GOVERNMENT GIRLS DEGREE COLLEGE
   TAKHT-E-NASRATI, KARAK

BACHELOR OF SCIENCE
URDU
Self-Assessment Report

SUBMITTED TO

QUALITY ENHANCEMENT CELL
KHUSHAL KHAN KHATTAK UNIVERSITY **KARAK**

Program Team Members

1.Aqsa Begum……………..*Asst.prof/ Chairman/Focal Person*
2.Najma Shaheen ….……………*HOD/ Asst.prof /Member1*
3.Baswari Zad Begum…..…………*Lecturer Member 2*

SELFASSESSMENT REPORT

BS URDU

Fall 2022

Table of Contents

Executive Summary

<div align="center">

Quality Enhancement Cell

Self-Report
Executive
Summary

BS_____

</div>

Introductions

- Quality Enhancement Cell (QEC) since its inception has been active in promoting its core function of bringing standardization to its academic programs in line with the guidelines enunciated by the Higher Education Commission. In this regard, following programs offered at _____ were selected for Self-Assessment process for assessment year___Fall 2022_____

QEC conducted a number of workshops to create awareness of the Self-Assessment process and its significance in further improving the quality of education at_____, Self-Assessment process of all the programs was simultaneously initiated. The highlights of SAR of BS_____Urdu_____ are as follows:

1. Nomination of Program Team(PT)

The PT was nominated by the Head of __Urdu_____Department, Mrs. Najma Shaheen_____on __27-05-2022_____. Following were the members of the PT:

(i) Mrs.Baswari Zad Begum

2. Submission of PT Report

The PT submitted the report on 03---5---2023. The QEC examined the report, identified shortcomings and communicated the same to the PT. After incorporating QEC suggestions, the report was finalized on___18--05--2023_____.

3. Nomination of Assessment Team(AT)

The AT was nominated by the Head of QEC, _Aqsa Begum_____ on…20--05--2023….(date) Following were the members of the AT:
   (i)
   (ii) Mr.Dr.Ismat ullah khan_____
   (iii)Mr._Saifullah Khan_____

4. Date of Submission of AT Report

The AT Report was submitted on ____14--06--2023_____(date).

5. AT Findings and Recommendations

Following are the some of the recommendations made by the AT to overcome the major shortcomings in the program:

   i.

6. Preparation of Assessment Results Implementation Plan Summary

The AT prepared the Assessment Results Implementation Plan Summary by highlighting the weaknesses of the program and suggesting remedial measures. The Department plans to implement the suggested corrective measures in the near future……

Aqsa Begum
(Focal person)

Introduction

Government Girls Degree College Takht e Nasrati ikarak is laying at the bank of famous lawaghar Alghada at Bogara road East of the GDC Takht e Nasrati karak . it was established in 2012 as a degree college . The institution was affiliated with khushall khan khattak University since 2014. In short time, The college established well in the educational field, starting B.Sc in 2014 and then BS URDU, BS Islamiyat , and BS Zoology in 2019 and BS English in 2020. Presently up to 400 students are studying in BS and FSc level. The College has a fascinating building at 74 canals.

Criterion 1: Program Mission, Objectives and Outcomes

Standard1-1
The program must have documented measurable objectives that support Faculty/College and Institution mission statement

Mission statement of the college:
Government Girls Degree College Takhte Nasratti Karak provides students of its area with quality education and support services that lead to successful completion of degrees and choosing career. It fosters academic successes through the development of their critical thinking, creativity and cultural awareness.

Vision statement of the college:
Providing safe and affordable learning environment GGDC T/N Karak aims at training the females of this area to be a productive part of the society. The educational opportunities provided here are according to the needs and demands of the student which further take them to the heights of excellence so that they may pace equally with the men folk of the society for shaping the future of our world.

Program Mission Statement:
The department of URDU seeks to foster academic research and appreciation of literary and Linguistic studies through a diversified curriculum. The curriculum is designed to nurture a variety of critical, pedagogical, theoretical and analytical skills.

Program Vision Statement:
The department envisions developing and enhancing the student's analytical skillaesthetic sense and understanding of humanity through appreciation of relevant works in the fields of literature and linguistics.

Objectives:
- To provide students with basic analytical and aesthetic sense
- To make them able to analyze and understand the linguistic and literary features of Urdu.
- To establish a platform for research which may help initiate the quenching urge for learning which is a key to contribute to the treasures of knowledge
  - To give complete information to the students about the evolution of Urdu.

The three tools for the assessment of program objective are:
- Employer Survey- As no batch is yet passed out, therefore not conducted yet.
- Alumni Survey- As no batch is passed out, therefore not conducted yet.
- Graduating student survey- As no batch is passed out, so not conducted.

Program Learning Outcomes:

The BS URDU program prepares students to attain the educational objectives by ensuring hat students demonstrate achievement of the following student outcomes.

1. The students will be able to speak, write and read clearly.
2. Students will be able to choose those subjects that can meet their economic needs and be useful in practical life.
3. Students will be able to demonstrate the historical development of URDU Language with the passage of time.
4. The students shall be able to read the spoken language with scientific perspectives by enhancing their linguistic skills.
5. Students shall be able to go for higher education.
6. Students shall be able to lead, motivate and manage teams.
7. Students shall be able to demonstrate specific knowledge, attitudes, skills and behavior for the welfare of the society.
8. Students will be able to perform jobs in related field.
9. Students shall be able to perform research in related field.
10. Come up with research ideas which fulfill local needs and regional conditions.

Describe how each objective of BS URDU program is aligned with program, department and university mission statements.

The objectives of BS URDU program in the college are designed aligned with the program and university mission statement that promote creativity and improve their communication skills which enable the student to make a valuable contribution towards the society playing a key role in the development of Pakistan.

Outline the main elements of the strategic plan to achieve the BS URDU program mission and objectives

Strategic Plan	Program Mission	Program Objectives
Program contents	*	*
Program delivery methodology	*	*
Program output	*	*
Evaluation	*	*

Provide for each objective how it was measured, when it was measured and improvements identified and made.

Program Objectives Assessment

Objectives	How measured	When measured	Improvement identified	Improvement made
To provide students with basic analytical and aesthetic sense of URDU language.	Examinations, assignments, quizzes and presentations.	Throughout the semester.	Improvement needed in developing their analytical skills	-
Make them analyze and understand the linguistic and literary features of URDU.	Examinations, assignments, and tests, students interactions	-do-	Need to improve their linguistic skills.	-
To establish a platform for research.	Exams, tests and presentations	-do-	Need to promote research quest in the 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.

Describe how the program outcomes support the program objectives.
Objectives:

- To provide students with basic analytical and aesthetic sense.
- To make them able to analyze and understand the linguistic and literary features of URDU.
- To establish a platform for research which may help initiate the quenching urge for learning which is a key to contribute to the treasures of knowledge
- To introduce such subjects through which national and collective consciousness can be developed.

Program Learning Outcomes:

The BS URDU programpreparesstudentstoattaintheeducationalobjectivesbyensuringthat students demonstrate achievement of the following student outcomes.

1. The students will be able to speak, write and read clearly.
2. Students will be able to know the URDU literatures of Subcontinent.
3. Students will be able to demonstrate the historical development of URDU Language with the passage of time.
4. The students shall be able to read the spoken language with scientific perspectives by enhancing their linguistic skills.
5. Students shall be able to go for higher education.
6. Students shall be able to lead, motivate and manage teams.
7. Students shall be able to demonstrate specific knowledge, attitudes, skills and behavior for the welfare of the society.
8. Students will be able to perform jobs in related field.
9. Students shall be able to perform research in related field.
10. Come up with research ideas which fulfill local needs and regional conditions.

Relationship between Program Objectives and Program Outcomes

Program Objectives	Program Outcomes								
	1	2	3	4	5	6	7	8	9
1	*	*	*	+	+	*	*	+	+
2	*	*	*	*	+	+	*	+	+
3	*	*	*	*	*	*	*	*	*

Legends:

Use * to denote substantial contribution,

Use + to denote moderate contribution

Use - to denote no Contribution.

Standard 1-3

The results of Programs assessment and the extent to which they are used to improve the Program must be documented.

The sample of program's assessment result is given in Annexure A.

Describe major future Program improvements plans based on recent assessments.

Following Program improvement tasks are being planned:

1. Various Seminars and Workshops are planned to be arranged in the coming years to enhance the critical thinking abilities of the students.
2. More emphasis will be given to their speaking skills so that to improve their communication skills in the URDU especially.

Strengths and weaknesses of the BS URDU Program:

After the commencement of the BS URDU program, it is observed that it has a lot of weak and strong points which need to be overcome. As it has been establish to enhance the communication, literary and linguistic skills of the students so and this basis it has a lot of observations that can be categorized as follows**.**

Strengths:

- BS URDU program in GGDC T/N, has a competent and talented faculty to guide the learners.
- They are given courses both in language and Linguistics and throughout the semesters they will study both the main subjects.
- In the course of communication, several creative activities can be done by the learners.
- It follows HEC guidelines.
- The college annually publishes a magazine where students of URDU are given the opportunity to show their creative skills.

Weaknesses:

- The number of faculty members in URDU department is too less to run a whole four years program.
- Learners take a lot of time in learning of the new courses because of low standards at HSSC levels.
- Books regarding the course content cannot be easily reachable.

List significant future development plans for the Program.

- There is a plan to introduce many more creativity and research based courses in the program
- Establishment of a writing lab.
- Emphasis on their speaking skills.
- Plan to arrange workshops and seminars regarding different Linguistic problems by the experts.

Standard1-4-1

The department must assess its overall performance periodically using quantifiable measures

Enrolment in BS (URDU) in last three (03) years
Student Faculty Ratio:

Year	Total Enrolment	Student faculty ratio	Average time for completing the Program
2019	22	22-2	4 years
2020	15	15-2	4 years
2021	22	22-3	4 years

Standard 1-4-2

Indicate percentage of employers that are strongly satisfied with the performance of the department's graduates.

 Not Applicable

Standard 1-4-3

Indicate the median/average student evaluation for all courses and the % of faculty awarded excellence in teaching award.

 This has been explained graphically at the end.

 Standard1-4-4

Performance Measures for Research Activities

 Not applicable.

Standard1-4-5

Plagiarism Policy implementation:
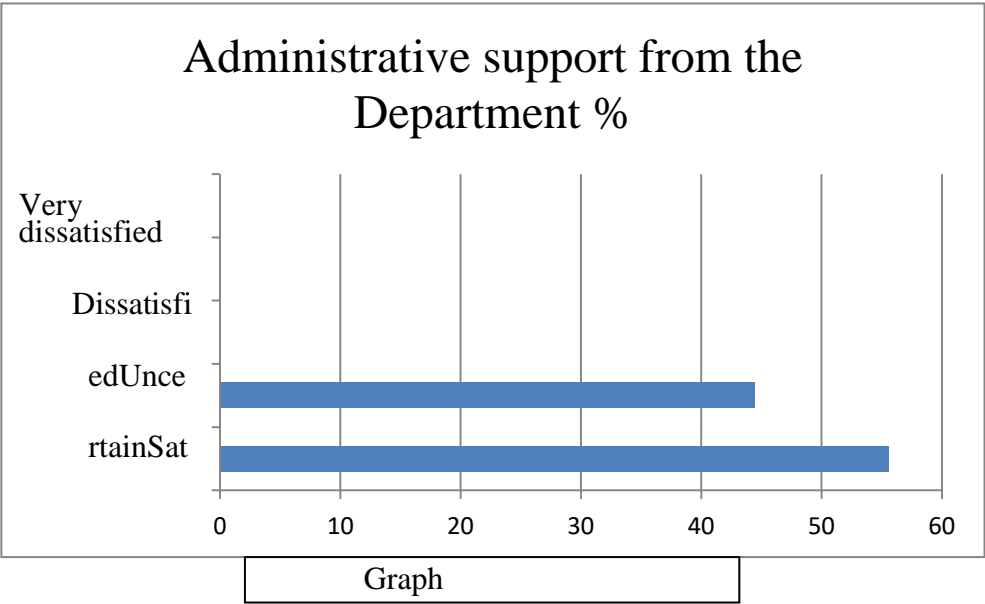
 Nil

Standard1-4-6

Present performance measures for community services. This may include number of short courses per year, workshops and seminars organized:

This has not been done yet.

Standard 1-4-7

Indicate faculty and students satisfaction regarding the administrative services offered by the department. Use faculty and students surveys.

Faculty satisfaction of the administrative services offered by the department

Administrative support from the Department %

Category	Value
Very dissatisfied	
Dissatisfi	
edUnce	~44
rtainSat	~56

Graph

Standard 1-4-8
Student satisfaction of the administrative services offered by the department

Administrative Services offered to Students by the department

Category	Value
E:Poor	
D:Fair	~1
C:GoodB:	~2
Veryg	~36
ood	~10

Graph

17
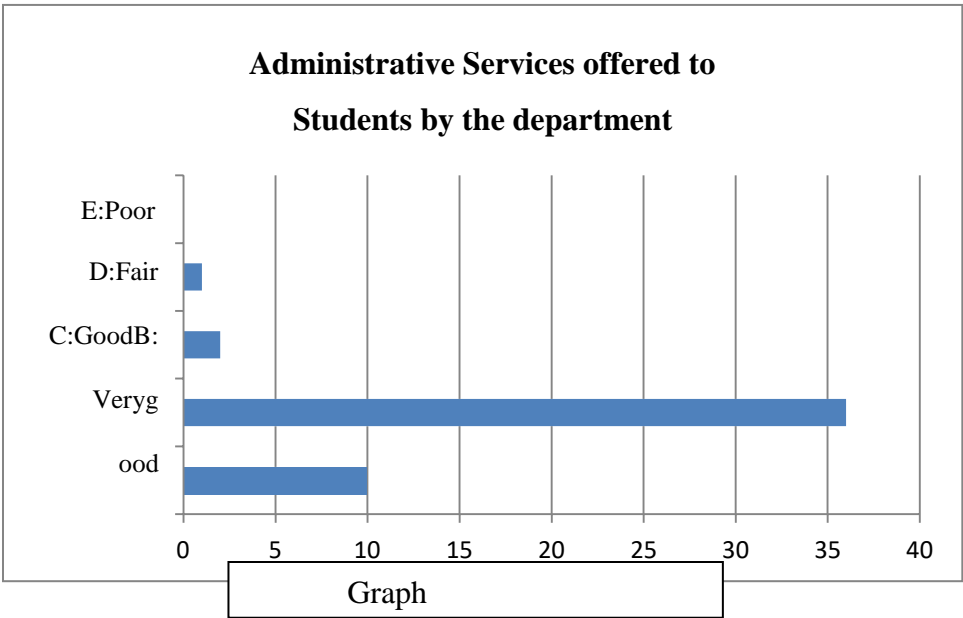
Criterion 2: Curriculum Design and Organization

Title of Degree Program
 BS URDU

Definition of Credit Hour: 1 credit hour means 50 minutes of lecture per day.

Duration of Program: BS URDU 4 year's program/8 semesters.
Degree Plan:

Program name	Prerequisites
BS URDU	Pre-Medical group
	Pre-Engineering group
	Arts Group

Course Outline for BS URDU:

Semester-wise, Core, Elective or optional courses in BS URDU are as under.

1st Semester

Course Code	Course Title	Credit Hours
COMP101	Statistics	03
COMP101	Pak-Studies	02
COMP101	English	03
GC101	Environmental Science	03
GC101	Sociology	03
UR111	Urdu ZubanTashkeel-O-Irteqa	03
	Total	**17**

2nd Semester

Course Code	Course Title	Credit Hours
COMP102	English	03
COMP101	Islamiyat	02
COMP101	Math	03
GC101	Law	03
Gc101	Islamic History	03
UR121	Sheri AsnafTaruf-O-Tafheem	03
	Total	**17**

3rd Semester

Course Code	Course Title	Credit Hours
COMP211	English	03
COMP101	Computer	03
GC101	Subcontinent History	03
GC101	Political History Of Pakistan	03
UR231	Sheri AsnafTaruf-O-Tafheem	03
	Total	**15**

4th Semester

Course Code	Course Title	Credit Hours
COMP102	Computer	03
GC101	Political Science	03
GC101	Natural Science	03
UR241	NasriAsnafTaruf-O-Tafheem	03
UR242	Tahreer-O-Insha (AmliTarbiyat)	03
	Total	15

5th Semester

Course Code	Course Title	Credit Hours
UR351	NasriAsnafTaruf-O-Tafheem	03
UR352	Urdu ZubanQawaid-O-Imla	03
UR353	Tahreer-O-Insha (AmliTarbiyat)	03
UR354	Urdu Dastan O Navil (Fikri O FanniMubahis)	03
UR355	Urdu Ghazal kaFikri-O-FanniMutala	03
UR356	Tarikh-e-Adab-e-Urdu, Adbitehriken	03
	Total	**18**

6th Semester

Course Code	Course Title	Credit Hours
361	Bayan O Badee O Arooz	03
362	AdbiIstelahat	03
363	Afsana,Drama; Fikri O FaniMuta'la	03
364	Novel kaIrteqa	03
365	NazmFikri O FaniMuta'la	03
366	Urdu Nasr kayAsaleeb	03
	Total	**18**

7th Semester

Course Code	Course Title	Credit Hours
471	Lisanyaat	03
472	Tahqeeq O Tadvin; Asool O Riwayat	03
473	GhalibkiFikriJehaat	03
474	Almi Classic; TaarufiMutala	03
478	Ma'aser Sheri Adab	03
	Total	**15**

8th Semester

Course Code	Course Title	Credit Hours
481	Farogh e Urdu kayAhamIdaray	03
482	Tanqeed	03
483	IqbalkaKhasusiMutala	03
488	Sir Syed kiFikriJehaat	03
489	Ma'aserNasriAdab	03
	Total	**15**

Standard 2-1:

The curriculum must be consistent and support the Program's documented objectives.

The curriculum is designed and organized to achieve program objectives and outcomes. The course objectives are in line with program outcomes. Meeting of experts are done twice a year to revise and upgrade the curriculum as needed.

Courses versus Program Objectives

Courses/Group of courses	Objectives		
	1	2	3
Literature core courses	*	*	*
Linguistics core courses	+	*	*
Foundational courses	*	+	-
General courses	*	-	-
Elective courses	*	*	*

Standard 2-2

Theoretical background, problems analysis and solution design must be stressed within the Program's core material

Details of courses which contain a significant portion (more than 30%) of the elements in standard 2-2

Standard 2-2 Requirement

Elements	Courses
Theoretical Background	Literary Theory, Research Methodology
Problem Analysis	Research Methodology and Criticism, Linguistic analysis
Solution Design	Thesis Writing

Standard 2-3

The curriculum must satisfy the core requirements for the Program, as specified by the respective accreditation body.

The department of URDU follows the curriculum as per HEC guidelines.

Categories	No of courses	Credit Hours
Compulsory Courses	09	25
General Courses	08	24
Foundational Courses	10	30
Subject Specific Foundational Courses	04	12
Subject-Specific Courses	13	39
Total	**44**	**130**
2 compulsory courses are of 2 credit hours each. In the 7th and 8th Semester some courses may be opt out for the electives based on the availability of expertise in the Department. Research Thesis comprises of a total 6 credit hours which may also result in the elimination of a course in both 7th and 8th semester.		

Is your Program based on research only? (No)

Standard 2-4

 The curriculum must satisfy the major requirements for the Program as specified by HEC, the respective accreditation body/councils.

The department of Urdu does fulfill the major requirements specified by the accreditation body. The details have already been given.

Standard2-5:

The curriculum must satisfy general education, arts, and professional and other discipline requirementsfor the Program, as specified by the respective accreditation body/council.

The curriculum of the department satisfies the general education, arts, and professional and other discipline requirements for the program specified by the accreditation body. The learners need to have all the sources for their courses recommended by the council.

Standard2-6

Information technology component of the curriculum must be integrated throughout the Program.

As with the advancements of the computer technology, it is the need of the time to get the learners acquainted with the computer technology. So computer technology must be integral part of the curriculum. It helps the learners in undergoing the research projects.

The college has a computer lab for all the disciplines with limited number of computers.

Table no:

Course for IT	Semester
Information and Computer Technology Skills.	3rd and 4th

Standard 2-7

Oral and written communication skills of the student must be developed and applied in the Program

In order to overcome the problems of speaking and writing in the learners, the curriculum integrate the courses of Communication skills in two semesters. It aims at developing the communication skills of the learners emphasizing them is separate semesters. They are supposed to give presentations to overcome stage fright.

Sr.No.	Course Code and Title	Semester	Credit Hours
1	Tahreer o Insha; Amli Tarbiyat	4th	03
2	Tahreer O Insha; Amli Tarbiyat	5th	03

Research Methodology/ Report Writingetc.

Not applicable yet.

Criterion 3: Laboratory and Computing Facility

The department of Urdu has no computer lab in it as to help the students in their academic and research activities. The students have to rely on the limited numbers of computers in the college.

Standard 3-1

Laboratory manuals/documentation/Instruction for experiments must be available and readily accessible to faculty and students.

Laboratory manuals are not so far available in the department.

Standard 3-2

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

As the Department has no laboratory so it does not have support personnel.

Standard 3-3

The University computing infrastructure and facilities must be adequate to support Program' s objectives

Not applicable yet

Criterion 4: Student Support and Counseling

The core motive of the department of Urdu is that to support its students. The students are allowed to interact with their teachers regarding academic and other issues anywhere anytime. Students are always free to get their problem solved with professional guidance and counseling and they never feel alone.

The institute frequently arranges seminar, lectures and sermons to build their character. In this context a Character Building Society has also been established and different renowned scholars are invited to guide and support the students regarding various matters.

Standard 4-1

Courses must be offered with sufficient frequency and number for students to complete the Programin a timely manner.

The courses are offered in a reasonable time and sequence.

- Courses are taught as per the strategy and guidance provided by HEC.

- After the approval of the Council of Board of studies in the university, the courses are offered keeping in view the available staff and the level.

- Elective courses are offered as per the policy of HEC and the university.

- Students are given courses in other programs on the basis of their relatedness with the program.

Standard 4-2

Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistant.

The courses designed by the university in the major area of study are effective enough to ensure the interaction between the students and the faculty. The department of Urdu has qualified faculty members and permanent and hired staff which is much interactive to cope up with the problems in the department.

asudhii

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.

The students are given admission along with the prospectus which enables them to know about the program. Beside the college has exam coordinator. Who helps and guide them in their daily affairs in the college. Furthermore every teacher on her part takes an orientation class before going into the course. In that class the students are made acquainted with the BS system, grading and GPA etc. Describe how students are informed about Program requirements. Describe the advising system and indicate how its effectiveness measured.

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.

Admission Criteria for BS Program

1. Female candidates having domicile of District Karak are eligible for admission.
2. The candidates shall be eligible to apply for admission, which have at least 45% marks in the subject.
3. The candidates who have passed F.A/F.Sc or equivalent examination will be considered for admission in BS Program.
4. Maximum age limit is 20 years on the last date of receipt of applications for BS Program.
5. Age relaxation shall be granted in special cases by the Competent Authority up to 2 years.
6. All the admissions are made online. The detailed procedure is given on the HED /College website and community is made aware about admissions through social and print media.
7. The admission will be granted on open merit on the basis of following formula:
   Total marks in F.A/ F.Sc + marks obtained in the major subject (where applicable). However, *Hafiz-e-Quran will be given additional marks.
8. For admission in the program, candidates are directed to submit an application in response to advertisement by HIMES of higher education Peshawar.
9. Admission for fall semester is done normally in September, special cases apart, while spring semester is commenced immediately after the fall semester.
10. Any candidate who has been punished by his previous institute for any indiscipline is not allowed for admission.
11. Every student has to submit an affidavit not to take part in political activities.
12. The admission will remain provisional unless all fees are paid and all testimonials and documents verified.

Note: Disable candidates will have to provide a disability certificate from the Social Security Department.

Documents to be submitted with the admission form:

The following documents must be submitted with the completed application form:

1. Three recent color passport sized photographs, dully attested.
2. Attested copies of Detailed Marks Certificate.
3. Attested copies of provisional/ original certificates.
4. Attested copy of character certificate.
5. Attested copy of CNIC of the applicant/father/ guardian.
6. Migration certificate
7. Original undertaking on judicial stamp paper of Rs. 20/- each, duly attested by politician
   First class magistrate as PS specimen provided in the prospectus (admitted candidates only).

Disable applicants applying against the reserved seats must attach the relevant documents   of eligibility with the form.

Eligibility Criteria for Admission:

The candidate must have a minimum of 12 years of education.
Intermediate, premedical, pre engineering, arts A levels or equivalent [at least 45% marks]

Migration and Transfer Policy:

A student from other college or university who wants to migrate to the college shall have following requirements.

- A genuine reason for the migration.
- Having a good character certificate from the previous institute.

Standard5-2

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 mustbeperiodicallyevaluatedto ensurethatit is meeting its objectives

Registrationofstudents:

In the department student file of all admitted students is maintained and kept updated .The record include the Name, Father's Name, Date of Birth, Permanent address, CNIC No. of the candidate, DMC of SSC and intermediate Examination, details of any other examination and result card of every University Examination. The student name after the completion of the admission process, is forwarded to the registrar and the registration number is allotted.

The students shall be registered in the courses being offered by the university.

The form is available online and after filling and submitting online, a copy of it must be submitted for approval from the Head of the department.

The registration and semester fee is submitted manually in full, sometimes in parts.

Students not registered are not allowed to attend the classes. Students are offered 18 credit hours per semester not more. In otherwise case the students need to take permission from the controller of examination of the university.Students evaluation is done through the following criteria.

S.no	Component	Marks
A	Attendance	05
B	Test, Quizzes, Assignment, Class behavior and presentations	15
C	Mid Term	30
D	Final Term	50
Total		**100**

Promotion to the next semester is granted on the basis of their performance in the internal grades, mid and final term exams**.**

GradingSystem

Grade	Percentage	GradePoint
A+	90-100	4.00
A	85-89	4.00
A-	80-84	3.93-3.66
B+	75-79	3.33-3.59
B	74-70	3.26-3.00
B-	69-65	2.66-2.93
C+	60-64	2.33-2.59
C	56-59	2.00-2.25
C-	54-55	1.66-1.83
D+	52-53	1.30-1.48
D	50-51	1.00-1.15
Fail	Below 50	**0.00**

Class Attendance course work

Attendance 75%

Probation

Below   2.00   GPA

MinimumCGPAfortheAwardofDegree

ForPrograms
 2.00

ResearchArticlespublished

Not yet published.

GraduationTimeFrame
4years.

Standard5-3

The process of recruiting and retaining highly qualified faculty members must be in place and clearlydocumented. Also processes and procedures for faculty evaluation, promotion must be consistent withinstitution mission statement. These processes must be periodically evaluated to ensure that it is meetingwithitsobjectives.

RecruitingProcess:

The staff in the government colleges is recruited by KPK Public Service Commission.

On the basis of present posts allotted by HEC, equal number of faculty is recruited in the colleges in BPS-17, BPS-18, and BPS-19 and so on.

On further need of the college especially in case of BS program, visiting faculty is also hired as per the rules designed by HEC. The vacancies are advertised in the newspapers and social media and thus communicated to the public. The shortlisted candidates are then called for the interview and demonstration. The selection committee recommends the suitable candidate.

Semester wise evaluation is done of both the regular and the hired staff.

Promotion is based on the seniority through PER submitted each year by the principal of the college.

Evaluation of the faculty is done each semester for further improvement.

Standard5-4

The process and procedures used to ensure that teaching and delivery of courses material to thestudentsemphasizes activelearning andthat courselearning outcomearemet.Theprocessmustbeperiodicallyevaluatedto ensurethat it ismeeting itsobjectives

The faculty delivers the lectures while students receive their lectures. The program is properly evaluated by the head of the department course advisors and QEC. The students are given the Performa regarding the course evaluation, how it was delivered. In other Performa the students give feedback regarding the teachers, effort put in delivering the course. These evaluation by the students enable the management to know about how the learning outcomes and up to which extent are met.

Besides, teachers are also given a feedback Performa regarding course evaluation. This aims at finding out the teacher's satisfaction level. They also point out the strengths and weaknesses of the course designed and the possible suggestion if there is any space. This exercise is done once a year.

Toensureeffectivestudentlearningfollowingproceduresarefollowed:

The Head of the department keeps a record of the attendance of the students and if there is any student found not interested in the attendance, the HOD treats her stricktly.
In case any teacher is absent on the day, the head of the department ensures makeup classes.
The head of the department keeps a check on the progress of the students by ensuring effective teaching to them.

Standard5-5

The process that ensures that graduates have completed the requirements of the Programmust be based on standards, effective and clearly documented procedures. The process must beperiodicallyevaluated toensure thatit is meeting its objectives.

Not Applicable yet.

Criterion 6: Faculty:

There must be enough full time faculties who are committed to the Program to provide adequate coverage of the Program areas/courses with continuity and stability. 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 level through graduate work in the discipline

Complete the following table indicating Program areas and number of faculty in eacharea.

FacultyDistributionbyProgramAreas

ProgramAreaofSpecialization	Courses in the areaandaveragenumberof sectionsperyear	NumberofFaculty members in eacharea	Number of Facultymemberswithdegree
02	One in Linguistics Two or three in Literature	Three in Literature	03

asdahhh

Standard6-2

Allfacultymembersmustremaincurrentinthedisciplineandsufficienttimemustbeprovidedfor   scholarly activities and professional development. Also, effective Programs for facultydevelopmentmust bein place.

1. All the faculty members are properly engaged with the discipline. And this is measured on the basis of criterion set by the University.
2. All the members submit their academic Performa once a year.
3. All the staff are given teaching work load defined by HEC. In way they are given some extra hours to perform scholarly activities and improve their knowledge skills.
4. The college has a library for the teachers but it has a very limited number of books, at least the books relevant in BS program are not there.
5. For research activities the teachers do not have laptops.
6. Professional trainings and workshops are allowed outside the college to enhance their capabilities.

UniversityLevel
Faculty Program evaluation is done once in a year on university level.

DepartmentLevel
Faculty Program evaluation is done once in a year on department level.

.

Standard6-3

All faculty members should be motivated and have job satisfaction to excel in their profession.
 It is noted that majority of the faculty show their satisfaction level, indicated in the Annexure No.

Standard6-4

Faculty member's profile:

(SurveyForm – 6Section2 issuggestedto usefor collectionofthisinformation)

➢ Numberoffacultymembersholdinga degreein thedepartment.

S.no	Name	Degree
1	NajmaShaheen	MA Urdu
2	BaswariZad Begum	MA Urdu
3	Nabila Naz	MA Urdu

➢ Number of HECapprovedSupervisorsinthe department. NIL
➢ Number ofHECRegistered Supervisorin thedepartment. NIL

6.4.1. Numberofmeetingsheldinlasttwoyearsforreviewingcurricula: None

6.4.2. Coursefiles/folderbyfacultymembers: Yes

 6.4.3. PercentageofParttimefacultymembers:

75-25

asdalllll

Standard6-5

AcademicVisits/Workshops/Conferences/Meeting:

6.5.1.ListanddetailofWorkshops/Seminars/Videoconferences/Meetingsbyfacultyinlasttwoyears:

1. Online workshop regarding the Teaching methodology by NAHE LMS.

Workshop attended by the following faculty members.

1. Miss NajmaShaheen

2. MissBaswariZad Begum

Criterion 7: Institutional Facilities

Standard7-1

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

GGDC T/N has internet facility that is only for the use of the staff. The departments separately do not have this facility.

Digital Library has a very few number of computers.

The college needs to increase its facilities taking into account the increasing number of the students with BS Program. BS Urdu, in this regard needs special attention because Urdu is the National Language and its use in Literature and Linguistics.

Describeinfrastructureandfacilitiesthatsupportnewtrendsinlearning.

Standard7-2

The Library must possess an up-to-date technical collection relevant to the Program and mustbeadequatelystaffed with professional personal

The college as a whole has a well-managed library. This Library lacks a librarian with the supporting staff. With a total number of 1000+ books are there in the library. The collection is not up to date, though majority of the books are helpful to the students. With the advancement of different disciplines in the college it is the need of the time to establish separate libraries for each department with professional staff. If not possible at least it must be updated with program related books.

Books: 1000+
No journals.
Annual College magazine

asuunn

Newspapers

Roznama,Mashriq and Daily Dawn

Describethesupport renderedbythe library.

ListofLibrary Staff

Sr.No.	Name	Designation	Qualification	Experience
1	Miss Bushra	Lecturer	LLB	One year

PhotocopyFacility. Yes

LibraryEquipment: Nil

Standard7-3

Class-Roommustbeadequatelyequippedandofficesmustbeadequatetoenablefacultytocarryouttheir responsibilities.

Classrooms are not equipped with multimedia facilities. Furthermore, the faculty offices do not have resources to accomplish their duties in an efficient way. The classrooms are in need of the up gradation of multimedia and other resources.

Criterion 8: Institutional Support

There must be sufficient support and financial resources to attract and retain high quality facultyandprovide themeans for themtomaintain competenceas teachers and scholars

The institute is trying its best to attract and maintain the faculty by providing them best teaching and learning environment.

Standard8-2

There must be an adequate number of high quality graduate students, research assistant and students.

Providethefaculty: graduatestudentratioforthelastthreeyears.

Year	TotalNo.ofFaculty	TotalNumberofGraduateStudents
2019	2	22
2020	2	15
2021	3	22

Standard8-3

Financial resources must be provided to acquire and maintain Library holdings, laboratoriesandcomputing facilities.

Already discussed in standard No 7

The college has only one Library which needs to be updated with the increasing no of disciplines.Urdu department needs a Digital Library to be installed.

Teacher Evaluation by Students

1. Instructor preparation for each class.
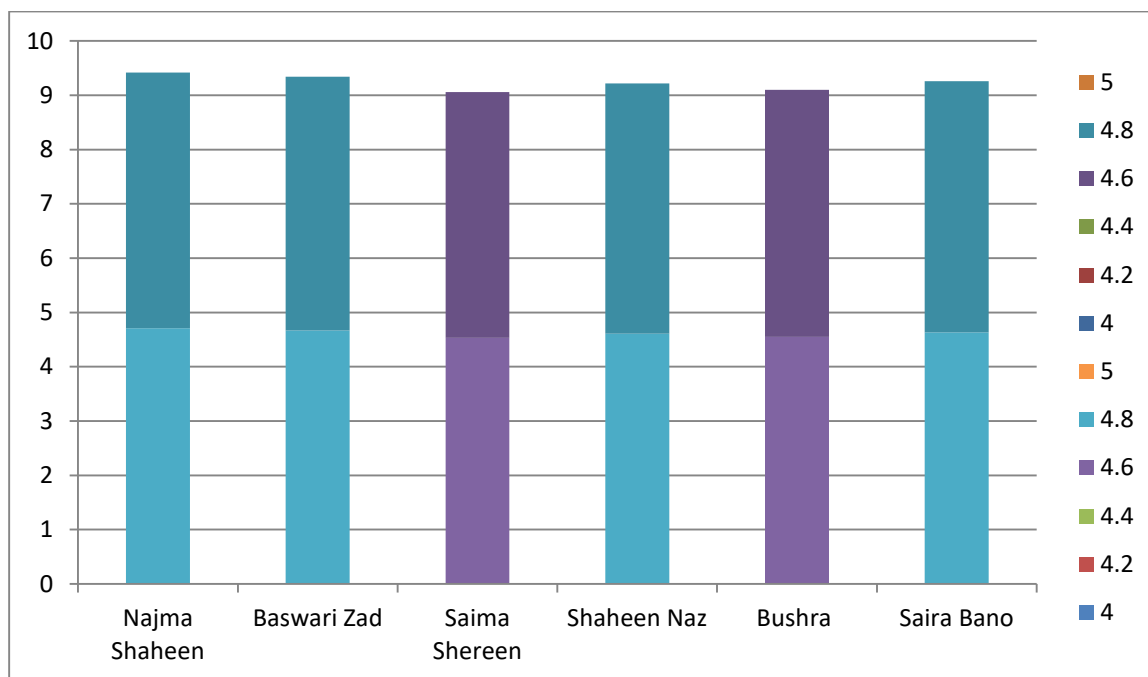
2. Course Completion
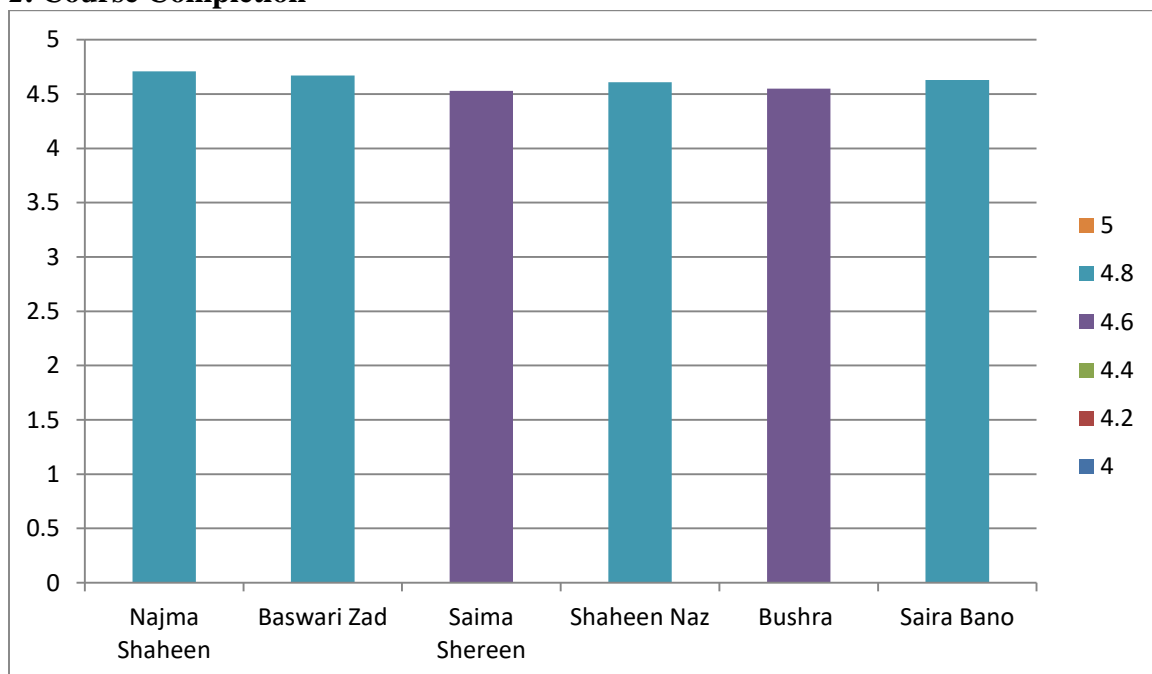
3.The instructor communicates the subject matter effectively.
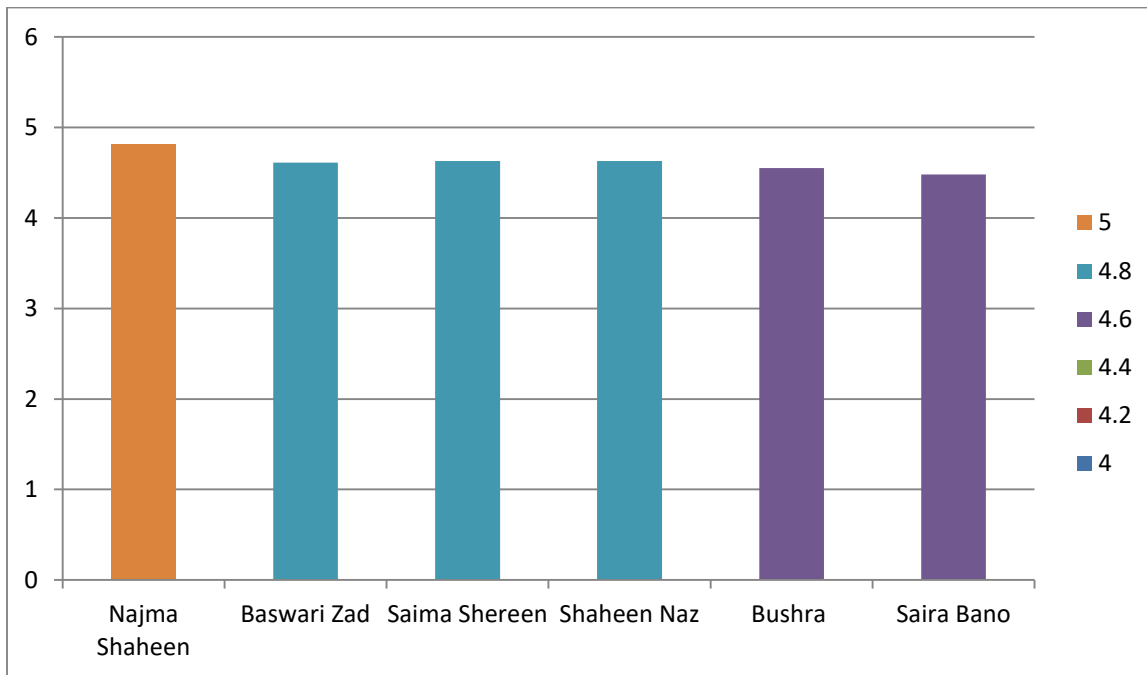
4. Environment conducive to learning
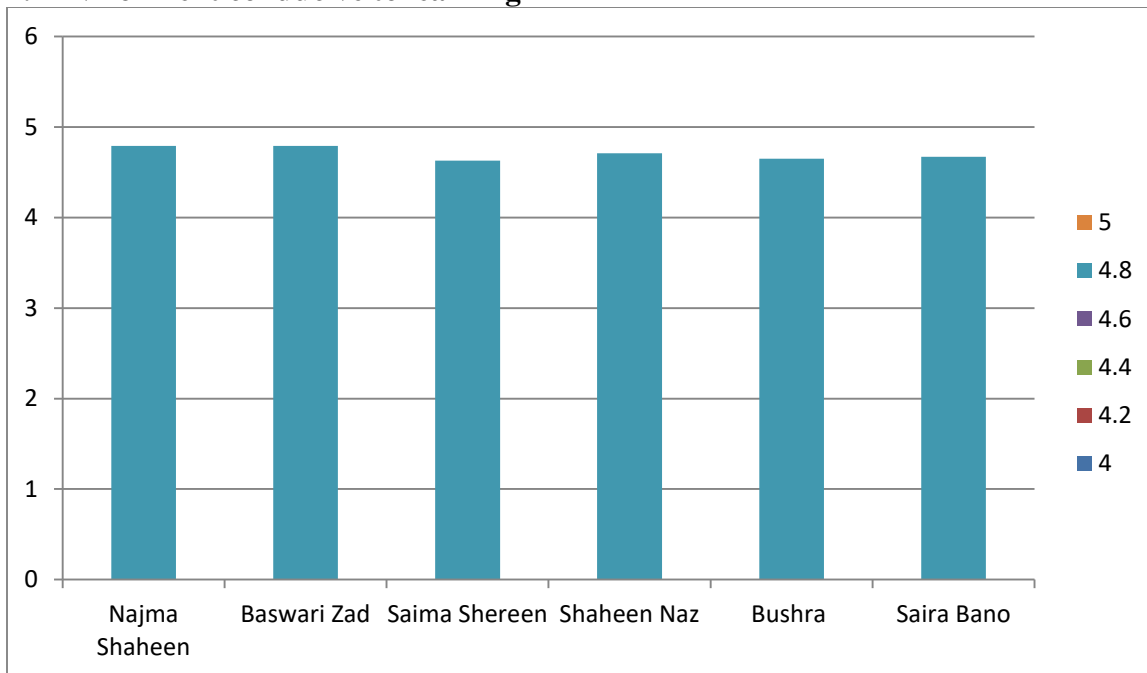
5. The Instructor arrives at time
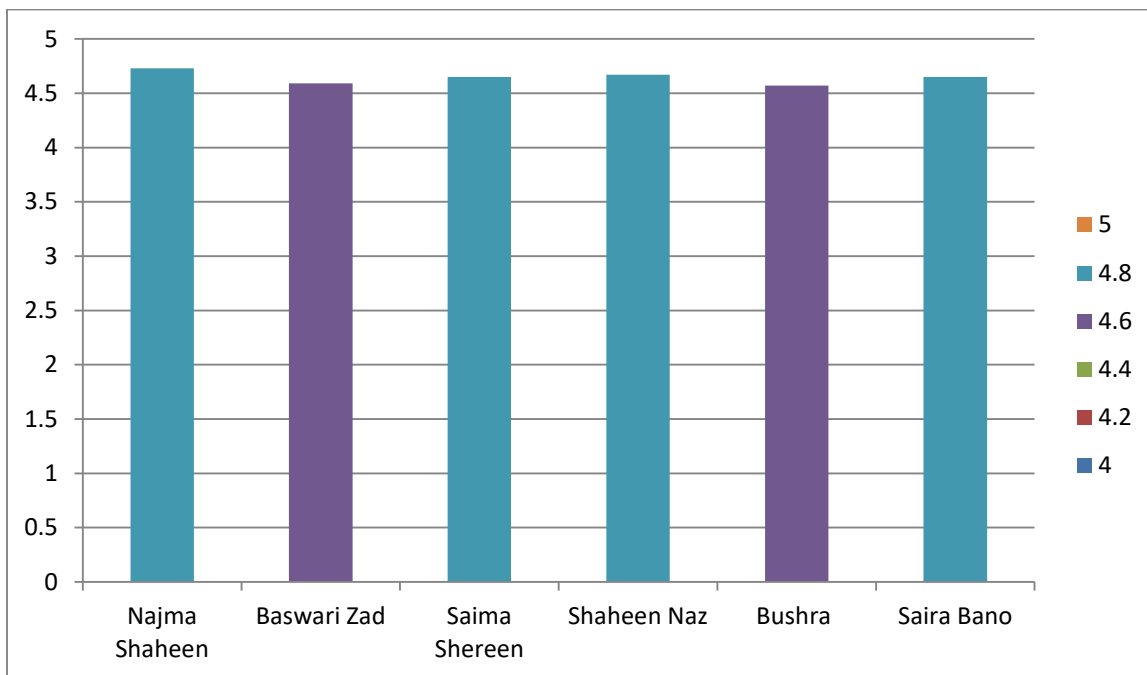
6. Subject matter increase your knowledge
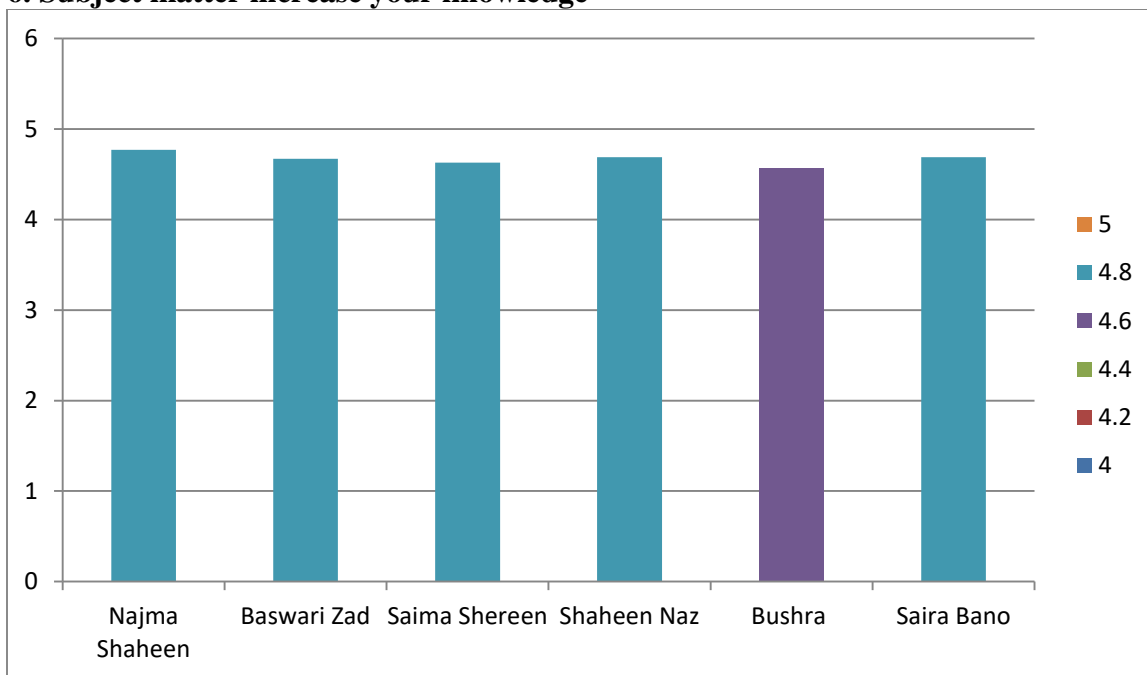
7. Syllabus clearly states course objectives
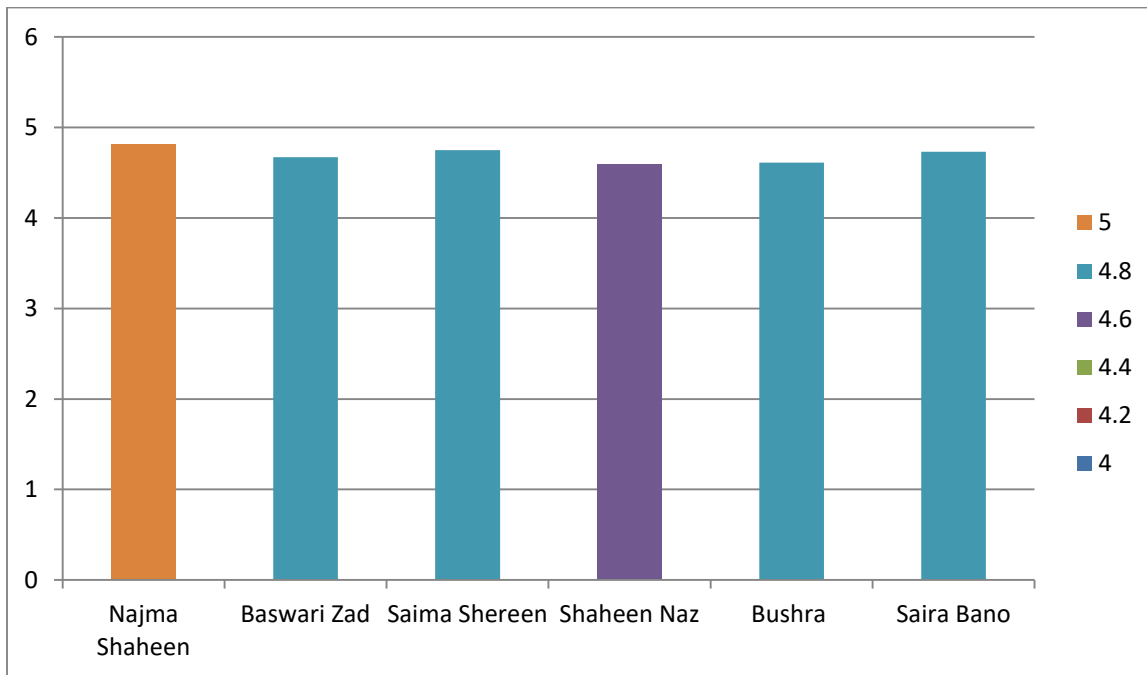
8. The course material is modern and updated
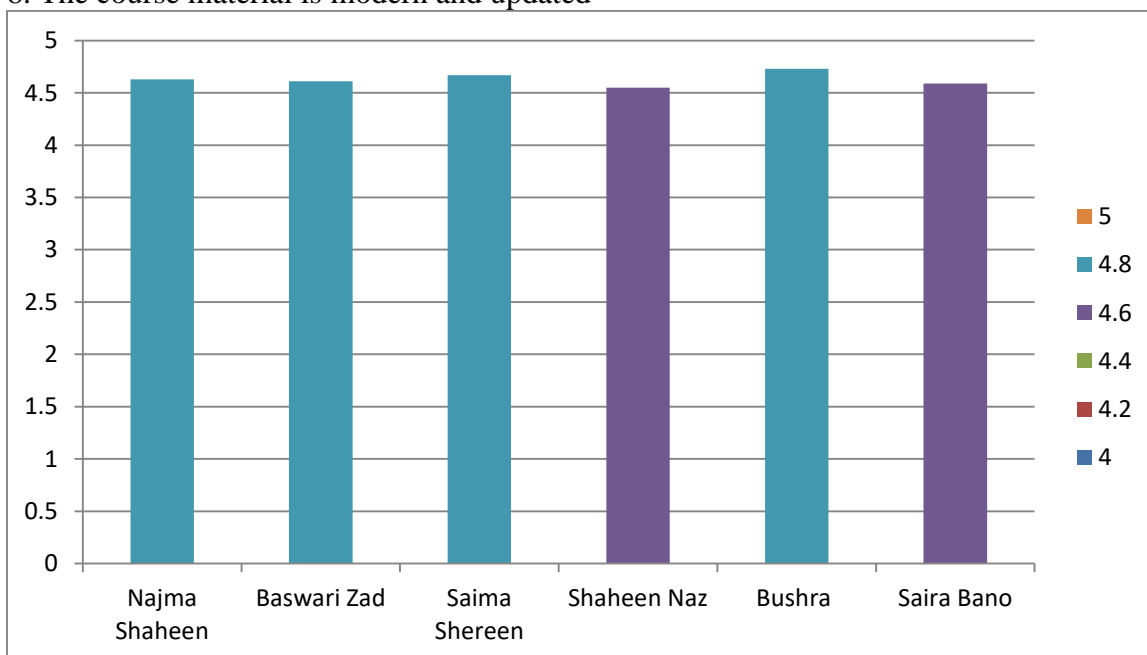
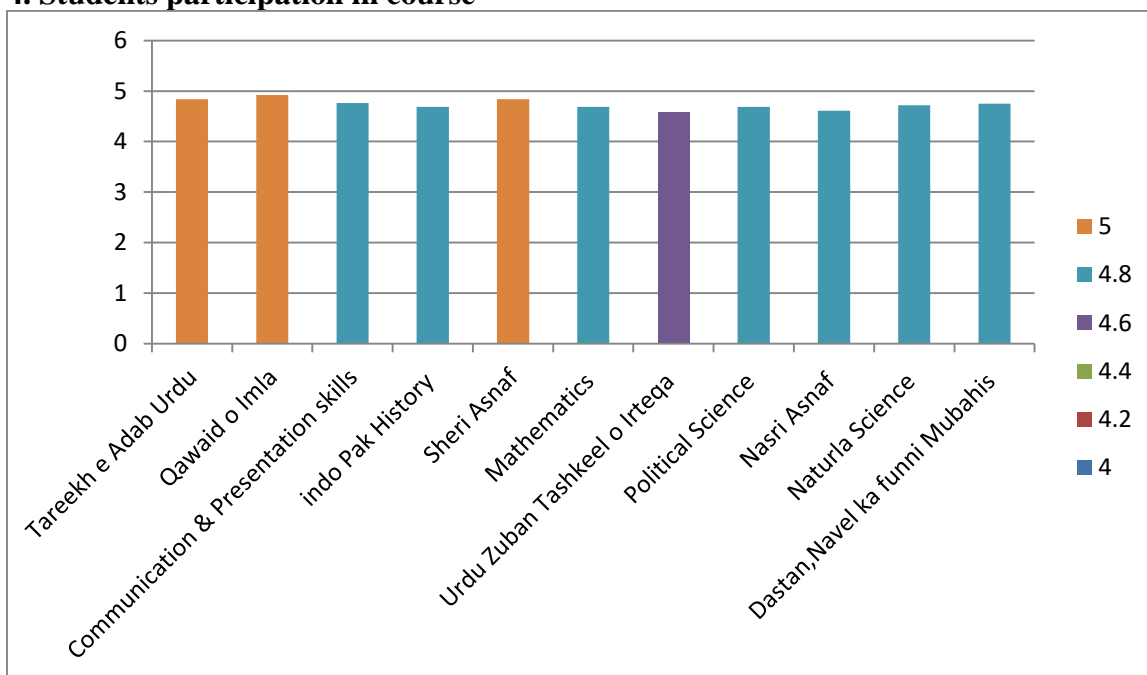**Course evaluation by students**
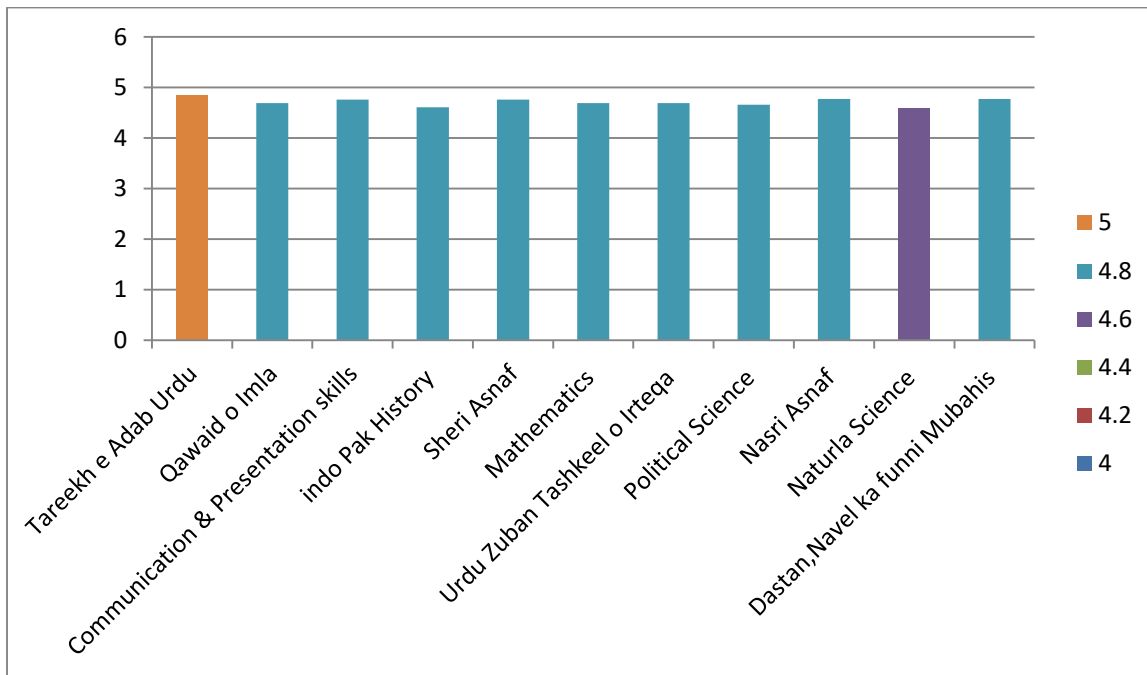1. Course objectives were clear
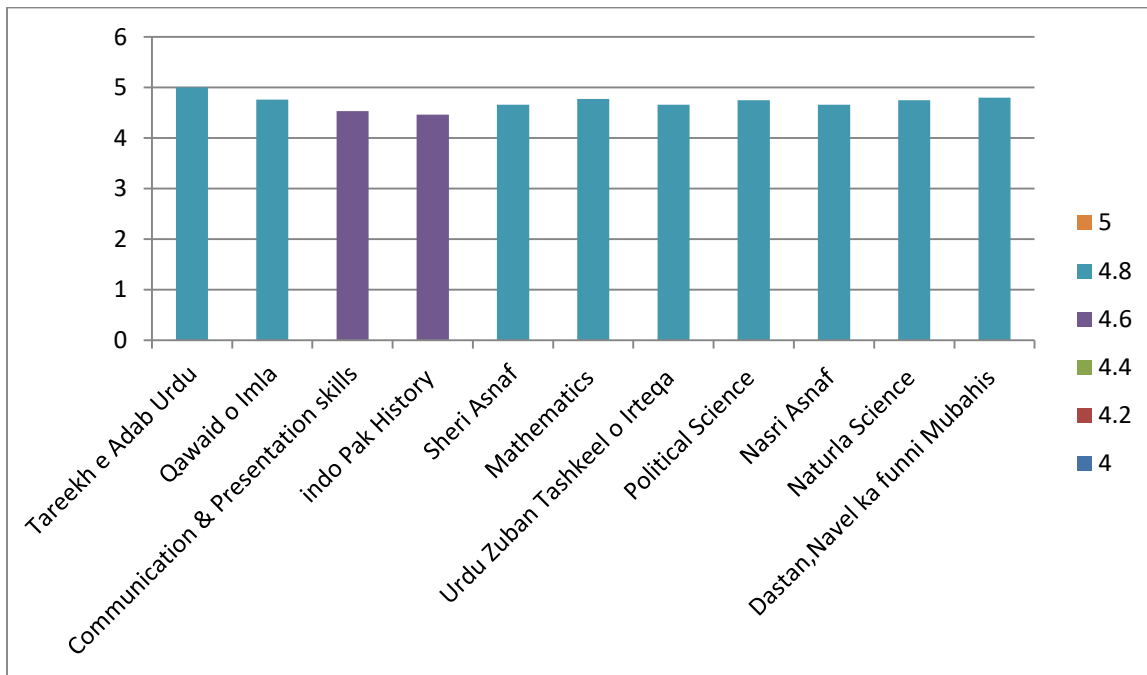
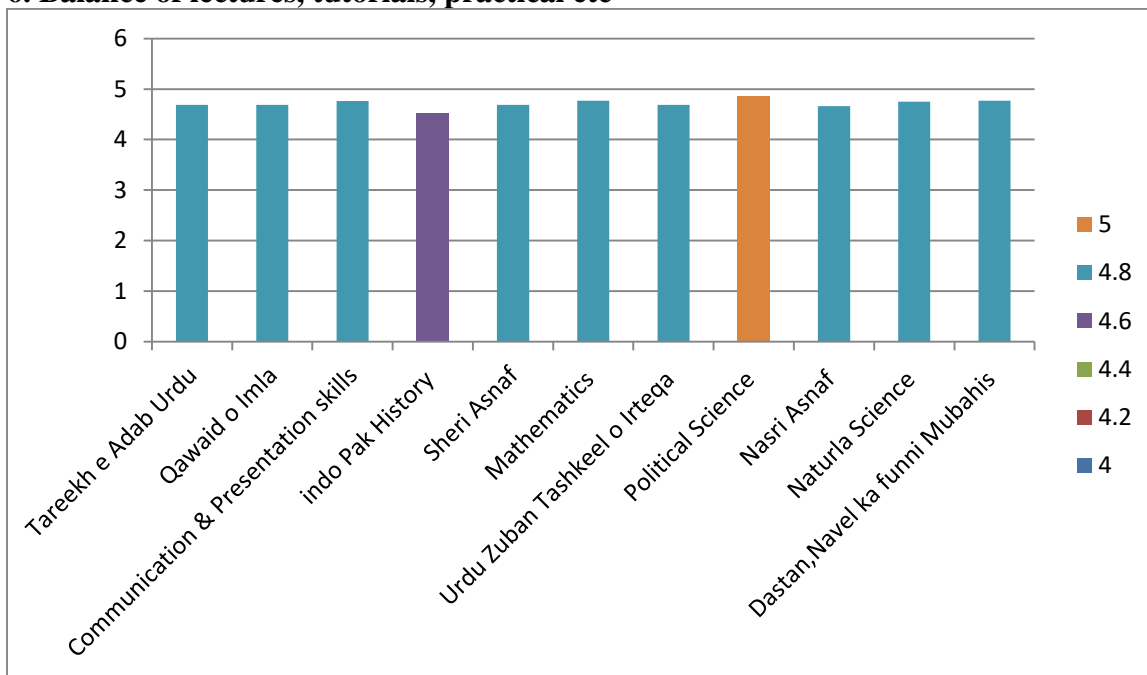## 2. The course was manageable
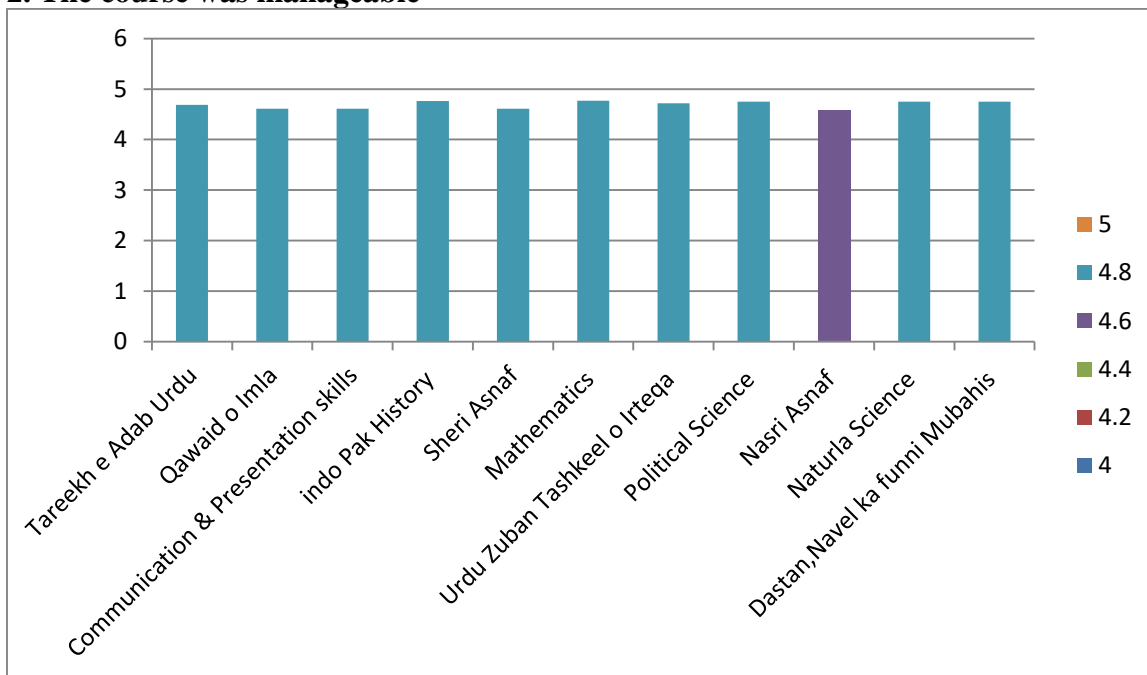
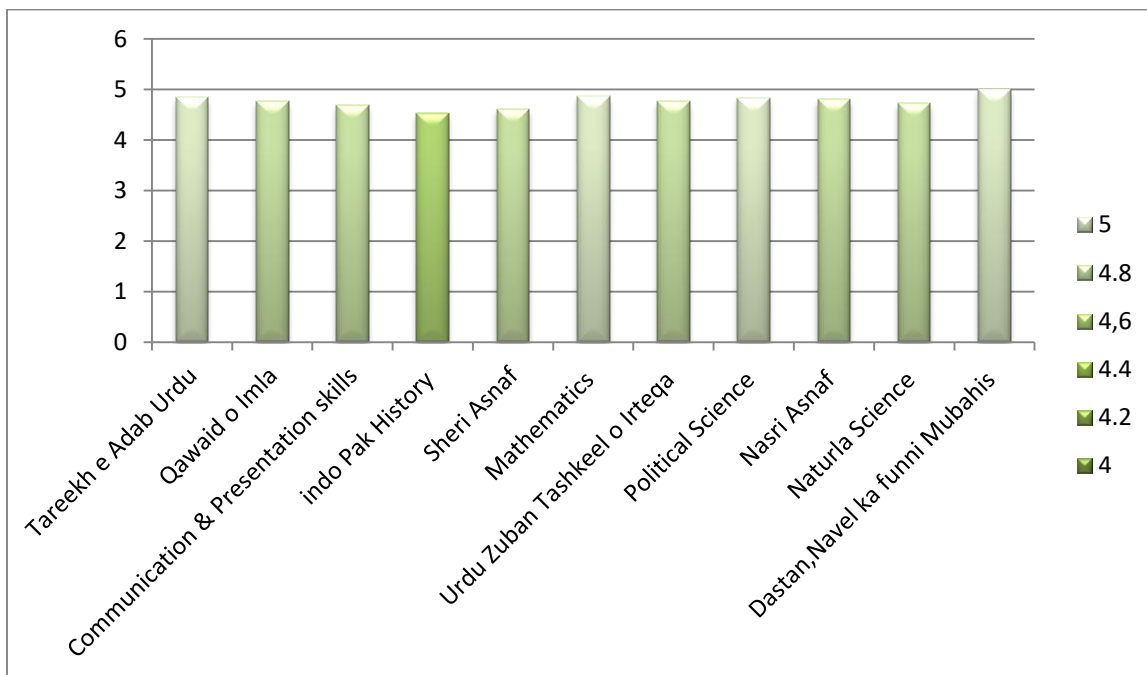## 3. Students own Attendance
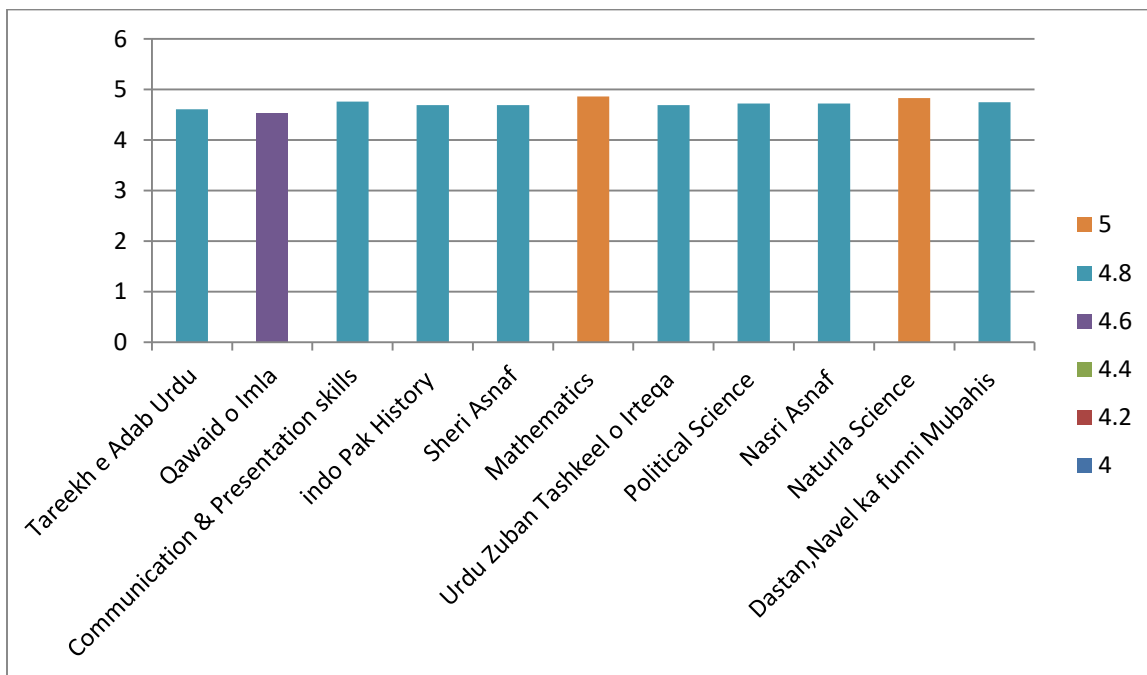
4. Students participation in course
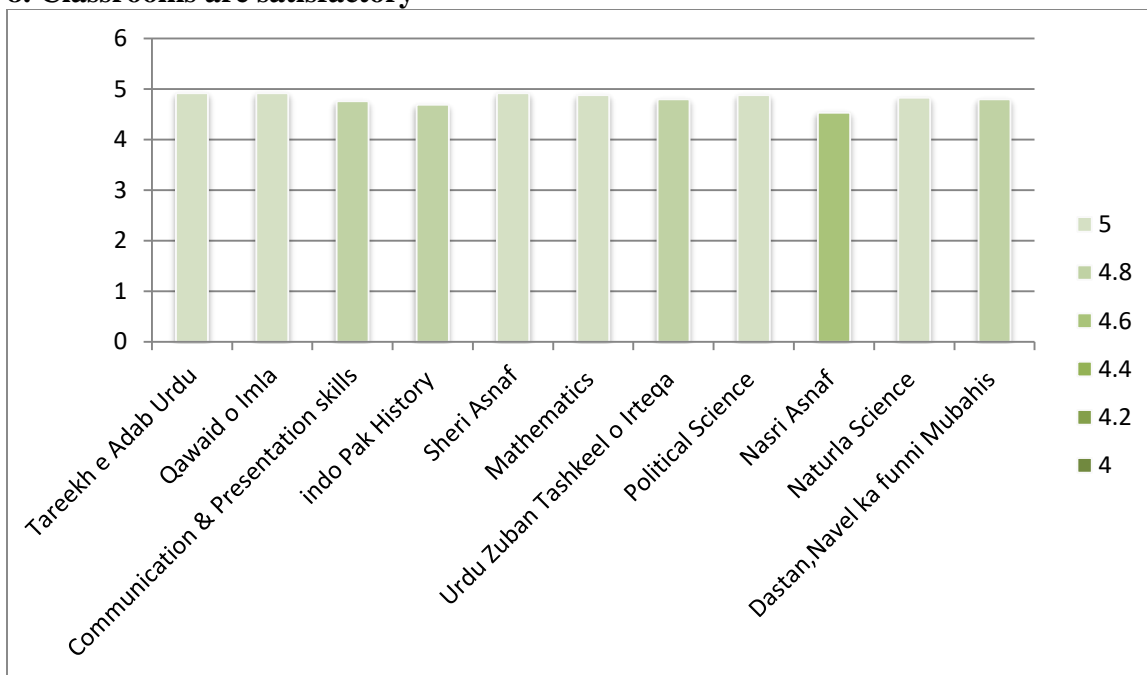

5. Students' progress in course
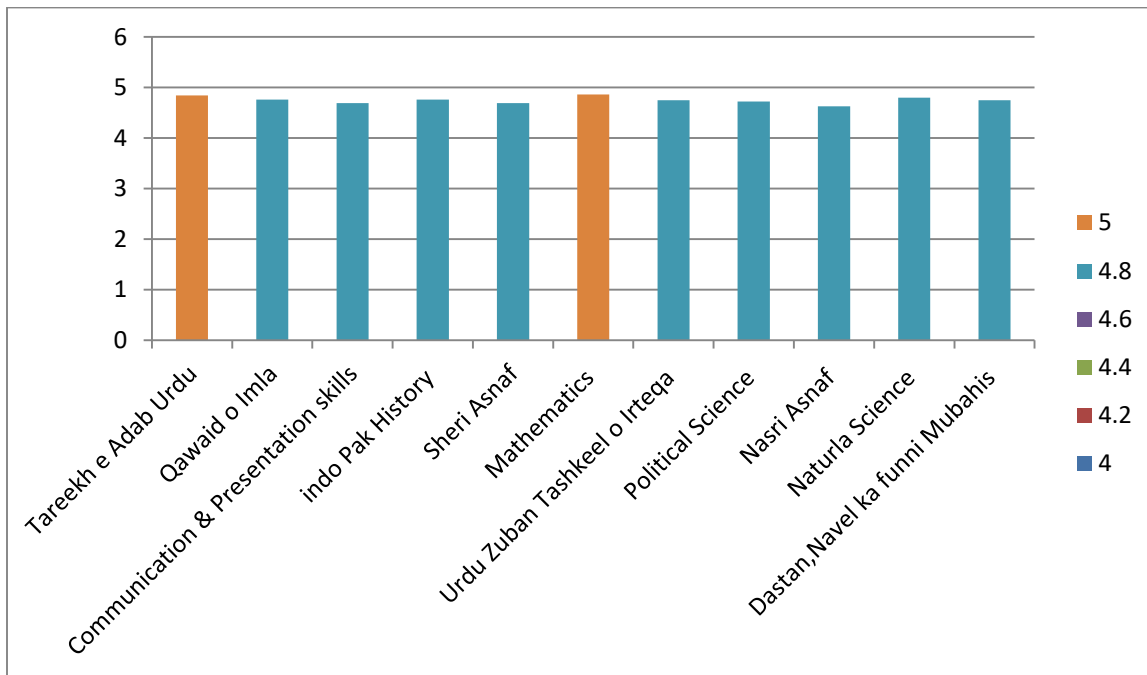
6. Balance of lectures, tutorials, practical etc

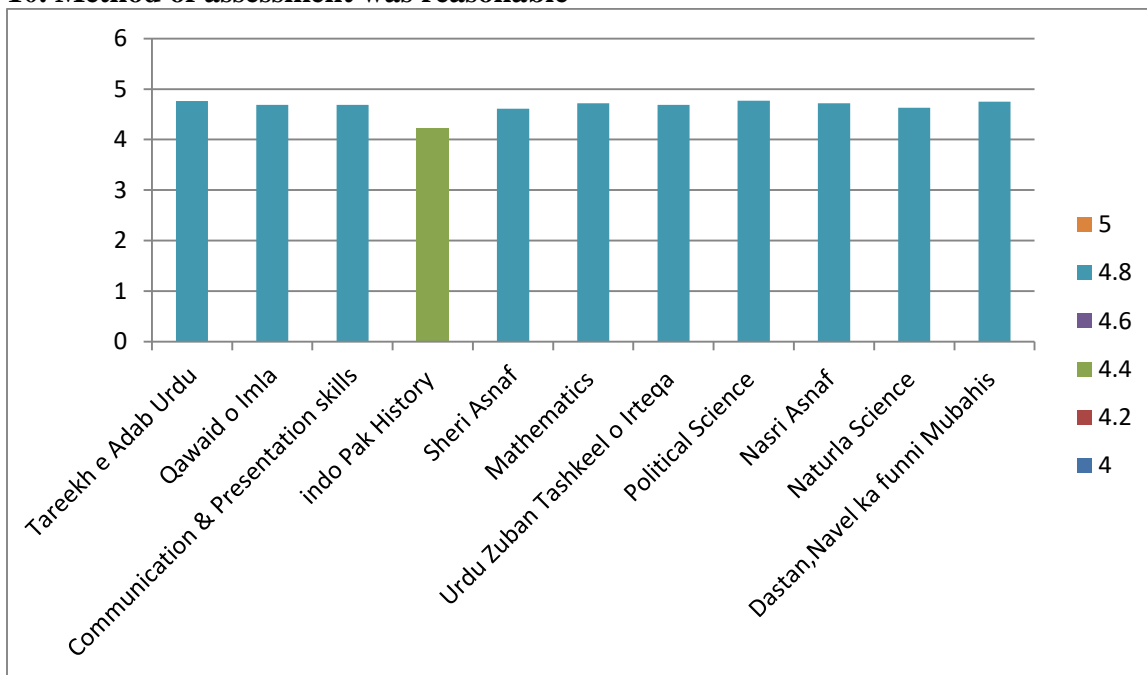## 7. Learning material relevant and useful

8. Classrooms are satisfactory

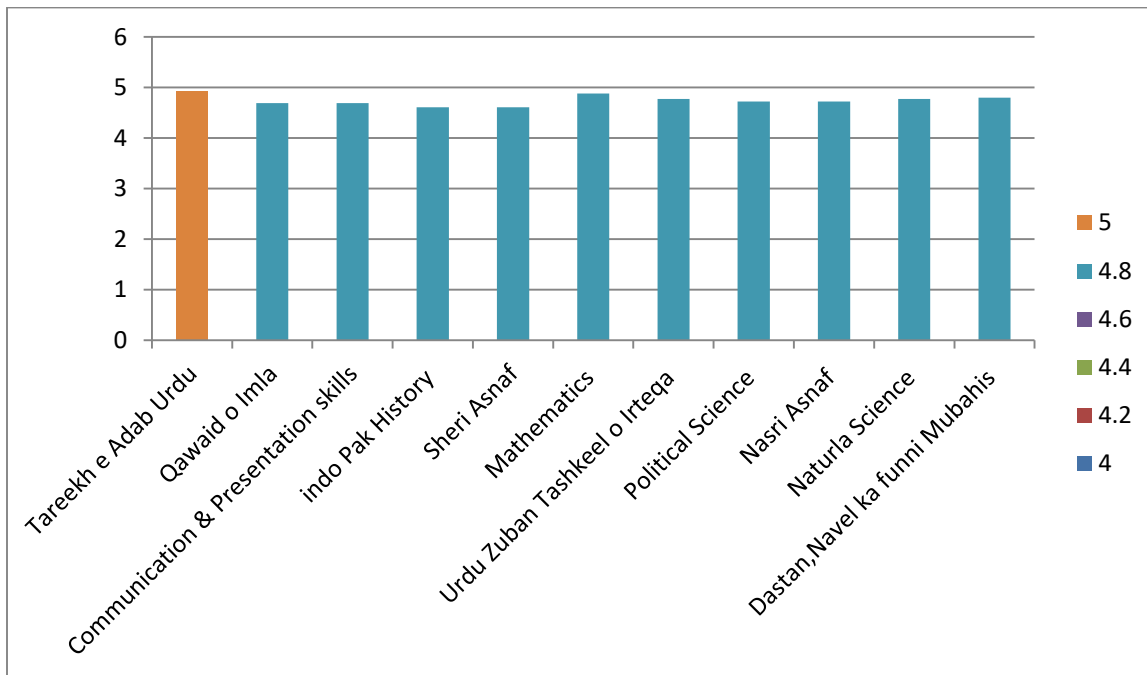## 9. Course stimulate my interest

10. Method of assessment was reasonable

11. The SS materials in lectures were useful

abdullllll

Legend: 5, 4.8, 4.6, 4.4, 4.2, 4

12. Practical materials useful

Legend: 5, 4.8, 4.6, 4.4, 4.2, 4