

DEPARTMENT OF URDU
LAHORE COLLEGE FOR WOMEN UNIVERSITY, LAHORE

SELF-ASSESSMENT REPORT
BS URDU

Submitted to

Quality Enhancement Cell,
Lahore College for Women University, Lahore

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INTRODUCTION

B.S Urdu was introduced in 2009. Keeping keen interest of the students. The department started B.S(4-years)program in Urdu literature _ All courses in Urdu are re-designed keeping in view of recommendations of Higher Education Commission(HEC) of Pakistan and necessities of 21st century-In this connection, science subjects like computer, psychology, Gender studies, Health and Physical Education, Environmental science, Mathematics, Statistics and civilization are also included in B.S-4 years program.

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

1.1.1 Mission Statement of Department of Urdu

Department of Urdu offers BS (4-years) degree with following particulars:

| Name of Program | Duration | No. of Modules (Semesters) | Total Credit Hrs |
|------------------------|-----------------|-----------------------------------|-------------------------|
| B.S Urdu | 4 years | 8 semesters (Thesis+ Research) | 130 |

1.1.2 a. Mission of BS Program

- 1-To achieve and attain Quality standards and become a model of QEC by proving an outstanding educational environmental.
- 2- Taking measures for capacity building of faculty and supporting staff.
- 3-Establishing a system to enhance research objectivity developed avoid those policies which encourage malicious activities.

1.1.2. b. BS Program Objectives

- 1-Teaching of the National language at different academic levels as the compulsory subject.
- 2-Teaching of other literary languages(English, Arabic, Persian) classical poets, terms and history through Urdu, for national solidarity and oneness.
- 3-Offering of B.S(4 years program)in Urdu in order to promote comparative studies, research activities among the scholars.
- 4-To enhance the skills of communication thought writing & speaking among the students to encourage the students in participating in research and studies of socio-cultural subjects.
- 5-Introduction of understanding different genders of prose and poetry and to create the ability of analyses and criticism.

1.1.3. Aligning program objectives of BS Urdu

| Mission | Objectives |
|---|--|
| <ul style="list-style-type: none"> To achieve and attain Quality standards and become a model of QEC by proving an outstanding educational environmental. | <ul style="list-style-type: none"> Teaching of the National language at different academic levels as the compulsory subject. |
| <ul style="list-style-type: none"> Taking measures for capacity building of faculty and supporting staff. | <ul style="list-style-type: none"> Teaching of other literary languages(Enhlish,Arabic,Persian) classical poets,terms and history through Urdu,for national solidarity and oneness. |
| <ul style="list-style-type: none"> Establishing a system to enhance research objectivity developed avoid those policies which encourage malicious activities. | <ul style="list-style-type: none"> Offering of B.S(4 years program)in Urdu in order to promote comparative studies,research activities among the scholars. |
| <ul style="list-style-type: none"> To produce/bring in field confident women of creative minds through quality and effective teaching in Urdu language and literature. | <ul style="list-style-type: none"> Introduction of understanding different genders of prose and poetry and to create the ability of analyses and criticism. |

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 | <ol style="list-style-type: none"> 1. Students and teachers both required to be more regular 2. Enhancing communications skills, revision of course/curriculum 3. Guidance of students about any problem 4. Tutorials 5. Teachers' training about new teaching methods 6. Revising course outlines of some subjects and shuffling a couple of subjects across semesters on students' recommendation | <ol style="list-style-type: none"> 1. Attendance rules applied strictly 2. Teachers training and development 3. Making courses more interactive and interesting by active participation of teachers and students 4. Encouraging teachers to teach with more updated, relevant and daily life examples 5. Introducing new courses 6. Arranging national / international level seminars, lectures, workshops and symposiums and encouraging students of actively participate in them 7. Immediately trying to sort out the solutions if some complaints are put forward by students |
| | 2) Class room discussions | Class discussions are conducted regularly throughout the semester | | |
| | 3) Examinations | One midterm and one final term in each semester | | |
| | 4) Practical Assignments | Practicals are conducted as per course requirement | | |
| | 5) Scientific Report writing Project | In semester 7 students are supposed to conduct a group research and write its full report | | |
| | 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 | | |
| | 8) Class exercises | As per course requirement | | |
| | 7) Teacher's evaluation by students | During semester or at end teacher evaluation is done by students | | |

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:

- **Write publishable research thesis which make significant intellectual contribution to the body of knowledge in their chosen field and provide innovative solutions to the day to day problems faced in their professional careers**
- **Critically evaluate Urdu literature in order to uses their quality and applicability in improving the effective handling the program of Urdu language and literature.**
- **Acquire and utilize knowledge of behavioral policy band strategic issues to improve the effectiveness of their organizations**
- **Demonstrate superior oral and written communication skills relevant to the subject link their educational experience directly to their own workplace experience and be proficient in transferring those skills and capabilities to others**

Table 2: BS Program Outcomes

| Program Objectives | Program Outcomes | | | |
|--------------------|------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 | ✓ | ✓ | ✓ | |
| 2 | ✓ | | ✓ | ✓ |
| 3 | | | ✓ | ✓ |
| 4 | ✓ | ✓ | ✓ | ✓ |

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:

- We change the syllabus after three years on the basis of assessment.
- Our Ph .D faculty enhance their knowledge and update the teaching methods.

1.3.2 Strengths of Department

- There are 16 Ph .D Faculty members.
- Six members are M .Phil.
- Five members are enrolled in Ph.D.

1.3.3 Weaknesses of Department

- We don't have facilities of computer lab.
- We don't have proper space for library and sitting facilities.
- We don't have research journal. The facility of other research is not provided literacy.

Future Plans

- We are working on a plan to publish a research journal of the department of Urdu.
- We are going to organize international and national conferences/seminars and workshop.
- We are planning to series of lectures of renown scholars, critics and experts on literature.
- We are designing research projects with the collaboration of Ph.D scholars with faculty members.

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 | 2005-2009 | 09 |
| | 2006-2010 | 08 |
| | 2007-2011 | 15 |
| | 2008-2012 | 22 |
| | 2009-2013 | 15 |
| | 2010-2014 | 51 |
| | 2011-2015 | 41 |
| | 2012-2016 | |
| | 2013-2017 | 65 |
| | 2014-2018 | 69 |
| | 2015-2019 | 68 |
| 2016-2020 | 49 | |

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

| Year | No. of Students | No. of Faculty Members | Student-Faculty ratio |
|------------|-----------------|------------------------|-----------------------|
| 2014-2015 | 502 | 12+1 | 1:39 |
| 2013-2014 | 466 | 13+1 | 1:33 |
| 2012- 2013 | 427 | 10+2 | 1:36 |
| 2011-2012 | 381 | 10+2 | 1:32 |
| 2010-2011 | 276 | 5regular+ 3 visiting | 1:35 |

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

| Program | Passing out Year | No. of Students |
|---------|------------------|-----------------|
| BS | 2015 | 37 |
| | 2014 | 48 |
| | 2013 | 15 |
| | 2012 | 22 |
| | 2011 | 15 |
| | 2010 | 08 |
| | 2009 | 09 |

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 | N.A | 90% |
| 2014 | N.A | 94% |
| 2013 | N.A | 100% |
| 2012 | N.A | 100% |

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

| Year | No. Of Trainings, Seminars and workshops |
|-------------|---|
| 2011 | 03 |
| 2012 | 04 |
| 2013 | 06 |
| 2014 | 05 |
| 2015 | 05 |
| 2016 | 06 |

vi) **Papers Published at National & International Level****Table 8: Number of Publications (Appendix B)**

| Year | Papers published |
|-------------|-------------------------|
| 2015 | 15 |
| 2014 | 11 |
| 2013 | 13 |
| 2012 | 08 |

vii) **Books in Library**

Above ten thousand (10,000)

Research Areas

The Faculty is involved in research in the following areas:

Collaborations

Nil

Departmental Achievements (others)

Many awards and cash prizes has been won by the students in various fields like urdu department mushaira, singing, essay writing competition and research etc

Honors and Awards

Nil

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

The development of curriculums for each program of Urdu is based on the detailed curriculum development guidelines issued by HEC.

BS (4-Year) Urdu**STRUCTURE OF SCHEME OF STUDY**

| Nature of Courses | Numbers of Course | Credits Hours |
|-------------------------------|--------------------------|----------------------|
| Compulsory Course (No choice) | 06 | 16 |
| Compulsory Course | 04 | 12 |
| Basic Course | 02 | 08 |
| Foundation Course | 04 | 16 |
| General / Minor Courses | 06 | 18 |
| Major Courses | 18 | 54 |
| Research Report | 01 | 06 |
| Total Credits | 41 | 130 |

YEAR-1**SEMESTER-I**

| Course No | Course Title | Credits |
|---------------------------------|---|----------------|
| CC/Eng-101 | Language in Use | 3(3+0) |
| CC/Isl-101 | Islamic Education/ | 2(2+0) |
| CC/Phil-101 | Ethics (For Non-Muslim) | |
| CC/Pol-101 | Introduction to Human Rights | 3(3+0) |
| Maj/Urdu-101 | NasriAsnaaf -Taaruf-o-Tafheem | 4(4+0) |
| Min/Pak.St-101 | Ideological foundation of Pakistan(1857-1920) | 3(3+0) |
| Min/Pol.Sc-101 | Introduction to Political Science | |
| Min/GDS-101 | Introduction to Communication and Journalism | |
| Min/Isl-101 | Al.Quran-1 | |
| (Minor-I Choose Any One) | | |
| Min/Per-101 | Persian Literature and Grammer-I | 3(3+0) |
| Min/GDS-101 | Jadeed Punjabi Adab | |
| Min/Ara-101 | Introduction to Arabic Language-I | |
| Min/Edu-101 | Educational Psychology-I | |
| Min/HPE-101 | Physical Education-I | |
| Min/Phil-101 | Pre-Socratic Thoughts-I | |
| Min/SW-101 | Introduction & Basic Methods of Social Works | |
| Minor-II Choose Any One) | | |
| | Total Credits | 18 |

SEMESTER-II

| Course No | Course Title | Credits |
|----------------|--|-----------|
| CC/Eng-102 | Academic Reading & Writing | 3(3+0) |
| CC/PS-101 | Pakistan Studies | 2(2+0) |
| C/Math-101 | Mathematics | 2(2+0) |
| Maj/Urdu-102 | Sheri Asnaaf - Taaruf-o-Tahfeem | 4(4+0) |
| Min/Pak.St-102 | Ideological foundation of Pakistan(1857-1920) | 3(3+0) |
| Min/Pol.Sc-102 | Fundamentals of Political Science | |
| Min/GDS-102 | Introduction to Gender Studies-I | |
| Min/MC-102 | Introduction to News Writing Techniques | |
| Min/Isl.St-102 | Al.Quran (Minar- I Choose Any One) | |
| Min/Per-102 | Persian Literature and Grammer-II | 3(3+0) |
| Min/Punj-102 | Qadeem Punjabi Adab | |
| Min/Ara-102 | Introduction to Arabic Language-II | |
| Min/Edu-102 | Educational Psychology-II | |
| Min/HPE-102 | Health Education-I | |
| Min/Phil-102 | Three Major Greek Philosophers-I | |
| Min/SW-102 | Society and Social Change Minor-II Choose Any One) | |
| | Total Credits | 17 |

YEAR-2**SEMESTER-III**

| Course No | Course Title | Credits |
|------------------|---|----------------|
| CC/Eng-101 | Communication Skills | 3(3+0) |
| C/CS-101 | Introduction to Computer | 4(4+0) |
| Maj/Urdu-201 | Nasri Adab- I | 4(4+0) |
| Maj/Urdu-202 | Urdu ki Mazahiya Shaeri | 4(4+0) |
| Min/-201 | Patterns of Society and Culture | 3(3+0) |
| Min/-201 | The Comparative Constitution(Developed) | |
| Min/-201 | Classical Muslim Philosophy-I | |
| Min/-201 | Contemporary Gender Issues | |
| Min/-201 | Introduction to Electronic Media | |
| Min/-201 | Social Development of Pakistan | |
| Min/-201 | Persian Literature and Rhetoric-I | |
| Min/-201 | Punjabi Tareekh ty Saqafat | |
| Min/-201 | Introduction to Arabic Literature-I | |
| Min/-201 | Hadeeth, Fiqh aur Tareekh - e- Islam-I | |
| Min/-201 | Educational Psycology-III | |
| Min/-201 | Physical Education-II | |
| | (Choose Any One) | |
| | Total Credits | 18 |

SEMESTER-IV

| Course No | Course Title | Credits |
|----------------|---|-----------|
| CC/Eng-202 | Advanced Academic Reading & Writing | 3(3+0) |
| CC/Stat-101 | Introduction to the Statistics | 3(3+0) |
| Maj/GDS-203 | Nasri Adab-II | 4(4+0) |
| Maj/GDS-204 | Urdu ki Mazahiya Nasr | 4(4+0) |
| Min/Pak.St-202 | Patterns of Pakistan Society and Culture | 3(3+0) |
| Min/Pol.Sc-202 | The Comparative Constitution(Developing) | |
| Min/Phil-202 | Classical Muslim Philosophy-II | |
| Min/GDS-202 | Gender & Socio-Culture Issues | |
| Min/MC-202 | Media And Information Literacy | |
| Min/SW-202 | Secondary Methods and Fields of Social Work | |
| Min/Per-202 | Persian Literature and Rhetoric-II | |
| Min/Punj-202 | Sahafat | |
| Min/Ara-202 | Introduction to Arabic Literature-II | |
| Min/Isl.St-202 | Hadeeth, Fiqh aur Tareekh - e- Islam-II | |
| Min/Edu-202 | Educational Psychology-IV | |
| Min/HPE-202 | Health Education-II | |
| | (Choose Any One) | |
| | Total Credits | 17 |

YEAR-3

SEMESTER-V

| Course No | Course Title | Credits |
|--------------|--|-----------|
| Maj/Urdu-301 | Urdu Zuban - Qwaed-o- Imla | 3(3+0) |
| Maj/Urdu-302 | Meer ka khasoosi Mutaleah | 3(3+0) |
| Maj/Urdu-303 | Tareekh-e-adab-e-Urdu(Ibtada sy Fort Willism College tak) | 3(3+0) |
| Maj/Urdu-304 | Urdu Ghazal ka Fikri-o- Fanni Mutaleah | 3(3+0) |
| Maj/Urdu-305 | Afsanvi Adab | 3(3+0) |
| | Total Credits | 15 |

SEMESTER-VI

| Course No | Course Title | Credits |
|--------------|--|-----------|
| Maj/Urdu-306 | Adabi Istalahaat | 3(3+0) |
| Maj/Urdu-307 | Ghalib ka khasoosi Mutaleah | 3(3+0) |
| Maj/Urdu-308 | Tareekh-e-Adab-e-Urdu(1857- se ta Hall) | 3(3+0) |
| Maj/Urdu-309 | Urdu Zuban-Teshkeel-o-Irtiqah | 3(3+0) |
| Maj/Urdu-310 | Urdu Nazm-Rivayat | 3(3+0) |
| | Total Credits | 15 |

YEAR-4**SEMESTER-VII**

| Course No | Course Title | Credits |
|------------------|----------------------------------|----------------|
| Maj/Urdu-401 | Mutaleah-e- Iqbal Ma'a Urdu Matn | 3(3+0) |
| Maj/Urdu-402 | Tahqeeq - o - Tadveen | 3(3+0) |
| Maj/Urdu-403 | Urdu Nazm - Tajribaati | 3(3+0) |
| Maj/Urdu-404 | Urdu Novel- Beesvin Sadi main | 3(3+0) |
| Maj/Urdu-405 | Urdu Tanqeed ki Masriqi Rivayat | 3(3+0) |
| | Total Credits | 15 |

SEMESTER-VIII

| Course No | Course Title | Credits |
|------------------|----------------------------------|----------------|
| Maj/Urdu-406 | Urdu Tanqeed ki Maghrabi Rivayat | 3(3+0) |
| Maj/Urdu-407 | Tarjuma - Rivayat-o- Funn | 3(3+0) |
| Maj/Urdu-408 | Mutaleah Iqbal Ma'a Farsi Matnn | 3(3+0) |
| Maj/Urdu-409 | Research Thesis** | 6 |
| | Total Credits | 15 |

Total Hours: 130

Curriculum Break up**Table 10: Curriculum Break up**

| Curriculum Breakup | Credit Hours |
|---------------------------|---------------------|
| COMPULSORY COURSES • | 28 |
| BASIC COURSES • | 08 |
| FOUNDATION COURSES • | 16 |
| MINOR COURSES • | 18 |
| MAJOR COURSES • | 54 |
| • RESEARCH REPORT | 06 |
| Total Credit Hours | 130 |

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 |
| NASRI ASNAAF- TAARUF-0- TAFHEEM MAJ/URDU-101 | ✓ | | ✓ | | |
| SHERI ASNAAF- TAARUF-O- TAFHEEM MAJ/URDU-102 | ✓ | ✓ | | | |
| NASRI ADAB PART-1 MAJ/URDU-201 | ✓ | ✓ | | ✓ | |
| URDU KI MAZAHIIYA SHAERI MAJ/URDU-202 | ✓ | ✓ | | | |
| NASRI ADAB PART-2 MAJ/URDU-203 | ✓ | ✓ | | | |
| URDU KI MAZAHIIYA SHAERI MAJ/URDU-204 | ✓ | ✓ | ✓ | | |
| URDU ZUBAN QWAED-O-IMLA MAJ/URDU-301 | ✓ | ✓ | ✓ | ✓ | |
| MEER KA KHASOOSI MUTALEA MAJ/URDU-302 | ✓ | ✓ | ✓ | ✓ | |
| TAREEKH-E- ADAB URDU(IBTADA SY FORT WILLIAM COLLEGE TAK) MAJ/URDU-303 | ✓ | ✓ | ✓ | ✓ | |
| URDU GHAZAL KA FIKRI-O- FANNI MUTALEA | ✓ | ✓ | ✓ | ✓ | |

| | | | | | |
|--|---|---|---|---|--|
| MAJ URDU-304 | | | | | |
| AFSAANVI ADAB MAJJ/URDU-305 | ✓ | ✓ | ✓ | | |
| ADABI ISTALAHAAT MAJ/URDU/306 | ✓ | ✓ | ✓ | ✓ | |
| GHALIB KA KHASOOSI MUTALEA MAJ/URDU-307 | ✓ | | ✓ | | |
| TAREEKH-E- ADAB-E-URDU (1857 SY TA HAL MAJ/URDU-308 | ✓ | ✓ | ✓ | ✓ | |
| URDU ZUBAAN- O-ADAB TASHKEEL -O- IRTAQA MAJ/URDU-309 | ✓ | ✓ | ✓ | | |
| MUTALEA IQBAL MA URDU MATN MAJ/URUD-401 | ✓ | ✓ | ✓ | | |
| TAHQEEQ-O-O- TADWEEN MAJ/URDU-402 | ✓ | ✓ | ✓ | | |
| URDU NAZM TAJARBAAT MAJ/URDU-403 | ✓ | ✓ | ✓ | | |
| URDU NAZAL BISVI SADI MAI MAJ/URDU-404 | ✓ | ✓ | ✓ | ✓ | |
| URDU TANQEED KI MASHRAKI RIVAYAT MAJ/URDU-405 | ✓ | ✓ | ✓ | ✓ | |
| URDU TANQEED KI MAGHRBI RIVAYAT MAJ/URDU-406 | ✓ | ✓ | ✓ | | |
| TARJUMA RIVAYAT-O- FANN MAJ/URDU-407 | ✓ | ✓ | ✓ | | |

| | | | | | |
|---|---|---|---|--|--|
| MUTALEA IQBAL MA FARSI MATN MAJ.URDU-408 | ✓ | ✓ | ✓ | | |
| RESEARCH THESIS MAJ/URDU-409 | ✓ | ✓ | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Table 12: Program versus Objectives

| Courses | Program Objectives | | | | |
|----------------------------|--------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| CC/Eng-101 | | | | | |
| CC/Isl-101 /CC/Phil-101 | | | | | |
| CC/Maths – 101 | | | | | |
| CC/PS-101 | | | | | |
| CC/Eng-201 | | | | | |
| Maj/Urdu-101 | ✓ | ✓ | ✓ | ✓ | |
| Min/Urdu-101 | ✓ | ✓ | ✓ | ✓ | |
| Maj/ Urdu - 102 | ✓ | ✓ | ✓ | ✓ | |
| Min/Urdu-102 | ✓ | ✓ | ✓ | ✓ | |
| Min/Urdu-103 | ✓ | ✓ | ✓ | ✓ | |
| Min/Urdu-104 | ✓ | ✓ | ✓ | ✓ | |

| | | | | | |
|----------------|---|---|---|---|--|
| Maj/ Urdu-201 | ✓ | ✓ | ✓ | ✓ | |
| Min/Urdu-201 | ✓ | ✓ | ✓ | ✓ | |
| Maj/ Urdu-202 | ✓ | ✓ | ✓ | ✓ | |
| CC/Eng-202 | | | | | |
| Maj Urdu -203 | ✓ | ✓ | ✓ | ✓ | |
| Maj Urdu-204 | ✓ | ✓ | ✓ | ✓ | |
| Maj Urdu-301 | ✓ | ✓ | ✓ | ✓ | |
| Maj Urdu -302 | ✓ | ✓ | ✓ | ✓ | |
| Maj/ Urdu -303 | ✓ | ✓ | ✓ | ✓ | |
| Maj/ Urdu -304 | ✓ | ✓ | ✓ | ✓ | |
| Maj/Urdu-305 | ✓ | ✓ | ✓ | ✓ | |
| Maj/ URDU -306 | ✓ | ✓ | ✓ | ✓ | |
| Maj/ URDU-307 | ✓ | ✓ | ✓ | ✓ | |
| Maj/ URDU -401 | ✓ | ✓ | ✓ | ✓ | |
| Maj/ URDU -402 | ✓ | ✓ | ✓ | ✓ | |
| Maj/ URDU -403 | ✓ | ✓ | ✓ | ✓ | |
| Maj/ URDU -404 | ✓ | ✓ | ✓ | ✓ | |
| Maj/ URDU-405 | ✓ | ✓ | ✓ | ✓ | |
| Maj/ URDU-406 | ✓ | ✓ | ✓ | ✓ | |
| Maj/ URDU-407 | ✓ | ✓ | ✓ | ✓ | |
| Maj/ URDU-408 | ✓ | ✓ | ✓ | ✓ | |

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

Program: BS

Table 13: Elements of Courses

| Elements | Courses | No of Courses |
|--------------------------------------|----------------|----------------------|
| Theoretical background | | |
| Problem solving | | |
| Solution design | | |
| Application of Theoretical Knowledge | | |

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

Yes. It is available

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

Yes .Being done

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

Yes. Being observed

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

Yes. IT component of the curriculum is integrated.

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

Yes .Being observed.

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

Standard 3.1: Manuals/documentation/instructions for experiments must be available and readily accessible to faculty and students.

No computer lab is available in department of Urdu.

Standard 3.2:There must be adequate support personnel for instruction and maintaining the laboratories:

No support personnel available.

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

Adequate space/rooms and other infrastructure is not available.

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:

Yes. Department of Urdu do offer courses 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:

Yes. It is being done

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:

Yes . It is being provided in department of Urdu

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:

The process is documented and periodically evaluated.

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:

The process is documented and periodically evaluated.

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:

All mentioned above is being done.

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:

Yes. Being observed.

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.

Yes. Being done.

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:

The faculty fulfills all the above mentioned standards. However more faculty members (5 to 6) are still required

| Program areas | Number of faculty | Number of faculty with Ph.D. degree |
|---------------|-------------------|-------------------------------------|
| | | |

| | | |
|-------------|------------------------|----|
| | members with MS | |
| Ph.D, MS,BS | 06 | 15 |

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:

Yes . Being observed.

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

Yes. Faculty members are motivated and satisfied with their jobs.

CRITERION 7: INSTITUTIONAL FACILITIES

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

Yes . It is being done.

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:

More space and staff is required for Librery.

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

Yes. It is available. However with addition of facilities of multimedia and mike systems in classrooms ,the quality of education shell further improve.

CRITERION 8: 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:

Yes.

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

Yes. Being done.

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

Financial resources should be provided.

APPENDICES