2: The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

1.2 Program Outcomes:

Promotion of Punjabi language and its aspects in research and criticism , while introducing comparative studies with other languages . For this mission to emphasis on the richness of Punjabi language and its great classical literature .

- Awareness about Punjabi wich Qurani Ty Fiqhi Adab
- Awareness about Punjabi Adab Di Tareekh(Mudh ta 1947)
- Awareness about Heer Waris Shah Da khasoosi Mutalaa
- Awareness about Punjabi Drama da Irtika Ty Tor
- Awareness about Research and Criticism

Table 2: BS Program Outcomes

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

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

1.3.1 Actions taken on the basis of assessment:

Test assignments and quiz presentation held on monthly basis

1.3.2 Strengths of Department

Different departmental societies are organized lectures and seminars organized at developed 50% of the faculty members are Ph.D and other 50% are enrolled in Ph.D .We are collectively working for the promotion of punjabi language and literature . The BS students are doing research work on different topics on BS level.

1.3.3 Weaknesses of Department

Lack of classrooms, no separate library for department, No separate rooms for Faculty members, No separate research room for faculty. We don't have computer operator in our department. We don't have separate dice for our classrooms. We require separate kitchen to facilitate the faculty and guests whoever came for meetings or etc.

Future Plans

We are looking forward to maintain unity and successfully achieve our goals in future. We will make sure to reproduce more Punjabi scholars. We ensure the maintenance of high ratio of research work in near future so that more students take advantage out of it.

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

1.4.1 Performance Measures:

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

Program	Session	No. of Students
BS	2008-2012	65
	2009-2013	38
	2010-2014	31
	2011-2015	29
	2012-2016	31
	2013-2017	21
	2014-2018	24
	2015-2019	13

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

Year	No. of Students	No. of Faculty Members	Student-Faculty ratio
2014-2015	60	4 regular + 1 visiting	12:1
2013-2014	91	4 regular +1 visiting	18:2:1
2012- 2013	129	4 regular +2 visiting	21:5:1
2011-2012	194	5 regular +2 visiting	27:7:1
2010-11	163	6 regular+ 2 visiting	20:3:1

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

Program	Passing out Year	No. of Students
BS	2015	24
	2014	16
	2013	14
	2012	16

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

Year	%age of Honor Students Criteria: CGPA 3.75 and above	Attrition Rate ($\frac{\text{Admitted - pass out}}{\text{Admitted}}$) *100
2015	nil	100%
2014		100%
2013		100%
2012		100%

v) **Table 7: Faculty Training, Seminars and workshops (Appendix A)**

Year	No. Of Trainings, Seminars and workshops
2011	02
2012	11
2013	9
2014	8
2015	12
2016	3

vi) **Papers Published at National & International Level**

Table 8: Number of Publications (Appendix B)

Year	Papers published
2015	15
2014	05
2013	04
2012	10

vii) **Books in Library**

There are five thousand books of punjabi literature approximately available in Library

Research Areas

The Faculty is involved in research in the following areas:

Dr Samina Batool	Punjabi Language & Literature
Dr Mujahida	Research Punjabi Language & Literature
Dr. Ayesha Rahman	Punjabi Literature & Research
Dr Hina Khan	Prose, Poetry & Research
Mrs Saima Batool	Language & Literature
Ms Maryam Sarfraz	Language & Literature
Ms Almas Tahira	Prose & Poetry
Ms Sonia Allah Rakha	Punjabi Drama, Theatre and Film

Collaborations

Nil

Departmental Achievements (others)

Department of Punjabi have published first Punjabi Journal PARAKH in 2016.

We produced 10 Ph.D's since last 2001. Currently almost 10 students are enrolled in Ph.D .

Honors and Awards

Department has won First Price in Punjab Youth Festival in Drama competition in Year 2012.

Department has won Youth Cultural Award in Recognition of Outstanding performance as a Director (june 2013)

Department has secured Second position in Women Institute Of leadership and learning LCWU Inter Faculty Skit competition titled "Issues faced by Domestic Women Workers".

Department has won Various prize and awards in different Debate Competitions held within the university and outside university.

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

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

BS (4-Year) Department Of Punjabi

STRUCTURE OF SCHEME OF STUDY

Nature of Courses	Numbers of Course	Credits Hours
Compulsory Course (No choice)	06	16
Basic Course	02	06
Foundation Course	06	16
General / Minor Courses	06	18
Major Courses	15	54
Research Report/ Thesis	01	06
Total Credits		

YEAR-1

SEMESTER-I

Course No	Course Title	Credits
CC/Eng-101	Language in Use	3(3+0)
CC/Isl-101/ CC/Phi -101	Islamic Education / Ethics (for non muslim)	2(2+0)

CC/Ara-101	Basic Arabic	3(3+0)
Maj/Punj-101	Nasar Qadeem Te Jadeed	3(3+0)
Min/Urdu-101	Urdu Shair o Adab	3(3+0)
Min/Per-101	Persian Literature Primary Grammar-I	
Min/Phil-101	Pre-Socratic Thoughts Philosophy	
Min/Ara-101	Introduction to Arabic Language-I	
Min/Pak.st-101	Ideological Foundations Of Pakistan -I (1853-1920) Minor - I (choose Any One)	
	Total Credits	17

SEMESTER-II

Course No	Course Title	Credits
CC/Eng-102	Academic Reading & Writing	3(3+0)
CC/Pak.st-101	Pakistan Studies	2(2+0)
CC/Math-101	Mathematics	3(3+0)
Maj/Punj-102	Shairi qadeem ty jadeed	3(3+0)
Min/Urdu-102	Urdu shair-o-Adab-II	3(3+0)
Min/Per-102	Persian literature primary Grammar-II	
Min/Phil-102	Three major greek philosopher	
Min/Ara-102	Introduction to Arabic language-II	
Min/Pak.st-102	Ideological foundation of Pakistan-II(1921-1947) Minor-I(choose any one)	

Min/Hpe-102	Health & physical Education-II Basic Methods of social work Fundamental of political science Al-Quran-II Minor-II(chose any one)	3(3+0)
Min/Sw-102		
Min/Pol.sc-102		
Min/Isl.st-102		
	Total Credits	17

YEAR-2**SEMESTER-III**

Course No	Course Title	Credits
CC/Eng-201	Communication skills	3(3+0)
EC/Cs-201	Introduction to computer	3(3+0)
Maj/Punj-201	Chonwa Punjabi adab	3(3+0)
Maj/Punj-202	Tanqeed ty tanqeedi dabistan	3(3+0)
Maj/Punj-203	Punjabi likhai prhai ty bol chal-I	2(2+0)
Min/Urd-201	Urdu shair-o-Adab-I	3(3+0)
Min/Per-201	Persian literature and rhetoric-I	
Min/Phil-201	Classical muslim thought-I	

Min/Ara-201	Introduction to Arabic literature –I	
Min/Isl.st-103	Hadith, Fiqh and Islamic history	
Min/Hpe-201	Health and physical education –I	
Min/Sw-201	Social development of Pakistan	
Min/Pol-201	The comparative constitution(Developd)	
Min/Pak.st-201	Patterns of society and culture (choose any one)	
	Total Credits	17

SEMESTER-IV

Course No	Course Title	Credits
CC/Eng-202	Advance academic reading and writing	3(3+0)
CC/Stat-101	Punjabi lok geet	3(3+0)
Maj/GDS-203	Punjabi Akhans ty muhawray	3(3+0)
Maj/GDS-204	Punjabi likhai prhai ty bol chaal-II	2(2+0)
Min/GDS-202	Gur mukhi ras ul khat (likhai prhai) Punjabi saqafat ty qomi shairi	3(3+0)
	(Choose any one)	
Min/Urd-202	Urdu shair-o-Adab-II	3(3+0)
Min/Per-202	Persian literature and rhetoric	
Min/Phil-202	Classical muslim thought-II	
Min/Ara-202	Introduction to Arabic literature-II	
Min/Isl-202	Hadith, Fiqh and Islamic history	
Min/Hpe-202	Health & physical education-II	

Min/Sw-202	Secondary methods & fields of social work	
Min/Pol.sc-202	The comparative constitutions (Developing)	
Min/Pak.st-202	Patterns of society and culture (choose any one)	
	Total Creditss	17

YEAR-3**SEMESTER-V**

Course No	Course Title	Credits
Maj/Punj-301	Punjabi Afsana	4(4+0)
Maj/Punj-302	Punjabi wich Qurani Ty Fiqhi Adab	4(4+0)
Maj/Punj-303	Punjabi Adab Di Tareekh(Mudh ta 1947)	4(4+0)
Maj/Punj-304	Heer Waris Shah Da khasoosi Mutalaa	3(3+0)
	Total Credits	15

SEMESTER-VI

Course No	Course Title	Credits
Maj/Punj-305	Punjabi Drama da Irtika Ty Tor	4(4+0)
Maj/Punj -306	Punjabi Ghazal da Irtika	4(4+0)

Maj/Punj - 307	Punjabi Waaraan	3(3+0)
Maj/Punj - 308	Punjabi Wich Deeni Seerti Adab	4(4+0)
	Total Credits	15

YEAR-4**SEMESTER-VII**

Course No	Course Title	Credits
Maj/Punj - 401	Jadeed Punjabi Nazam Ty Ghazal	4(4+0)
Maj/Punj - 402	Nazri Ty Amlī Tanqeed	4(4+0)
Maj/Punj - 403	Tehqeeq Ty Tehqeeq De Asool	4(4+0)
Maj/Punj - 404	Punjabi Novel Ty Novel Nigari	3(3+0)
	Total Credits	15

SEMESTER-VIII

Course No	Course Title	Credits
Maj/Punj - 405	Lisaaniyat Ty Tarjumey	3(3+0)
Maj/ Punj - 406	Mashriki Ty Maghribi Tanqeed	3(3+0)
Maj/ Punj - 407	Punjabi Marsiya Ty Jungnama	3(3+0)

Maj/ Punj - 408	Thesis/Research report	06
	Total Credits	15

Total Hours:

$17+17+17+17+15+15+15+15=128$ CR

Research Thesis/Internship will be offered in 7th Semester.

Curriculum Break up

Table 10: Curriculum Break up

Curriculum Breakup	Credit Hours
COMPULSORY COURSES (no choices) ●	16
COMPULSORY COURSES	09
BASIC COURSE	06
FOUNDATION COURSES	16
MINOR COURSES From Other Discipline ●	18
Major courses	54
Elective	03
RESEARCH THESIS	06
Total Credit Hours	128

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

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

Table 11: Courses versus Program Outcomes

Courses	Program Outcomes				
	1	2	3	4	5
Punjabi Afsana	Knowledge about history	Help students for their research	Information about writers strength	Trends of writing style	Give information Moral values
Punjabi wich Qurani Ty Fiqhi Adab	Knowledge about history	Give information Moral values	Help students for their research	Give knowledge about religion	It will give positivity about ethics
Punjabi Adab Di Tareekh(Mudh ta 1947)	Give knowledge about mughals	To know about prose	Knowledge about history	To know about poetry	To know about akcents of Punjabi
Heer Waris Shah Da khasoosi Mutalaa	To know about 18 th century political circumstances	Give knowledge about folk writers	Knowledge about Punjabi culture	Knowledge about history	give information about traditions
Punjabi Drama da Irtika Ty Tor	Knowledge about different prose	Information about history	Knowledge about comparative studies	Give information about latest drama trends	Give knowledge about latest writers
Punjabi Ghazal da Irtika	Knowledge about history	Information about Modern poets	Knowledge about poetry topics	Information about different styles of poets	Knowledge about different techniques of Ghazals
Punjabi Waaraan	Knowledge about Wars of independence	Information about different Wars	Knowledge about history	Give information about political circumstances	Give knowledge about ancient folk tales
Punjabi Wich Deeni Seerti Adab	Give information Moral	Help students for their research	It will give positivity about ethics	Give knowledge about religion	Knowledge about history

	values				
Jadeed Punjabi Nazam Ty Ghazal	Give information about latest techniques	To know about poetry	Develop critical thinking	Information about different styles of poets	Information about Modern poets
Nazri Ty Amlī Tanqeed	Modern techniques of criticism	Polish students criticism skills	How to use comparative criticism	Give information about eastern and western literature	Knowledge about history
Tehqeeq Ty Tehqeeq De Asool	Modern techniques of research	Information about research tools	Latest trends of research	Give information about different rules	Knowledge about history
Punjabi Novel Ty Novel Nigari	Knowledge about prose	Information about novel writers	Give information about eastern Punjab	Develop critical thinking	Trends of writing style
Lisaaniyat Ty Tarjumeey	Knowledge about translation	Information about different accents	Knowledge about history	Modern techniques of translation	Information about Different translators
Mashriki Ty Maghribi Tanqeed	Give information about eastern and western literature	Modern techniques of criticism	How to use comparative critics	Polish students criticism skills	Knowledge about history
Punjabi Marsiya Ty Jungnama	Knowledge about history	Information about different types of prose	information about latest techniques	Knowledge about wars	Give knowledge about ancient folk tales
Nasar Qadeem Te Jadeed	Knowledge about prose	Trends of writing style	Knowledge about history	To give information about classic prose	How to use comparative study

Shairi qadeem ty jadeed	To know about poetry	Knowledge about history	How to use comparative study	Give information about latest techniques	Information about different styles of poets
Chonwa Punjabi adab	To give information about prose	Knowledge about different techniques of poetry	Knowledge about history	To give information about poetry	Knowledge about different techniques prose
Tanqeed ty tanqeedi dabistan	Modern techniques of criticism	Polish students criticism skills	To know about different rules	Knowledge about history	Knowledge about different school of thoughts
Punjabi likhai prhai ty bol chal-I	Give information about Punjabi Grammer	Knowledge about different writing styles	Give information about sentence making	Understanding about writing punjabi	How to use comprehensive study
Punjabi lok geet	Information about folk literature	Give knowledge about ancient folk songs	Different types of folk songs	Knowledge about history	Knowledge about provisional folk songs
Punjabi Akhan ty muhawray	Knowledge about history	Give knowledge about ancient folk sayings	Utilization of proverbs in sentences	Information about punjabi proverbs	Cover different topics of punjabi culture
Punjabi likhai prhai ty bol chaal-II	Give information about sentence making	Understanding about writing punjabi	How to use comprehensive study	Knowledge about different writing styles	Give information about Punjabi Grammer
Gur mukhi rasm ul khat (likhai prhai)	Knowledge about writing styles	Modern techniques of script	Knowledge about script	Develop skills of transcription	Writings about eastern punjab
Punjabi saqafat ty qomi shairi	Give information about eastern literature	Knowledge about patriotic poetry	Cover different topics of punjabi culture	Knowledge about History	Role of poets at the time of independence

Table 12: Program versus Objectives

Courses	Program Objectives				
	1	2	3	4	5
Maj/Punj-101	✓	✓	✓	✓	✓
Maj/Punj-201	✓	✓	✓	✓	✓
Maj/Punj-202	✓	✓	✓	✓	✓
Maj/Punj-203	✓	✓	✓	✓	✓
Maj/Punj-204	✓	✓	✓	✓	✓
Maj/Punj-205	✓	✓	✓	✓	✓
Maj/Punj-206	✓	✓	✓	✓	✓
Maj/Punj-207	✓	✓	✓	✓	✓
Maj/Punj-208	✓	✓	✓	✓	✓
Maj/Punj-301	✓	✓	✓	✓	✓
Maj/Punj-302	✓	✓	✓	✓	✓
Maj/Punj-303	✓	✓	✓	✓	✓
Maj/Punj-304	✓	✓	✓	✓	✓
Maj/Punj-305	✓	✓	✓	✓	✓
Maj/Punj-306	✓	✓	✓	✓	✓
Maj/Punj-307	✓	✓	✓	✓	✓
Maj/Punj-308	✓	✓	✓	✓	✓
Maj/Punj-401	✓	✓	✓	✓	✓
Maj/Punj-402	✓	✓	✓	✓	✓
Maj/Punj-403	✓	✓	✓	✓	✓
Maj/Punj-404	✓	✓	✓	✓	✓

Maj/Punj-405	✓	✓	✓	✓	✓
Maj/Punj-406	✓	✓	✓	✓	✓
Maj/Punj-407	✓	✓	✓	✓	✓
Maj/Punj-408	✓	✓	✓	✓	✓

Standard 2.2: Theoretical background, problems analysis must be stressed within the program's core material.

Program: BS

Table 13: Elements of Courses

Elements	Courses	No of Courses
Theoretical background	Nasar Qadeem Te Jadeed Shairi qadeem ty jaded Chonwa Punjabi adab Punjabi lok geet Punjabi saqafat ty qomi shairi Punjabi Afsana Punjabi wich Qurani Ty Fiqhi Adab Punjabi Adab Di Tareekh(Mudh ta 1947) Heer Waris Shah Da khasoosi Mutalaa Punjabi Drama da Irtika Ty Tor Punjabi Ghazal da Irtika Punjabi Waaraan Punjabi Wich Deeni Seerti Adab Jadeed Punjabi Nazam Ty Ghazal Punjabi Novel Ty Novel Nigari Punjabi Marsiya Ty Jungnama	16
Problem solving	Gur mukhi ras ul khat (likhai prhai) Lisaaniyat Ty Tarjumeey	5

	Punjabi Akhan ty muhawray Punjabi likhai prhai ty bol chal-I Punjabi likhai prhai ty bol chaal-II	
Solution design		
Application of Theoretical Knowledge	Tanqeed ty tanqeedi dabistan Nazri Ty Amlī Tanqeed Tehqeeq Ty Tehqeeq De Asool Mashriki Ty Maghribi Tanqeed	4

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

Standard 2.4: The curriculum must satisfy the major requirements for the program as specified by the respective accreditation body.

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

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

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

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

Standard 3.1: Computer facility is available for students and faculty as well.

Standard 3.2: There must be adequate support personnel for instruction and maintaining the computer laboratory.

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

CRITERION 4: STUDENT SUPPORT AND ADVISING

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

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

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

CRITERION 5: PROCESS CONTROL

Standard 5.1: The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

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

Standard 5.3: The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting its objectives:

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

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

CRITERION 6: FACULTY

Standard 6.1: There must be enough full time faculty who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D. in the discipline:

Program areas	Number of faculty members with MS	Number of faculty with Ph.D. degree
BS punjabi	4	4

Table 3: Faculty Distribution by Program Areas

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

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

CRITERION 7: INSTITUTIONAL FACILITIES

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

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

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

CRITERION8: INSTITUTIONAL SUPPORT

Standard 8.1: There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars:

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

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

APPENDICES