

DEPARTMENT OF URDU
LAHORE COLLEGE FOR WOMEN UNIVERSITY, LAHORE

SELF-ASSESSMENT REPORT
MS URDU

Submitted to

Quality Enhancement Cell,
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T A B L E O F C O N T E N T S

Sr. No.	Description	Page No.
1)	Introduction	4
2)	Criterion 1: Program Mission, Objectives and Outcomes	5
3)	Standard 1.1.1	5
4)	Standard 1.1.2 (a&b)	6
5)	Standard 1.1.3	7
6)	Standard 1.1.4	8
7)	Standard 1.2	9
8)	Standard 1.3	10
9)	Standard 1.4	11
10)	Criterion 2: Curriculum Design and Organization	14
11)	Standard 2.1	17
12)	Standard 2.2	19
13)	Standard 2.3	20
14)	Standard 2.4	20
15)	Standard 2.5	20
16)	Standard 2.6	20
17)	Standard 2.7	21
18)	Criterion 3: Laboratories and Computing Facilities	21
19)	Standard 3.1	21

20)	Standard 3.2	21
21)	Standard 3.3	22
22)	Criterion 4: Student Support and Advising	22
23)	Standard 4.1	22
24)	Standard 4.2	22
25)	Standard 4.3	22
26)	Criterion 5: Process Control	22
27)	Standard 5.1	22
28)	Standard 5.2	23
29)	Standard 5.3	23
30)	Standard 5.4	23
31)	Standard 5.5	23
32)	Criterion 6: Faculty	24
33)	Standard 6.1	24
34)	Standard 6.2	24
35)	Standard 6.3	25
36)	Criterion 7: Institutional Facilities	25
37)	Standard 7.1	25
38)	Standard 7.2	25
39)	Standard 7.3	25
40)	Criterion 8: Institutional Support	26
41)	Standard 8.1	26
42)	Standard 8.2	26
43)	Standard 8.3	26
44)	Appendices	27

INTRODUCTION

The Department of Urdu was established in 1961 at LCWU. Living nations have their own language and literature because literature preserves history, culture, values and traditions. All of these characteristics contribute towards making nation and society self-respecting and honorable. This department has its role in making the students a good human being fully aware of their own culture, values and traditions.

In 1993 the departmental started postgraduate classes. The students of M.A classes were also taught about advanced research and writing these. The students conducted valuable research and 36 Research Theses made their place in the Urdu Seminar Library.

Ph.D. program was also started in the LCWU in 2004. Under this program Dr. Nafees Iqbal was the first Ph.D. scholar of LCWU followed by Dr. Najma Perveen and Dr. Zareen Habib Mirza from the Urdu department. Now with highly qualified staff, department is running Ph.D. program on regular basis.

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOME

1.1.1 Mission Statement of Department of Gender & Development Studies

- To produce/bring in field confident women of creative minds through quality and effective teaching in Urdu language and literature.
- To discipline role in public services sector through efficient, research oriented and capable graduates from Urdu department of LCWU.
- To develop best prevailing worldwide research evolving atmosphere for notable enhancement knowledge of Urdu language and literature.
- To groom students into scholars of national/international level who shall add pride to LCWU and Pakistan.

Department of Urdu offers M.S degree with following particulars:

Name of Program	Duration	No. of Modules (Semesters)	Total Credit Hrs
MS	2 years	4 semesters (Internship + Research)	36

1.1.2 a. Mission of MS Program

The mission of our MS program is to generate the ability of research and explore new aspects of language and literature of Urdu. We will try to give them educational and literary experience to be an active citizen as a woman in the field of research.

1.1.2. b. M.S Program Objectives

Urdu is our national language as such it plays a vital role in the development of national harmony and act as a bridge for different languages of Pakistan. In deed it is the most common medium of Instructions and communication. The department of Urdu is thus the mother department of languages.

- a. To explore old and new horizons of Urdu literature pertaining to prose, poetry, research and criticism and to produce research scholars, teachers, thinkers, poets and writers.
- b. To foster an environment that promotes learning through quality teaching and research while encouraging mutual respect, tolerance and sensitivity.
- c. To provide qualified and focused professionals in the subject Urdu to meet the future needs of educational institutes or universities.
- d. To enhance sound base of national language and Literature.

1.1.3. Aligning program objectives of MS

Mission	Objectives
To produce/bring in field confident women of creative minds through quality and effective teaching in Urdu language and literature.	To explore old and new horizons of Urdu literature pertaining to prose, poetry, research and criticism and to produce research scholars, teachers, thinkers, poets and writers.
To discipline role in public services sector through efficient, research oriented and capable graduates from Urdu department of LCWU.	To foster and environment that promotes learning through quality teaching and research while encouraging mutual respect, tolerance and sensitivity.
To develop best prevailing worldwide research evolving atmosphere for notable enhancement knowledge of Urdu language and literature.	To provide qualified and focused professionals in the subject Urdu to meet the future needs of educational institutes or universities.
To groom students into scholars of national/international level who shall add pride to LCWU and Pakistan.	To enhance sound base of national language and Literature.

1.1.4 Assessment of Educational objectives:

Table 1: MS 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 2. Enhancing communications skills, revision of course/curriculum	1. Attendance rules applied strictly 2. Teachers training and development
	2) Class room discussions	Class discussions are conducted regularly throughout the semester	3. Guidance of students about any problem	3. Making courses more interactive and interesting by active participation of teachers and students
	3) Examinations	One midterm and one final term in each semester	4. Tutorials	4. Encouraging teachers to teach with more updated, relevant and daily life examples
	4) Practical Assignments	Practicals are conducted as per course requirement	5. Teachers' training about new teaching methods	5. Introducing new courses
	5) Scientific Report writing Project	In semester 7 students are supposed to conduct a group research and write its full report	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
	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		participate in them 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:

1. MS program will strengthening research activities in the field of Urdu literature.
2. They will explore old and new horizons of pertaining to prose, poetry and criticism.
3. They will able to learn and encourage mutual respect, tolerance and sensitivity.
4. Through quality teaching we provide qualified professionals.

Table 2: MS Program Outcomes

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

5					
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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 MS faculty enhances knowledge and updates 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 renowned 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
MS	2009-2011	07
	2010-2012	05
	2011-2013	09
	2012-2014	12
	2013-2015	13
	2014-2016	34
	2015-2017	29
	2016-2018	22

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

Year	No. of Students	No. of Faculty Members	Student-Faculty ratio
2014-2016	34	8	4
2013-2015	13	8	2
2012- 2014	12	9	1
2011-2013	9	9	1
2010-12	5	3	1
2009-2011	7	9	0.7

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

Program	Passing out Year	No. of Students
MS	2015	13/10
	2014	12/11
	2013	9
	2012	7

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

Year	%age of Honor Students Criteria: CGPA 3.75 and above	Attrition Rate (<u>Admitted –pass out</u>) *100 Admitted
2015	03	67
2014	05	80
2013	08	800
2012	05	400

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

Year	No. Of Trainings, Seminars and workshops
2011	3
2012	4
2013	6
2014	5
2015	6
2016	6

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

Table 8: Number of Publications (Appendix B)

Year	Papers published
2015	15
2014	11
2013	13
2012	8

vii) **Books in Library**

Above ten thousand books

Research Areas

The Faculty is involved in research in the following areas:

Collaborations

NIL

Departmental Achievements (others)

Many awards & cash prizes has been won by te students in various fields like Urdu debates, Mushaira, singing competition, Essay writing competitions and Research.

Honors and Awards

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.

MS (2-Year) Urdu

STRUCTURE OF SCHEME OF STUDY

Nature of Courses	Numbers of Course	Credits Hours
Compulsory Course (No choice)	09	36
Basic Course	01	03
Foundation Course	-	-
General / Minor Courses	-	-
Major Courses		
Research Report		

Total Credits		
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YEAR-1**SEMESTER-I**

Course No	Course Title	Credits
501	ترجمہ اصول اور روایت	3
502	اصول تحقیق اور تحقیق کی روایت	3
503	ہندی زبان	3
504	جنوبی ایشیا میں مسلم تہذیب و فکر کا ارتقا	3
	Total Credits	12

SEMESTER-II

Course No	Course Title	Credits
505	تنقید اور اس کے مباحث	3
506	جدید تنقیدی اصطلاحات	3
507	اصول تدوین اور اس کی روایت	3
50	بیان و بدیع	3
	Total Credits	12

YEAR-2**SEMESTER-III**

Course No	Course Title	Credits
601	سیمینار	2
	Total Credits	2

SEMESTER-IV

Course No	Course Title	Credits
602	تحقيقى مقاله	10

Total Hours: 36

Curriculum Break up

Table 10: Curriculum Break up

Curriculum Breakup	Credit Hours
COMPULSORY COURSES •	
BASIC COURSES •	
FOUNDATION COURSES •	
MINOR COURSES •	
MAJOR COURSES •	
• RESEARCH REPORT	
Total Credit Hours	

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

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

Table 12: Program versus Objectives

Courses	Program Objectives				
	1	2	3	4	5
MS/Urdu-501	✓	✓	✓	✓	
MS/Urdu-502	✓	✓	✓	✓	
MS/Urdu-503	✓	✓	✓	✓	
MS/Urdu-504	✓	✓	✓	✓	
MS/Urdu-505	✓	✓	✓	✓	
MS/Urdu-506	✓	✓	✓	✓	
MS/Urdu-507	✓	✓	✓	✓	

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

Program: MS

Table 13: Elements of Courses

Elements	Courses	No of Courses
Theoretical background	ترجمہ اصول اور روایت، اصول تحقیق اور تحقیق کی روایت، ہندی زبان، جنوبی ایشیا میں مسلم تہذیب و فکر کا ارتقاء، تنقید اور اس کے مباحث، اصول تدوین اور اس کی روایت، بیان و بدیع	501, 502, 503, 504, 505, 506, 507
Problem solving		
Solution design	سیمیٹار	601

Application of Theoretical Knowledge	تحقیقی مقاله	602
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Standard 2.3: The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body.

Our course program is updated and satisfactory.

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 done.

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.

We are doing our best in this regard but it is observed by Department/Faculty members that the bases of oral and written Urdu language skills of the students are so poor. Because of the untrained staff and careless attitude of the students at primary, middle and secondary level of education.

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

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

Computer lab is not available in the department.

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

No support personnel available. We don't have proper space for library. We have more than 10 thousand books but don't have even a single attendant.

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

Adequate space/rooms and other infrastructure are not available. Library room is not sufficient for 70 almiras, and sitting place. We have an untrained librarian on daily wages.

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 does offer courses with sufficient frequency and number for the 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:

H.O.D and Faculty of Urdu department has not even a single Teaching Assistant, Computer operator and clerks. However we have 300 students in BS class and more than 100 in MS class.

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. Record is maintained by the department. It is periodically evaluated according to the eligibility criteria.

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 it is periodically evaluated. Through quiz, discussion, test and assignments we monitor the progress and Mid Term and Final Term evaluation timely completed and documented.

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:

Yes the process of recruiting and retaining highly qualified faculty members is in place and clearly documented and the process of evaluation promotion is according to institution mission statement so that we have 16 Ph.D. faculty members. But unfortunately it was not periodically evaluated. We need more faculty members.

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:

Our curriculum committee and BOS periodically evaluate it and approve changes so that department can meet 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.

Yes, the process is documented and we have maintained it but it was not periodically evaluated except the exams of mid. term and final term. But now we are evaluating

through Alumni, their activities and percentage of our students in different fields of life.

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. We have 16 faculty members who hold Ph.D. degree in the discipline.

Program areas	Number of faculty members with MS	Number of faculty with Ph.D. degree
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:

No, the faculty members don't have sufficient time for scholarly activities and professional development. They are overburdened teaching BS MS Ph.D. classes with intermediate. Because of insufficient facility of manpower they do all clerical work too.

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

No, they are not motivated because they are too busy to perform their duties and doing clerical work as well. That's why they are not satisfactory 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

Yes it is being done, but in Urdu we are facing problem to upload the books and data which is in Urdu language and it takes much time. The material is in vast range so it is very difficult to support new trends of e-learning in Urdu language without specific resources.

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 library, because we have almost 12000 books ,a rich collection of relevant material but we have only one room for it .

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

Class rooms are not well equipped. We don't have e facility. Only one computer is available for 26 staff members including HOD. That is not enough to meet the need of the department.

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:

No, we don't have sufficient financial resources to attract and retain highly faculty.

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

We don't have Research Assistants.

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

Financial resources should be provided.

APPENDICES