SELF-ASSESSMENT REPORT- JULY 18, 2023

OF Department of Urdu (BS Urdu)

VOLUME:II

PTM:

Ms.Eshrat

Ms. Surayya Shahab

Focal Person:

Dr. Shahida Naveed

Table of Contents

Executive Summary 3

Criterion 1: Program Mission ,Objective and Outcomes 6

Standard 1-1 6

Standard 1-2 17

Standard 1-3 20

Standard 1-4-2. 31

Standard 1-4-2.1. 34

Standard 1-4-3 35

Standard 1-4-7 35

Standard 1-4-8 36

Criterion 3: Student Support and Counseling 37

Standard 3-1 37

Standard 3-2 37

Standard 3-3 38

Criterion 4: Process Control 38

Standard 4-1 38

Standard 5-2 40

Graduation Time Frame: It is 8 semesters / four years. **Error! Bookmark not defined.**

Standard 5-3 42

Standard 5-4 44

Standard 5-5 45

Chapter 06 **Error! Bookmark not defined.**

Criterion 6: **Error! Bookmark not defined.**

FACULTY **Error! Bookmark not defined.**

Criterion 6: Faculty: **Error! Bookmark not defined.**

Standard 6-1 47

Standard 6-2 48

Criterion 7: **Error! Bookmark not defined.**

INSTITUTIONAL FACILITIES 49

Standard 6-3 49

Standard 6-5 49

Criterion 7: Institutional Facilities 49

Standard 7-1 50

Standard 7-2 50

List of Library Staff 51

Criterion 8: Institutional Support **Error! Bookmark not defined.**

Standard 8-1 53

Standard 8-2 56

Standard 8-3 57

Anexxure.A2. **Error! Bookmark not defined.**

Annex: A 3 **Error! Bookmark not defined.**

Annex: B 67

Annexure: c : QEC PROFORMA 70

Proforma-1 Course Evaluation Form By Student 71

PROFORMA-2: Faculty Course Review Report 73

Proforma: 5: Faculty Survey 76

(To be submitted on annual basis by each faculty member) 76

Programme Evaluation Survey Form by Graduating Students 80

Proforma-9: Faculty Resume 82

Check list for B.S Student File 85

Check list for B.S Student File 84

Check list for Master/MS/M.Phil. Faculty File 86

Checklist for Ph.D. Faculty File 87

Executive Summary

Quality Enhancement Cell

Self-Assessment Report Executive Summary

BS Urdu, Department of Urdu, GGDC KDA Karak

Introductions

Quality Enhancement Cell (QEC) since its inception has been active in promoting its core function of bringing standardization its academic programs to get them in line with the guidelines enunciated by the Higher Education Commission. In this regard, following programs offered at GGD KDA Karak were selected for Self-Assessment process for year 2021.

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 GGD KDA Karak, Self-Assessment process of all the programs was simultaneously initiated. The highlights of SAR of BS Urdu are as follows:

Nomination of Program Team (PT)

The PT was nominated by the Head of Urdu Department, Ms. Shahida Khattak and approved by Principal GGDC KDA Karak on dated 19-05-2023 as follows:

Ms. Eshrat

Ms. Surraya Shahab

Submission of PT Report

The PTM submitted the report on Monday 22 May, 2023. The QEC Focal Person examined the report, identified shortcomings, and communicated the same to the PT. After incorporating QEC suggestions, the report was finalized on 29 May 2023.

Nomination of Assessment Team (AT)

The AT was nominated by the Principal GGDC KDA Karak on 19 May,2023. Following were the members of the AT:

Ms. Asmat

Ms.Hamida

4. Date of Submission of AT Report

The Assessment Team visited the department on Monday 5 June, 2023 and the AT Report was submitted on June 12, 2023.

AT Findings and Recommendations

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

1. Shortage of subject related books/Periodical journals and daily newspaper at College Library.

2. Students should have access to HEC E-Library.

3. Need of Computer lab and net facility.

4. Need of Multimedia for presentations teachers and students.

5. Proper funds availability for research.

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……

Introduction:

A centre of wisdom, excellence, intellect and beacon of light with the motto "KNOWLEDGE IS LIGHT", Government Girls Degree College KDA, Karak is an old leading centre of female education in this area. GGDC Karak is well known as an institution of high ambition and strong performance because it has continued to make excellent progress to achieve its goals. It has played a significant role in developing indigenous human resources through its highly productive achievements, both in sciences and humanities. It is striving hard to deal with the diverse needs of society by imparting education in basic fields of science and technology.

This journey of excellence was started as an intermediate college in 1997 in the present building situated in the centre of the Karak Development Township. It was elevated to the degree level in 2005 and this long journey reached to its pinnacle when it was granted the status of BS College in July 2018.

The GGDC Karak has a glorious history of quality and distinction as an institution. During this course, many competent and well-known Principals served this college. It has produced outstanding graduates who are now serving the country in various capacities.

Department of Urdu is one of the premier departments of the faculty. Its staff comprises of one Assistant Professor on comprises of three Regular Staff Members and recently, as per requirements, one lecturer are also hired, for Fall semester 2021-2022 and Spring -2022, as per SOP, to fulfil the staff deficiency. A specialized course like BS in Urdu (Language and Literature) can inculcate a spirit of research and knowledge in the students which can be very beneficial for our society in terms of their social, Psychological and moral development.

At present, 153 students have been enrolled since Fall-2018 to Fall-2022 (including 5 batches) in BS Urdu program. Out of these students 24 students have been graduated in spring 2022. Among these two carried out research at BS Level.

Criterion 1: Program Mission ,Objective and Outcomes

Standard 1-1

The program must have documented measurable objectives that support Faculty/College andInstitution mission statement

1-1.1Mission Statement of GGDC KDA Karak:

Government Girls Degree College Karak pursues the mission to evolve the college as a trusted institution in the district for imparting quality education in a conducive environment, congenial to the needs of its female students hailing from parts of the semi-tribal backward district. The pedagogy encompasses critical thinking, skills development, effective communication, creativity, and cultural awareness in a safe, accessible and affordable arrangement, essentially imbued in cultural and Islamic guidelines.

1-1.2. Mission Statement of Urdu Department:

Serving humanity with the conventional and modern applications of the linguistics and literary knowledge and skills

1-1.3.Mission Statement of BS Urdu program:

Mission of the BS Urdu is to transfer the fundamental and latest knowledge of botany in a conducive academic environment and to provide facilities for conducting innovative research with a focus on language and literature and the research environments to produce passionate and enthusiastic graduates for the uplift of society

وژن ، مشن اور اغراض و مقاصد

- اردو زبان وادب کے حوالے سے طلبہ کی تخلیقی صلاحیتوں کو بیدار کرکے ان میں قومی ، ادبی اور اجتماعی شعور کو فروغ دینا ۔ :**وژن**

مشن :1- اردو بی ایس پروگرام کے ذریعے ایسے طالب علم تیار کرنا جو اپنی ڈگری حاصل کرکے بیرون ملک بھی مزید اعلی تعلیم کے اہل ہوسکیں۔

2- زبان وادب کے ایسے مضامین کا انتخاب کرنا جس کے ذریعے طلبہ کی معاشی ضروریات پوری ہوسکیں اور عملی زندگی میں مثبت قدم رکھ سکیں۔

3- طلبہ کیلئے زبان وادب کے مضامین کے علاوہ ایسے مضامین کی تدریس کو ممکن بنانا جن کے ذریعے وہ عملی زندگی کےمختلف شعبوں میں اپنی صلاحیتوں کو آزما سکیں۔

4- چار سالہ نصاب اردو کے ذریعے تحقیق وتدوین کا ذوق پیدا کرکے ذہنی طور پر ایم فل اور پی ایچ ڈی سطح کی تعلیم کی راہ ہموار کرنا ۔

1-1.4. **BS Urdu Program Objectives**:

The objectives of BS Urdu program are;

Objectives:

To serve the needs of young students who have completed their twelve years of education and are looking for formal education in the field of language and literature.

To provide students with concrete foundation in linguistics and literary knowledge and skills by delivering them the theoretical knowledge of classic and applied linguistics and literary knowledge.

To produce skilled graduates.

To prepare graduates for advanced / postgraduate studies.

To familiarize students with the basic concept of research work.

بی ایس اردو(چار سالہ)

اغراض ومقاصد

1- اردو زبان وادب کے ایسے طالب علم تیار کرنا جو اس پروگرام کے ذریعے سولہ سال کی ڈگری حاصل کرکے بیرون ملک بھی مزید اعلی تعلیم کے اہل ہوسکیں۔

2- طلبہ کے عملی ضروریات اور ذہنی میلان دونوں کے مطابق نصاب مرتب کرنا ۔

3- چار سالہ نصاب میں مختلف سطحوں پر لازمی ، عمومی ، بنیادی، تخصیصی اور اختیار پرتوں کے تقاضوں کے مطابق باہمی مشاورت سے پرچوں کے عنوانات اور موضوعات طے کرنا ۔

4- چار سالہ نصاب کے ذریعے بتدریج تحقیق وتدوین کا ذوق پیدا کرکے طلبہ کو اعلی تر نصاب کیلئے ذہنی طور پر امادہ کرنا اور ان کیلئے ایم فل اور پی ایچ ڈی سطح کی تعلیم کی راہ ہموار کرنا ۔

5- طابل علموں کیلئے زبان وادب کے علاوہ دوسرے مضامین کی تدریس کو ممکن بنانا جن کے ذریعے وہ عملی زندگی میں اپنی صلاحیتوں کو آزما سکیں۔

6- ادب کو زندگی کا آئینہ بنانے کیلئے عمرانی علوم کے علاوہ ، فطری علوم اور کمپیوٹر سائنس کے مختلف مضامین میں تعلق پیدا کرنا ۔

1-1.5. Program Learning Outcomes

The BS Urdu program prepares students to attain the educational objectives by ensuring that students demonstrate achievement of the following academic outcomes.

1-1.6.Learning Outcomes of Department of Urdu:

Department of Urdu is striving hard to offer a competitive degree at bachelor level. The course contents are constantly being updated.

Graduates from our department will be trained for;

Laboratory work

Teaching proficiencies

Research and Development programs

1-1.2 Alignment of Program Objectives with Department & College Mission Statements

The program objectives were developed in alignment with the Department and college mission statements which emphasize to offer need-based education and training program in order to produce highly qualified professionals, entrepreneurs and leaders in their respective fields. The goals and objectives of BS Urdu state that it will produce graduates who will identify, formulate, and solve problems of daily life related to life and society using appropriate approaches and tools.

1-1.3 Main Elements of Strategic Plan

Strategic plan for BS Urdu not only covers the different program contents offered in this program but also covers the curriculum development, concept building by different methods including the theoretical and practical framework. The program is designed in a special strategic way that will enable the qualified graduates to perform their duties with confidence. Moreover, this program will enable the successful graduates to undertake higher studies and research. For this purpose the following steps are taken to achieve the desired objectives of the program:

1-1.4 Curriculum design

The different subjects which are offered in this program vary in its nature to prepare students for every area of the Urdu (Language and literature). Students are offered fundamental levels in the initial semesters of the degree program while they are offered specialization courses in last semesters. BS Urdu program is comprised total of 134 credit hours. The details of distribution of credit hours is as below:

Table1. 1: Course Type and Credit Hours

Integrated Curricula (Course Wise(

سمسٹر وار تفصیلی گوشوارہ

کورسسز	تعداد کور سسز	کریڈٹ آورز
لازمی	9	25
عمومی	8	24
بنیادی	10	30
تخصیصی	13	39
تخصیصی اختیار ی	4	12
میزان	44	130

کورسسز

سمسٹر	لازمی	عمومی	بنیادی	تخصیصی	تخصیصی اختیاری	کل کورسسز	کریڈٹ آورز
پہلا	3	2	1			6	17
دوسرا	3	2	1			6	17
تیسرا	2	2	1			5	15
چوتھا	1	2	2			5	15
پانچواں			3	3		6	18
چھٹا			2	4		6	18
ساتواں				3	2	5	15
آٹھواں				3	2	5	15
میزان	9	8	10	13	4	44	130

1st Semester(پہلا سمسٹر)

تعداد کورسسز : 6 کل کریڈٹ : 17

نوعیت	کریڈیٹ آورز	کورس کوڈ	کورسسز
لازمی	2x3=6	English 101	انگلش
تینوں کورسسز لازمی ہیں	1x2=2	PS 101	مطالعہ پاکستان
مطالعہ پاکستان دو کریڈٹ کا ہے۔	کل :8	State :101	شماریات
عمومی دو کورسسز کا انتخاب		SWE :101	عمرانیات
کرنا ہوگا ۔	2X3=6	PASH:101	پشتو
بنیادی	1X3=3	Urdu:101	اردو زبان تشکیل وارتقاء

2nd Semester (دوسرا سمسٹر)

تعداد کورسسز : 6 کل کریڈٹ: 17

کورسسز	کورس کوڈ	کریڈیٹ آورز	نوعیت
انگلش	English 102	2x3=6	لازمی
اسلامیات	PS 101	1x2=2	اسلامیات کا کورس 2 کریڈیٹ آورز کا ہے
ریاضی	Maths :101	کل :8	
تاریخ اسلام	ISLH :101		عمومی
معاشیات	Eco:101	2X3=6	دو کورسسز کا انتخاب کرنا ہوگا ۔
شعری اصناف تعارف وتفہیم	Urdu:121	1X3=3	بنیادی

3rd Semester

(تیسرا سمسٹر)

تعداد کورسسز : 5 کل کریڈٹ: 15

کورسسز	کورس کوڈ	کریڈیٹ آورز	نوعیت
IIIانگلش	Eng 211	2x3=6	دونوں کورسسز لازمی ہیں
ا کمپیوٹر کا علم	Comp:101		
پاکستان سیاسی تاریخ	HIST :102	2X3=6	عمومی دو کورسسز کا انتخاب کرنا ہوگا ۔
جغرافیہ	GEO:101		
شعری اصناف تعارف وتفہیم	URDU:321	1X3=3	بنیادی

4th Semester

(چوتھا سمسٹر)

تعداد کورسسز : 5 کل کریڈٹ: 15

نوعیت	کریڈٹ آورز	کورس کوڈ	کورسسز
ایک کورس لازمی ہے	1x3=3	Comp:102	1I- کمپیوٹر کا علم
عمومی دو کورسسز کا انتخاب	2X3=6	POL:101	2- سیاسیات
کرنا ہوگا		PSY:101	3- نفسیات
بنیادی	2X3=6	URDU:241	4- نثری اصناف تعارف وتفہیم
		URDU :242	5- تحریر وانشا

5th Semester

(پانچواں سمسٹر)

تعداد کورسسز : 6 کل کریڈٹ: 18

نوعیت	کریڈٹ آورز	کورس کوڈ	کورسسز
بنیادی تینوں کورسسز لازمی ہیں	3x3=9	URDU:351	1- نثری اصناف تعارف وتفہیم
		URDU:252	2- اردو زبان قواعد واملا
		URDU:353	3- تحریر وانشا عملی تربیت
تخصیصی تینوں لازمی ہیں	3X3=9	URDU:354	1- اردو داستان وناول
		URDU:355	2- اردو غزل فنی وفکری مطالعہ
		URDU:356	3- تاریخ ادب اردو ور تحریک

6th Semester

(چھٹا سمسٹر)

تعداد کورسسز : 6 کل کریڈٹ: 18

نوعیت	کریڈٹ آورز	کورس کوڈ	کورسسز
بنیادی دونوں کورسسز لازمی	2x3=6	URDU:361	1بیان وبدیع وعروض
ہیں		URDU:362	2- ادبی اصطلاحات
تخصیصی چاروں لازمی ہیں	4x3=12	URDU:363	3- اردو افسانہ وڈرامہ
		URDU :364	4- اردو ناول کا ارتقاء
		URDU:365	5- اردو نظم
		URDU:366	6- اردو نثر کے اسالیب

7th Semester

(ساتواں سمسٹر)

تعداد کورسز : 6 کل کریڈٹ: 18

نوعیت	کریڈٹ آورز	کورس کوڈ	کورسسز
تخصیصی تینوں لازمی ہیں	3x3=9	URDU:471	1۔لسانیات
		URDU:472	2۔ تحقیق وتدوین
		URDU:473	3۔ غالب کی تخلیقی وفکری جہات
تخصیصی اختیاری دو کورسسز ہیں	2X3=6	URDU:476	4۔ لغت نویسی کا فن
		URDU :377	5۔ اردو ادب کا تاریخی مطالعہ

8th Semester

(آٹھواں سمسٹر)

تعداد کورسز : 5 کل کریڈٹ: 15

نوعیت	کریڈٹ آورز	کورس کوڈ	کورسسز
تحصیصی تینوں کورسسز شال ہیں	3x3=9	URDU:481	1۔ فروغ اردو کے اہم ادارے
		URDU:482	2۔ تنقید اور نئے تنقیدی مباحث
		URDU:483	3۔ اقبال کا خصوصی مطالعہ
تخصیصی اختیاری دو کورسسز ہیں	2X3=6	URDU:485	4۔ ادب اور ابلاغیات
		URDU:489	5۔ معاصر نثری ادب

1-1.5 Program Delivery Methodology

Program delivery methodology includes lectures, practical work, tutorials, assignments, field trips / visits. A notified academic calendar is followed during the semesters. Students are given an opportunity of group discussions for enhancing communication skills. In a more technical term, the courses are delivered through a pre-planned procedure that comprised of course outline, class timetable, lecture notes, slides sharing and other supportive materials.

1-1.7 Co-curricular activities

The students of BS Urdu program are encouraged to actively participate in the Co-curricular activities which not only enhance their physical wellbeing but also give them the opportunity to work in a team and enhance their emotional intelligence as well.

1-1.8 Program Output Evaluation

Program output is regularly evaluated and measured through regular examinations, assignments' results and final projects' results. The marks distributions are as follows:

Table1. 2: Subject Marks Distribution

S.NO	**Marks**	**Weightage**
1	Mid-term	30
2	Session internal marks	20
3	Final Examination	50
Total		100

The program output evaluation is ensured by a systematic procedure, which comprised of a series of different kinds of evaluation techniques to be used by the instructor at different stages. Like for example, initially the instructor will evaluate the performance of students by internal quizzes and assignments, while at the end of semester the instructor will conduct a comprehensive written examination.

Describe how each objective of 'BS Urdu' program is aligned with program, department and college mission statements.

Program Objective	Program Mission	Department Mission	College Mission
To produce skilled graduates	To transfer the fundamental and latest knowledge of the subject in a conducive teaching environment	Serving humanity with the conventional and modern applications of skills and approaches learned in the subject.	The pedagogy encompasses critical thinking, skills development, effective communication, creativity, and cultural awareness in a safe, accessible and affordable arrangement, essentially imbued in cultural and Islamic guidelines.
To produce and enhance communication, technical and logical skills			
To prepare graduates for advanced / postgraduate studies	To produce passionate and enthusiastic graduates for the uplift of society.		
To familiarize students with the basic concept of research work	To provide facilities for conducting innovative research with a focus on the development of the society keeping in mind the techniques and approaches learned in the subject		

<u>Outline the main elements of the strategic plan to achieve the 'BS Urdu program mission and objectives</u>

Strategic Plan	Program Mission	ProgramObjectives
Courses offered at BS Urdu program are updated according to new advancement in the fields of Technology. Moreover, the courses are composed of Theory and practice.	To transfer the fundamental and latest knowledge of the subject in a conducive teaching environment	To produce skilled graduates
		To produce and enhance communication, technical and logical skills

Students learning level is evaluated by different measuring tools	To produce passionate and enthusiastic graduates for the uplift of society.	To prepare graduates for advanced / postgraduate studies
In 7^{th} and 8^{th} semesters, competent and enthusiastic students are offered research as an optional choice.	To provide facilities for conducting innovative research	To familiarize students with the basic concept of research work.

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

'BS Urdu' Program Objectives Assessment

Objectives	**How measured**	**When measured**	**Improvement identified**	**Improvement made**
Providing opportunity of learning further in their desired subject to female intermediate students	**Interview at admission time**	**At admission time**	**Written expression of candidates should be checked**	**Written test will be conducted at admission time.**
To produce skilled graduates	Final Examination (With GPA achieved). Employment of Students and Feedback from Employers.	At the end of program and post-graduation feedback.	There should be more opportunities for research work.	Nil
To produce and enhance communication, presentation and logical skills	Class Presentation, group discussion and co-curricular activities.	Before conduct of Final term Exam	There should be involvement of students in group discussion	
To prepare graduates for advanced / postgraduate studies	Guidance about different ability and competitive exams.			
To familiarize students with the basic concept of research work	Research as optional paper in 7^{th} and 8^{th} semesters.			

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 studentsare capable of performing these outcomes.

1-2.1 *Program* Outcomes

(Describe how the program outcomes support the program objectives)

Program Outcomes are given below:

Students shall be able to go for higher education.

Students shall be able to lead, motivate and manage teams.

Students shall be able to demonstrate specific knowledge, attitudes, skills and behavior for the welfare of the society.

Students will be able to perform jobs in related fields.

Students shall be able to perform research in related fields.

Come up with research ideas which fulfill local needs and regional conditions.

Boost up of inter- communicative skills

Relationship between BS Urdu Program Objectives and BS Urdu Program Outcomes

1-2.2 Program Objectives and Outcomes Matching

The table 1.4 is showing the matrix presenting the match between program objectives and outcomes of the program.

Program Outcomes	**Program Objectives**				
	Produce competent graduates	To impart worth learning in the field	To impart technical and logical skills	Create facilities for post studies	Establish the platform for research
Students shall be able to go for higher education	*	-	-	*	*
Students shall be able to lead, motivate	*	-	*	*	*

and manage teams					
Students shall be able to demonstrate specific knowledge, attitudes, skills and behaviour for the welfare of the society	*	*	*		---
Students will be able to perform jobs in related field	*	*	*	*	
Students shall be able to perform research in related field	*	*	-	*	*
Come up with research ideas which fulfill local needs and regional conditions.	*	*	*	-	*
Boost up of inter-communicative skills	*	*	*	-	-

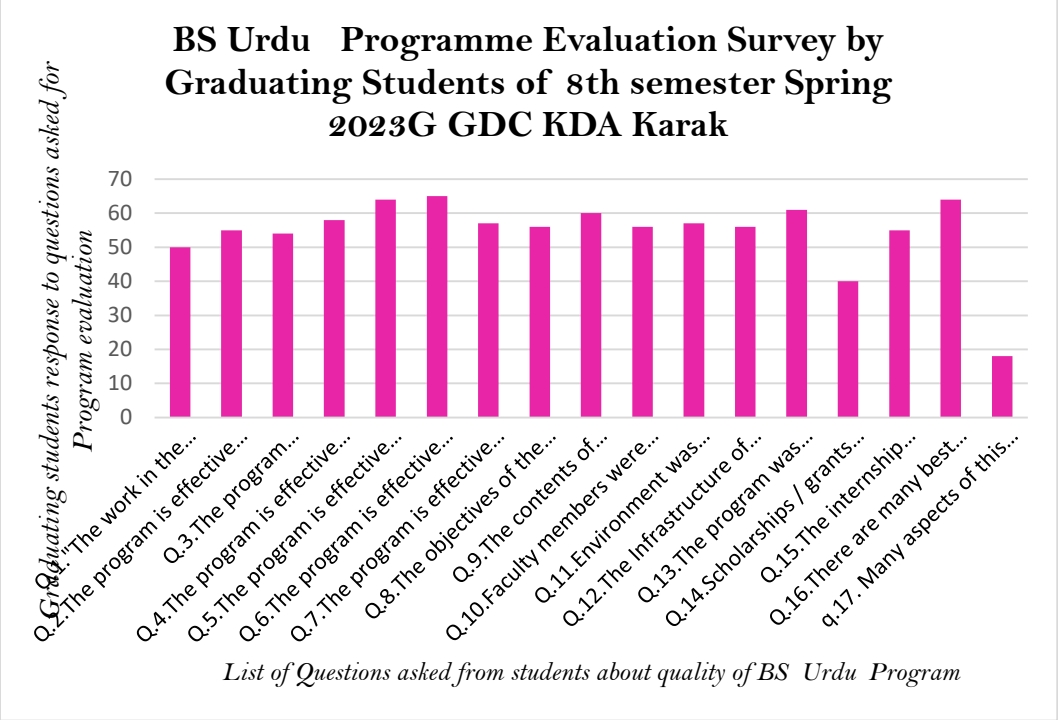
Describe the means for assessing the extent to which graduates are performing the statedProgram outcomes/learning objectives.

The three tools for the assessment of program outcomes/learning objectives are:

Employer Survey- 1st batch has been passed out, and in future we are planning to conduct the employer survey.

Alumni Survey- 1st batch has been passed out, and in future we are planning to conduct the employer survey.

Graduating Student Survey- 2nd Batch (session Fall 2019-Spring 2023) of BS Urdu program of Urdu department has passed out in July -2022 . Graduating Student Survey is conducted in May 2023 before the final term exam -2023 and the results are presented below.



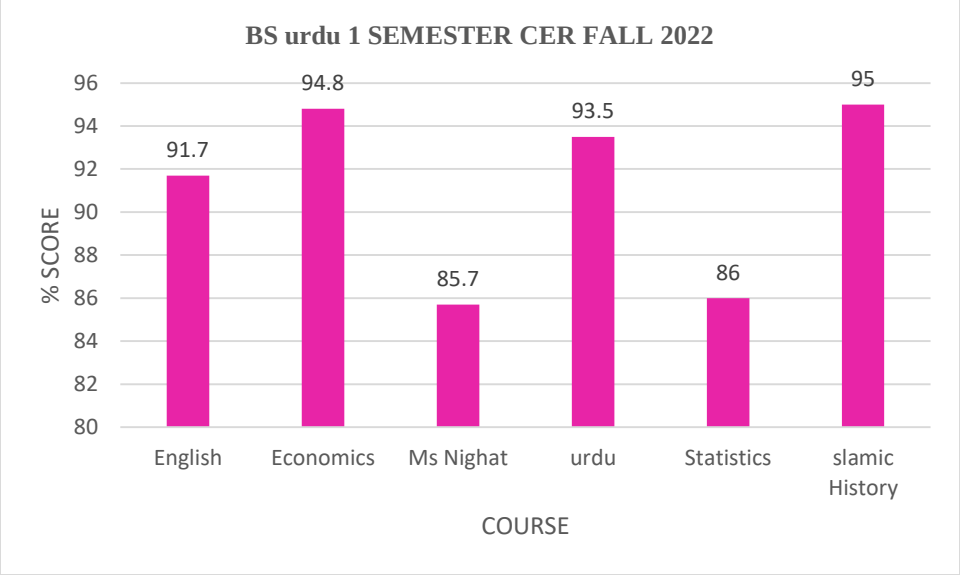
Standard 1-3

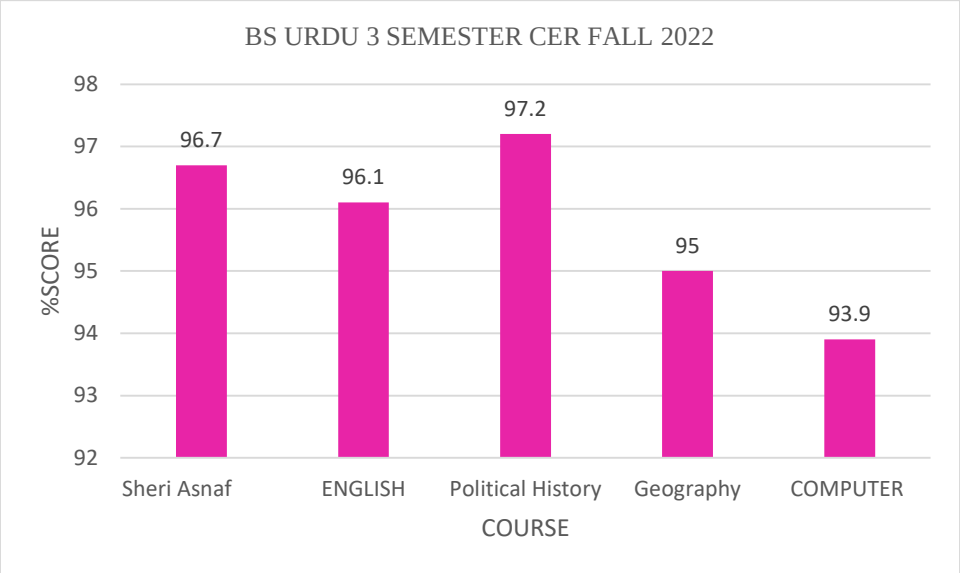
The results of Program's assessment and the extent to which they are used to improve theProgram must be documented.

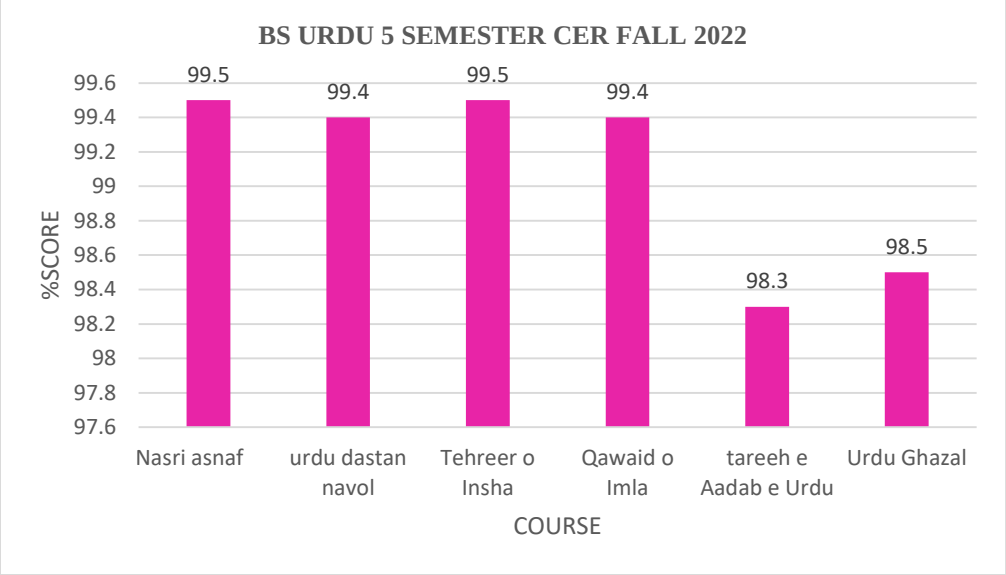
The result of the program assessment is shown below in graphical charts for courses evaluation and teachers' evaluations.

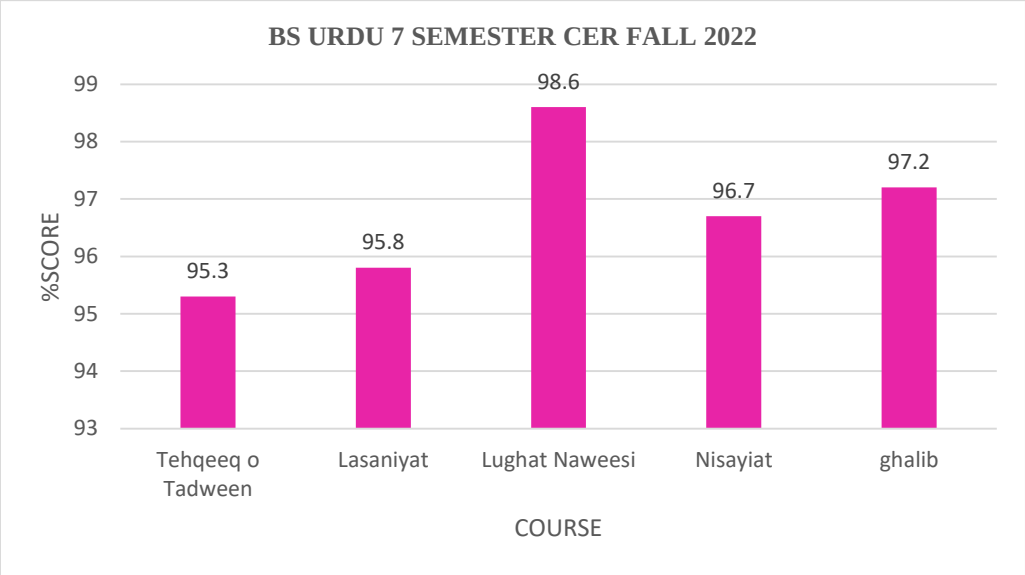
1-3.1 Course Evaluation BS Urdu Fall 2022 and Spring 2023

Results of Course evaluation are shown below. The data were collected from students of BS Urdu enrolled in different semesters. Students have graded the courses against the course structure, teaching methodology, learning objectives and outcomes and practical implementation of the theory.


BS urdu 1 SEMESTER CER FALL 2022
96
94
92
90
88
86
84
82
80
% SCORE
91.7
94.8
85.7
93.5
86
95
English
Economics
Ms Nighat
urdu
Statistics
slamic History
COURSE

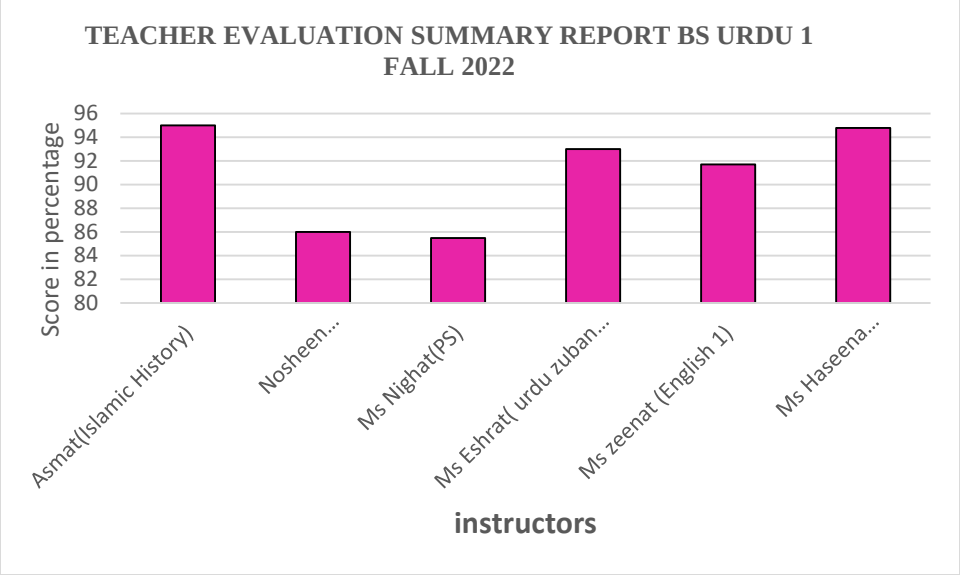

BS URDU 3 SEMESTER CER FALL 2022
98
97
96
95
94
93
92
%SCORE
96.7
96.1
97.2
95
93.9
Sheri Asnaf
ENGLISH
Political History
Geography
COMPUTER
COURSE

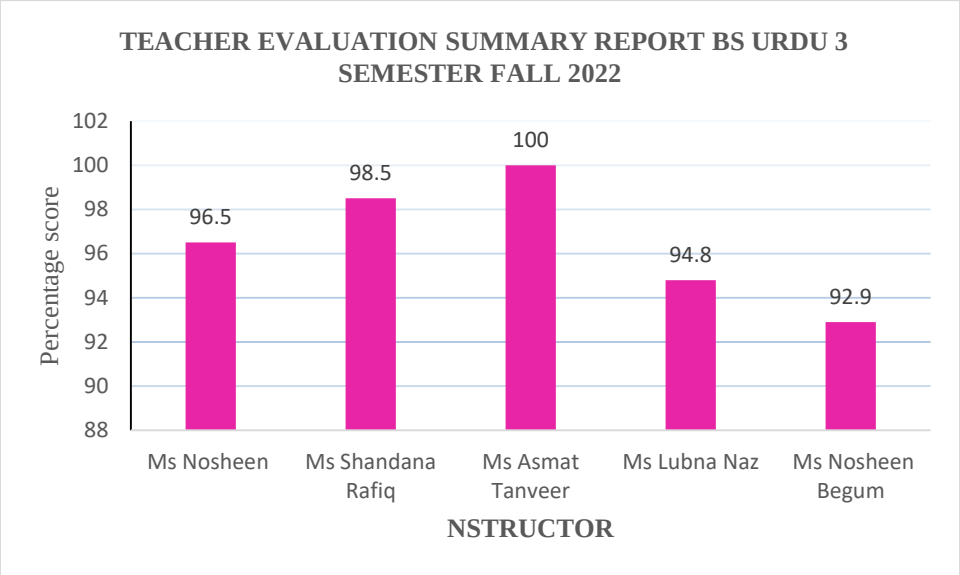


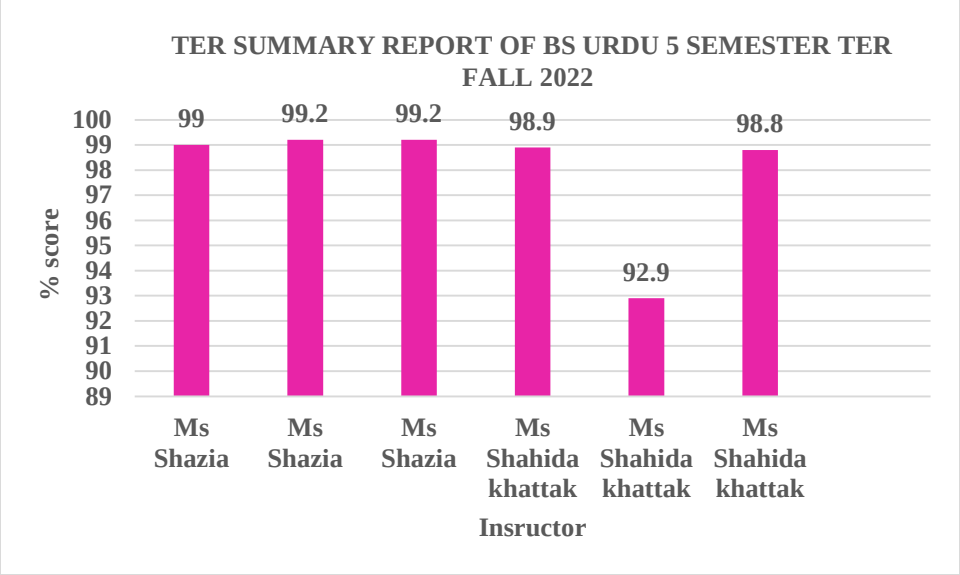


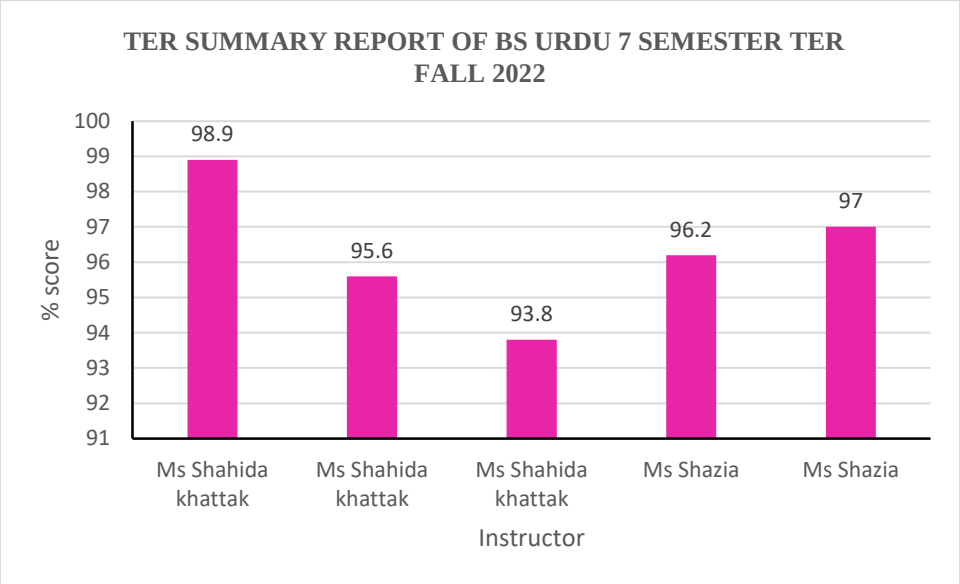
1-3.2 Teachers Evaluation of BS Urdu Fall 2022 and Spring 2023

Results of Teacher's evaluation are shown below. The data was collected from the students of BS Urdu enrolled in different semesters. Students have graded the instructors against their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology.


TEACHER EVALUATION SUMMARY REPORT BS URDU 1
FALL 2022
Score in percentage
96
94
92
90
88
86
84
82
80
Asmat(Islamic History)
Nosheen...
Ms Nighat(PS)
Ms Eshrat(urdu zuban...
Ms zeenat (English 1)
Ms Haseena...
instructors


TEACHER EVALUATION SUMMARY REPORT BS URDU 3
SEMESTER FALL 2022
Percentage score
102
100
98
96
94
92
90
88
96.5
98.5
100
94.8
92.9
Ms Nosheen
Ms Shandana Rafiq
Ms Asmat Tanveer
Ms Lubna Naz
Ms Nosheen Begum
NSTRUCTOR

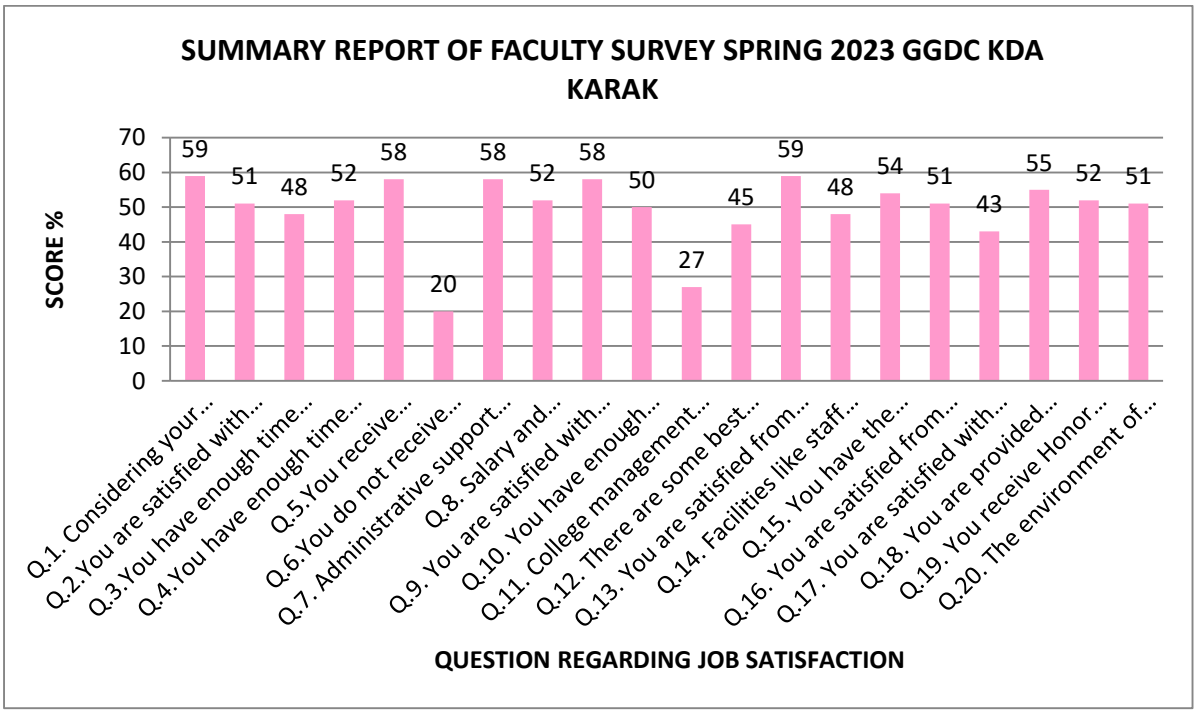

TER SUMMARY REPORT OF BS URDU 5 SEMESTER TER FALL 2022
% score
100
99
98
97
96
95
94
93
92
91
90
89
99
99.2
99.2
98.9
92.9
98.8
Ms Shazia
Ms Shazia
Ms Shazia
Ms Shahida khattak
Ms Shahida khattak
Ms Shahida khattak
Insructor


TER SUMMARY REPORT OF BS URDU 7 SEMESTER TER FALL 2022
% score
100
99
98
97
96
95
94
93
92
91
98.9
95.6
93.8
96.2
97
Ms Shahida khattak
Ms Shahida khattak
Ms Shahida khattak
Ms Shazia
Ms Shazia
Instructor

1-3.3 Faculty Survey

Results of Faculty Survey are shown in the following graphical chart: The data was collected from faculty of GGDC KDA Karak including faculty of the department.

Faculty satisfaction of the administrative services offered by the department/College.



1-3.3 The Strong and Weak points of BS Urdu Program

BS Urdu Program is designed to educate students to meet the challenges of the modern world and present market needs. Since Fall 2018, when the BS Urdu program was started, the following strong and negative points have been detected. These points are listed below:

Strong points of BS Urdu Program

Following are the strong points of BS Urdu Program at GGDC KDA Karak:

Well qualified faculty.

Courses according to HEC BS curriculum.

Affordable fee structure.

Recognized degree

Timely admission announcement

Courses are offered on regular basis.

Enough, spacious class rooms furnished with basic necessities.

Research offered in 7th and 8th semesters.

Field trips are arranged when required.

Participation of students in various co-curricular activities is ensured.

1-3.5 The Weak points of BS Urdu Program

Following are the week points of BS Urdu Program at GGDC KDA Karak:

Weaknesses: Following deficiencies should be fulfilled to enhance teaching learning quality at the Department.

Subject relevant books availability at college library

Language Laboratory (Functional) with basic instruments

Lack of infrastructure i.e. E-library, Equipped Laboratories and Computer Labs, and class rooms with basic facility.

Weak academic background of the students.

1-3.6 List significant future development plans for the Program.

Significant Future Development Plans

Selection criteria for the students to be set tough for the next semester.

Addition of more learning resources for the students including

1. E-library.

2. Purchase of subject relevant Books.

3. Fully equipped Laboratory

4. Computer Lab

Describe major future Program improvements plans based on recent assessments.

Following Program improvement tasks are being planned:

1. Access to e- Library of college.

2. Provision of a desk tops at department level.

3. Internet connectivity to the desktop at department level

4. Subject relevant books availability at college library.

5. Request to Principal for purchase of basic l laboratory instruments/chemicals and equipment to facilitate research activities.

Standard 1-4

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

1-4.1.`1 Undergraduates enrolled in last four years

A total of 123 students of the program have been enrolled since the start of the program in Fall 2018. As the BS program is still in its infancy stages therefore, the number of students has not increased at bigger level, however, a gradual increase in the number of students has been observed over passage of time.

1-4.1. 2. Average Completion Time

Average Completion Time for the program is four years, but a maximum of two extra semesters are allowed.

1-4.1.3. Students' Faculty Evaluation

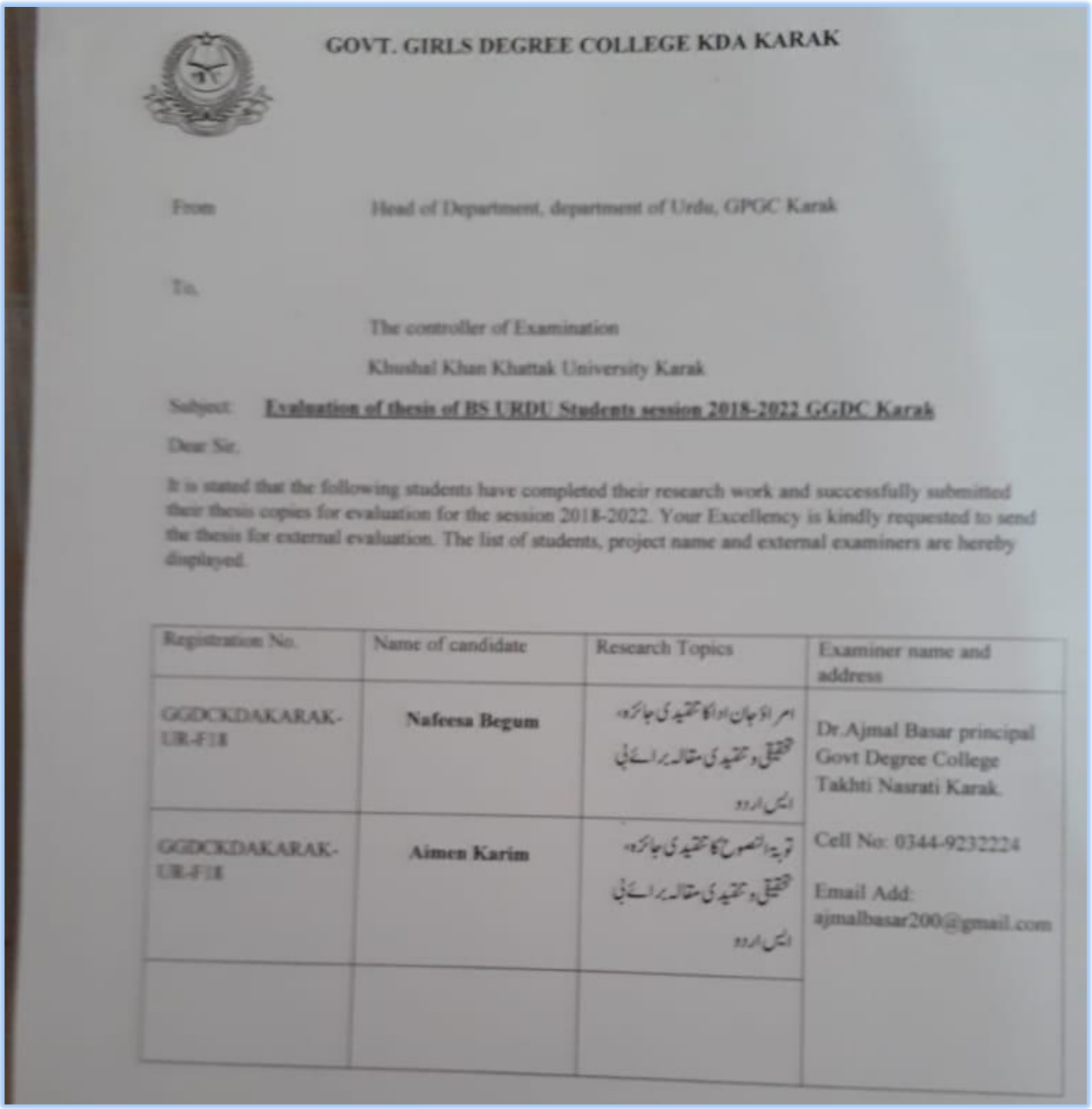
PT members of BS the department conduct the teachers' evaluation survey by sharing teacher evolution Performa with the students of different semesters to ensure objective feedback. The results show the evaluation lies between the graded score of 3 to 4.8 at maximum graded score of 5.0.

The results of CER and TER for Fall 2022 and Spring 2023 are shown graphically, in the section 2.1.3.1.2.

1-4.1.4. Research:

BS Urdu department has offered research as an optional paper to the students of BS 8th semester to enhance knowledge and skills of students in order to achieve a core program objective. Hopefully, after successful completion of research by the 8th semester, the research work will be submitted to reputable HEC Recognized journal for publication.

List of research students of BS 8th semester Batch 02 (Fall-2019-Spring-2023) and their research topics Department of Urdu Government Girls Degree College KDA Karak under the supervision of Ms. Shahida Khattak for Spring semester 2023.



GOVT. GIRLS DEGREE COLLEGE KDA KARAK

From Head of Department, department of Urdu, GPGC Karak

To,

The controller of Examination

Khushal Khan Khattak University Karak

Subject: **Evaluation of thesis of BS URDU Students session 2018-2022 GGDC Karak**

Dear Sir,

It is stated that the following students have completed their research work and successfully submitted their thesis copies for evaluation for the session 2018-2022. Your Excellency is kindly requested to send the thesis for external evaluation. The list of students, project name and external examiners are hereby displayed.

Registration No.	Name of candidate	Research Topics	Examiner name and address
GGDCKDAKARAK-UR-F18	**Nafeesa Begum**	امراؤ جان ادا کا تنقیدی جائزہ، تحقیقی و تنقیدی مقالہ برائے بی ایس اردو	Dr.Ajmal Basar principal Govt Degree College Takhti Nasrati Karak. Cell No: 0344-9232224 Email Add: ajmalbasar200@gmail.com
GGDCKDAKARAK-UR-F18	**Aimen Karim**	توبۃ النصوح کا تنقیدی جائزہ، تحقیقی و تنقیدی مقالہ برائے بی ایس اردو	

1-4.1.5, Community Service

The Faculty of GGDC KDA Karak is always motivating its students and staff to constantly engage in community services. For this purpose, Social work Committee is constituted in the college. Students are motivated to donate their old

clothes, books for helping other needy fellow students. Students are motivated to plant different plants as well as maintenance of the various lawns, which are distributed among different semesters of the three departments.

1-4.1.6. Students / Teachers Satisfaction

In order to know the satisfactory level of students and teachers, various methods have been adopted.

In-Person Discussion: In general meetings with college Principals, staff is encouraged to discuss their issues related to teaching learning openly.

Feed Back through HEC Standard Proformas: Through standard feedback proformas, students and teachers' satisfactory level is measured.

Graduating Students Survey

Faculty Satisfaction Survey Fig. *

Results of Faculty satisfaction of the administrative services offered by the department/College.

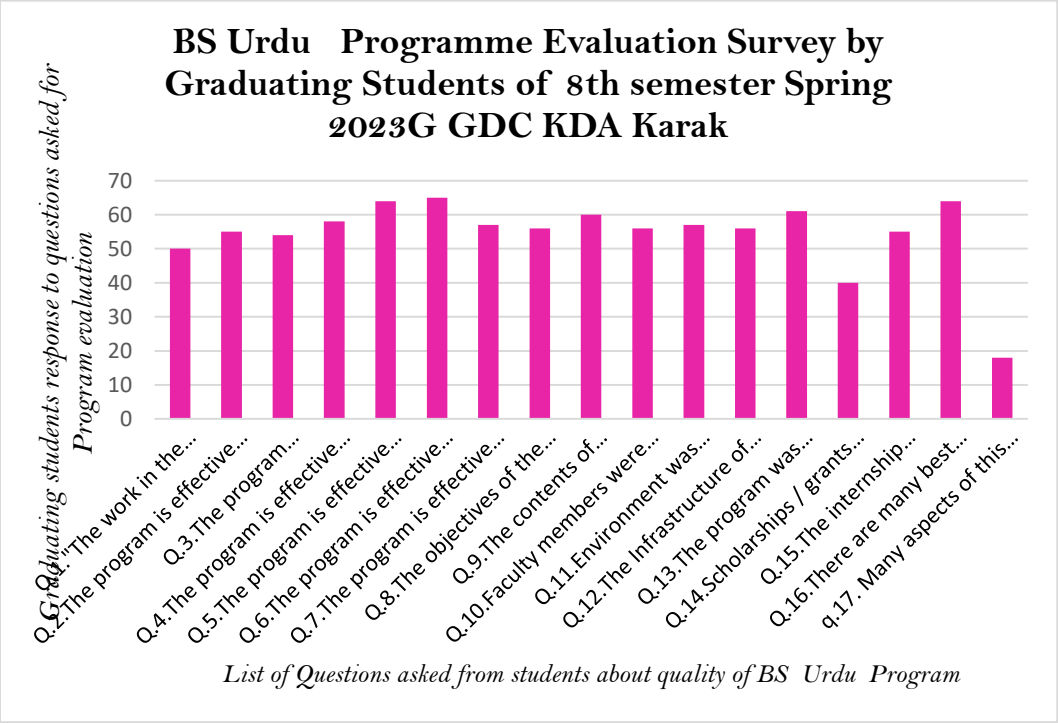


Fig. Results of Graduating students survey

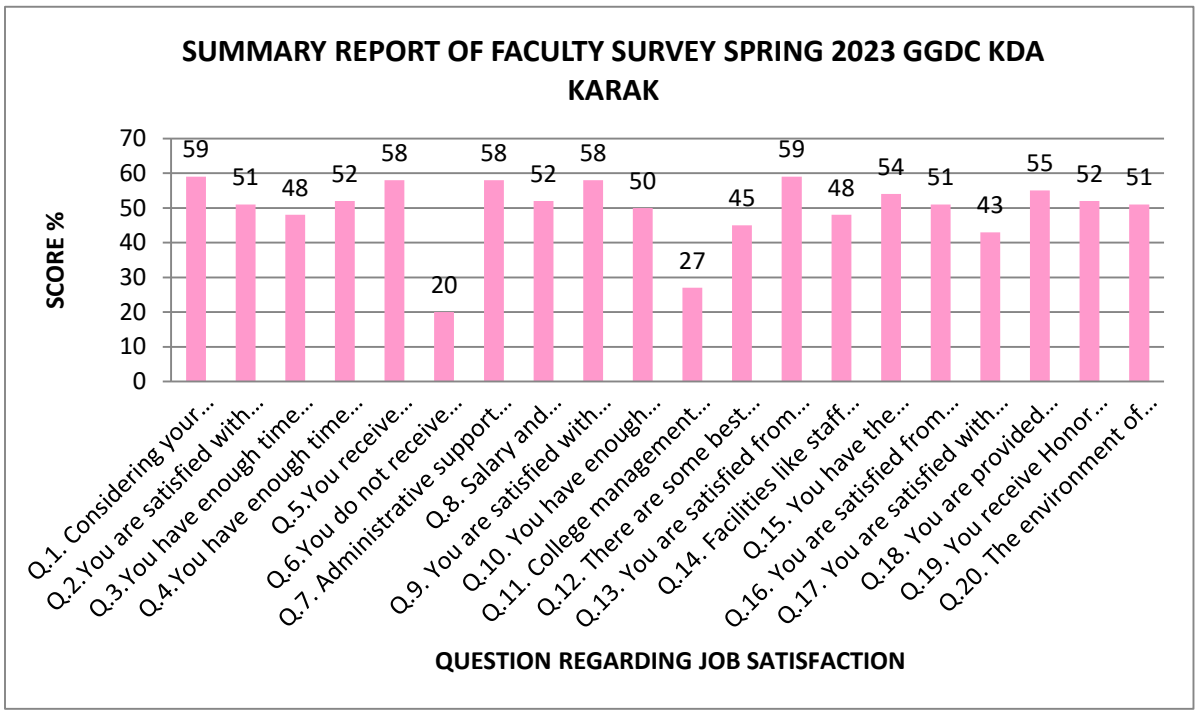


Fig. Results of Faculty survey

Standard 1-4-2.

The department must assess its overall performance periodically using quantifiable measures

Enrolment in BS Urdu in last Three (03) years and Student- Faculty Ratio:

Year (Session)	**Total Enrolment**	**Student-faculty ratio**	**Average time for completing program**
Fall -2018	34 (new intake)	11-1	4 years
Spring -2019	23(promotes) – 11 (Dropout)	7-1	-
Fall – 2019	30(new intake) + 23 (promotes) = 53	17-1	4 years

Spring- 2020	24 (Promotes) +23 – 6 dropout = 47	15-1	-
Fall- 2020	39 (new intake) + promotes 24+23= 86	28-1	4 years
Spring 2021	Promotes 31 +24+23- 9(dropout) = 78	26-1	-
Fall 2021	39(new intake) + (promotes)31+24+23 = 117	39-1	4 years
Spring 2022	36 (promotes) + 31+ 24+ 23 = 114	38-1	-
Fall 2022	44+36+31+24=135	33-1	
Spring 2023	41+36+31+24=132	44-1	

Semester wise and student wise summary of student progress in terms of new intake and promotion.

Semester	**1st**	**2nd**	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**	**Total**
Fall 2018 (Batch -1st)	34	31	29	26	23	23	23	23	23
Fall 2019 (Batch -2nd)	38	35	30	28	26	24	24	24	24
Fall 2020 (Batch -3rd)	38	37	35	33	33	33	33	33	33
Fall 2021 (Batch -4th)	38	36	36	36	36	36	36	36	36
Fall 2022 (Batch -5th)	44	40							

1-4.BS URDU Existing Students' Result: Semester wise Average SGPA AND CGPA

Semester	**1st**		**2nd**		**3rd**		**4th**		**5th**		**6th**		**7th**		**8th**	
	SGPA	CGPA	SGPA	CGPA	SGPA	CGPA	SGPA	CGPA	SGPA	CGPA	SGPA	CGPA	SGPA	CGPA	SGPA	CGPA
Fall 2018	1.01	1.01	2.37	1.74	3.66	2.70	4.00	3.17	3.59	3.24	3.71	3.7	3.57	3.99	3.604	3.41
Spring 2019																
Fall 2019	2.91	2.91	3.68	3.40	2.10	3.01	3.20	3.08	3.24	3.22	3.49	3.23	3.2308	3.1952	Awaited	
Spring 2020																
Fall 2020	2.86	2.86	2.54	2.73	3.23	2.93	2.9	2.8	3.2	2.8	Awaited					
Spring 2021																
Fall 2021	3.15	3.15	2.807	3.01	2.90	2.86	Awaited									
Spring 2022																
Fall 2022	Not yet decl		Awaited													

	ared															
Spring 2023																

Standard 1-4-2.1.

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

Batch 01 (Fall-2019-Spring 2023) graduates are passed out but no employer survey is not yet conducted.

Standard 1-4-3

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

Teacher and course evaluation by students for fall 2021 results are shown in section 1-3 .

Standard 1-4-5

Plagiarism Policy Implementation:

Details of Awareness Campaigns / Publicity / Charts, Banners Lectures / Seminar /Workshop etc

Number of 'Turnitin' users in the Deptt;

Number of 'Turnitin' account holders in the Deptt;

Plagiarism cases detected

Details of training session on plagiarism control measures for new faculty members

Number of faculty members using 'Turnitin'

How many Research papers of FMs were checked through 'Turnitin' by HOD?

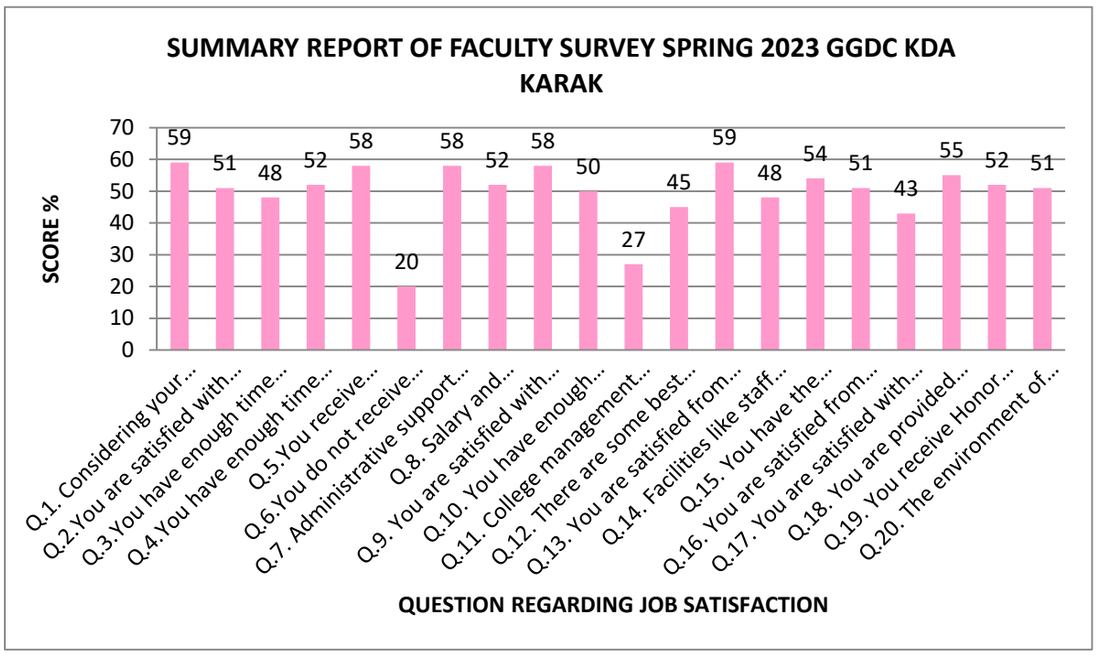
Are HOD & Senior faculty members satisfied with existing BU policy on Plagiarismcontrol measures?

Though the BS 8th semester students have been introduced with the basic concept of plagiarism and purpose of plagiarism policy and use of Turnitin software but still now our Colleges has no access to Turnitin software.

Standard 1-4-7

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

Faculty satisfaction of the Administrative Services offered by the Department/College



Standard 1-4-8

Student satisfaction of the administrative services offered by the department.

Graduate Survey was conducted in May 2023. Students recorded responses are shown by the chart below. The summary of the Graduate survey is attached.

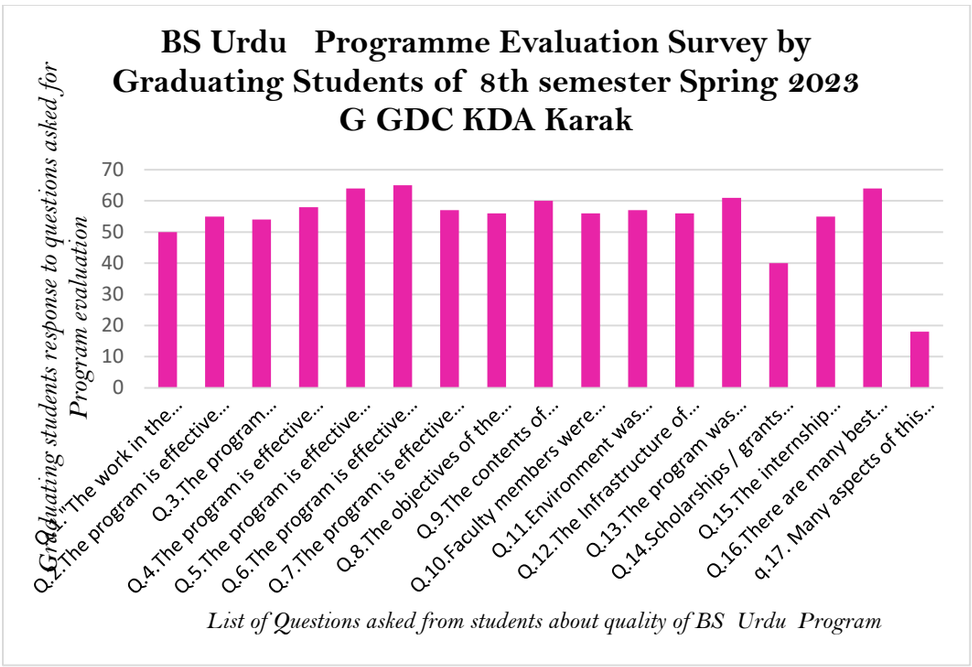
Following are the suggestions given by students for BS Urdu program improvement.

Best program but still it needs improvement.

Update the infra-structure and laboratories and extra activities relevant to courses.

Up gradation of laborites and infrastructure and extra activities for students learning. Advanced subjects should be added.

More focus on practical work.



The BS Urdu program was launched in Fall 2018 at GGDC KDA Karak. Currently it has four batches of enrolled students i.e., Batch 01 (Fall-2018- Spring- 2022), Batch 02 (Fall 2019 -Spring 2023), Batch 03 Fall-2020 - Spring 2024) and Batch 04 (Fall 2021-Spring 2025). The batch 02 students will complete their degree after result declaration of final term in August 2023. S

tudent support and counseling is not documented yet.

Standard 3-1

Courses must be offered with sufficient frequency and number for students to complete theProgram in a timely manner

The department follows curriculum approved by the Department Heads. The courses offered are a mix of arts-social sciences, foundation and major courses and optional/elective courses in a specific logical order, causing no delay in the completion of the degree. Elective coursed are offered after the mid half of the program for which the students need to pass all the pre-requisite courses first.

Standard 3-2

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

BS Courses offered at the department are taught by permanent or hired faculty members. Courses allocation is made under the direction of Head of the Department and courses are allocated to the teachers in their respective fields.

During the semester, all faculty members are available to guide the students. Teachers guide/ counsel the students in the class and labs. Students' feedback about course contents and instructors is sought after the completion of courses during each semester. Improvements are needed in this area to fulfill the requirements.

Standard 3-3

Guidance on how to complete the Program must be available to all students and access toacademic advising must be available to make course decisions and career choices.

At the beginning of each semester students are guided about the courses in which the students want to be registered by the HoDs, controller of Exam and QEC FP. Further they are provided guidance about the degree requirements and about the career choices. Furthermore:

All the teachers of the department/college are available in college up to 02:00 pm, to guide students.

Department / college notice board is always updated with new events, activities in the college about academic activities.

Teachers have WhatsApp groups with students, and course relevant material is shared with students to satisfy their queries regarding courses.

The admission criterion for BS program is set by the Directorate of Higher Education, KP following the guidelines of HEC. In each Department there is an Admission Committee which is responsible for the monitoring of admission process .The admission is done once a year, in fall.

Standard 4-1

The process by which students are admitted to the Program must be based on quantitative andqualitative criteria and clearly documented.

***Admission Procedure of* BS Urdu**

The admission to the Department is advertised once in a year soon after the result declaration of Intermediate examination. The admission is advertised in all known daily newspaper of the country. All the eligible candidates fulfilling the requirement can apply for the program within the specified date mention in advertisement.

Prospectus and admission forms can be obtained from the Admission Office of GGDC KDA Karak. Departmental Admission Committee of the Department is for the initial documents verification of the candidates. After a thorough scrutiny and sorting, the names of eligible candidates are notified.

Female candidates having domicile of District Karak are eligible for admission.

Maximum age limit is 20 years on the last date of receipt of applications for BS Program.

Age relaxation shall be granted in special cases by the Competent Authority upto 2 years.

The admission to BS program will be on merit to be based on academic performance in intermediate and other factors as may be prescribed by the competent authority.

A candidate may apply for three disciplines/subjects on a single form, but she must prioritize her options in the admission form.

Once submitted, no changes/modifications are acceptable in the admission form.

A candidate gets to lose her right for admission, if she provides false information in the admission form. Moreover, if the documents attached were found fake, they would be considered guilty of gross misconduct and such act shall be highly condemned.

The applicant having 3rd division or having obtained marks less than 45% are not eligible to apply.

Any candidate who was punished (major penalty) by her parent institution/university, for the act of indiscipline and objectionable activities, will not be allowed admission in the college.

A student at the time of first admission/enrolment with any communicable disease or mental or physical disability which may stand in the way of her selected field of study may be denied admission

The candidates and their parents have to give an undertaking to the effect that they will abide by the Rules and Regulations of the college and such other instructions as may be issued by the competent authority from time-to-time.

Each student has to submit an affidavit not to take part in political activities detrimental to the academic environment of the college.

The final authority of admission is with the Principal. The admission committee is a recommendatory body.

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.

The admission will be granted on open merit on the basis of following formula:

Total marks in F.sc + marks obtained in the major subject (where applicable). However, *Hafiz-e-Quran will be given additional marks.

Documents to be submitted with the admission form:

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

1. Three recent colored 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).

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

5-1.3 Eligibility Criteria for Admission:

Intermediate or equivalent examination with at least 45% marks. The selected candidates for admission must present their original documents before the committee on the announced date.

5-1.4 Allocation of Seats:

Table 5. 1: Distribution of seats in department is given as under:

Category	**Allocation of Seats**
Open Merit	40
District local	20
District Non Local	20

5-1.5 Migration Policy:

A student from another educational institution, who intends to migrate to the college, shall meet the following requirements:

A genuine and plausible reason for migration.

Production of a certificate of good character from her parent institution.

Production of detailed marks certificate and syllabi of courses she studied for equivalence purposes.

Migration certificate from the institution/University last attended.

5-1.6 Credit Transfer Policy:

Students desiring to transfer their credits, earned at other institutions, will be accepted under the following conditions:

Credits have been earned from institutions recognized / accredited by HEC.

Original transcript is produced along with photocopy.

Course outlines, duly signed by the institute, should be produced for evaluation.

Credits will be acceptable for undergraduate courses passed with at least 'C' grade / 2.0 out of 4.0 GP or equivalent.

Credits from other institution will be evaluated by the equivalence/evaluation committee on a course-to-course basis with the courses offered by the University.

Letter grades / grade points of the transferred courses will not be counted towards CGPA of courses of the University.

The transferred courses will appear in the full transcript of the College.

Character certificate, from the last attended institution, stating that the student has not been expelled on misconduct, indiscipline, undesirable activities, may be produced.

In case of acceptance and willingness of the student for admission, he will have to produce migration certificate from the last attended institution.

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

Registration and Monitoring Students

In each department student file of all admitted students is maintained and kept updated. The record include the Name, Father's Name, Date of Birth, Present address, Permanent address, CNIC No. of the candidate, DMC of SSC and intermediate Examination, details of any other examination and result of every University Examination.

Moreover, the list of courses is offered for a particular semester. Students are facilitated to fill their Course registration proformas by their consultant.

Academic Progress of Students: In semester system, monitoring of student progress is evaluated by tests, surprise quizzes, assignments, class presentation, projects and final exam at the end of the semester.

Internal Evaluation: Attendance + Class participation =5 %

Class Presentation =5 %

Home Assignment = 5 %,

Test and Quizzes = 5 %

Mid Term = 30 %

Final Term = 50 % In addition to the above criteria, the experts of the subject can add any addition modes of evaluation as required by the nature of the subject.

5-2.2 Students Monitoring and Progress Evaluation

Students are evaluated through assignments, quizzes, presentations, mid-term exam and final examination at the end of each semester. Moreover, 75% attendance is mandatory for every student to sit in semester final examination.

Table 5. 2: Internal Evaluation

Evaluation Criteria	**% of Marks**
Class Presentation, Home Assignment, Quizzes etc. + Attendance	5+5+5+5 = 20
Mid term	30
Final Term	50
Total	100

Student Progress Monitoring is carried out by quantifying the final GPA. The department takes different measures if a student failed to achieve the desired CGPA 2.0. Only qualified students in each semester are allowed to join the next semester.

Grading System

Grade	Percentage	Grade Point
A+	90 and above	4.00
A	85-89	4.00
A-	80-84	3.66
B+	75-79	3.33
B	70-74	3.00
B-	65-69	2.66
C+	60-64	2.33
C	56-59	2.00
C-	54-55	1.66
D+	52-53	1.30
D	50-51	1.00
F	Below 50	0.00

Minimum CGPA required for the Award of Degree. Minimum CGPA 2.5

Graduation time: It is 8 semesters/four years

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 with its objectives.

Describe the process used to ensure that highly qualified faculty is recruited to the Program.

Recruiting Process: For colleges, the recruiting body is Public service commission, so vacant and newly created positions are advertised in the national newspapers, applications are received by the PCS office,

scrutinized by the Scrutiny Committee, and call letters are issued to the short-listed candidates on the basis of experience, qualification, publications and other qualities/activities as determined by the service rules of PCS.

Regular: Written screening test is conducted by PCS for short listing of new lecturer in BPS-17. The Pass candidates are interviewed by an interview panel. The names of selected candidates are recommended to the Higher Education, Government of KP for final appointment.

Visiting Faculty is temporary hired whenever required and the positions are advertised on social media or national newspaper. Applications are received by the college clerk and Hiring committee of each department and applications are scrutinized. Short listed candidates are called for interview and on qualifying the merit criteria, the recommended candidates are finally approved by the principal.

Table 5. 3: Faculty's Recruitment, Training, and Evaluation

Faculty	**Policy**	**Process**
Recruitment **Permanent** **2. Visiting**	As per Service Rules for Civil Servant's recruitment, Govt. of Pakistan.	Through Public Service Commission and approval by the Secretary Higher Education, KP. Through HOD & Principal (on visiting basis).
Evaluation	As per HEC guidelines (Periodically	Evaluation by students through Quality Enhancement Cell (QEC) and Self-assessment by the faculty. (At the end of each semester).
Promotion	As Per Service Rules for civil servants promotion Govt. of KP	Through Provincial selection board (PSB) and approval by the Secretary Higher Education.

The performance of the faculty members is monitored regularly and continuously by the Principal , and it is evaluated annually through ACRs (Annual Confidential Report) .There was no systematic process before to evaluate the faculty members, now after establishment of QEC each faculty member is evaluated by the students via "Teacher Evaluation Questionnaire" at the end of each semester.

Standard 5-4

The process and procedures used to ensure that teaching and delivery of courses material to the students emphasizes active learning and that course learning outcome are met. The process mustbe periodically evaluated to ensure that it is meeting its objectives

Process and Procedure to ensure active learning

Process to ensure teaching and delivery of course material:

• Time table is strictly followed by all faculty members. The HODs of the department frequently gets feedback from the students during the semester.

• Students are shown their test and papers in the show off session after every test and quiz, this process in made sure by the HoDs. Students can see their papers marked by the teacher and view it.

All the relevant materials (Tests, Assignments and Quizzes) of evaluation are submitted to the office of the HoD. It purpose is to ensure that the grading is transparent

• Award list of all sessional and final term papers is submitted to the controller of examination and copies are left in the department.

Furthermore the students give feedback on Performa number 1 (Student Course Evaluation Questionnaire) regarding course contents and how it was delivered.

Through Performa number 10 (Teacher Evaluation Form) students evaluate and comment on teacher's efforts, put in to deliver the course contents, her general conduct in the class, the environment, instructor, maintains and extra efforts, she makes to satisfy students, thirst for knowledge.

Faculty feedback is also taken on HEC Performa number 2 (Faculty Course Review Report) and Performa number 5 (Faculty Survey) which is a very useful activity to evaluate the course contents, learning and teaching environments and overall teachers satisfaction level.

Course evaluation by teachers also indicates what percentage of desired outcome has been achieved by the course contents and what needs to be improved or changed. The feedback is discussed with the instructors and HoDs for improvements in the weak areas, identified by the students

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. The process must beperiodically evaluated to ensure that it is meeting its objectives.

5-5.1 Requirement for Award of Degree:

The Students enroll in BS program must get 2.0 CGPA in order to complete BS program by passing of all 44 courses including relevant specialization and Project in minimum FOUR years from the date of first admission. Besides this, it is the responsibility of each student to fulfill the following graduation requirements:

The student has earned the mandatory credit hours of the degree program.

The student has passed all the core, supporting and compulsory courses of the degree program.

The student has met his financial and material obligations towards the institution and affiliating University and there is nothing outstanding against him.

The student produces clearance certificates from all concerned sections.

5-5.2 Award of Degree:

1. A candidate who passes all the examinations with the prescribed CGPA shall be awarded degree by the University.

2. The Controller of Examinations will issue Provisional Certificate till issuance of final degree by the University.

3. The character certificate to students will be issued by the Head of the concerned department.

Criteria: 7 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 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 obtainedlevel through graduate work in the discipline

Faculty of the Department is qualified and they take interest in teaching the offered courses up to the satisfaction level of students . Following are the brief details of the departments' faculty members.

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

Faculty Distribution by Program Areas

Program Area of Specialization	**Courses in the area and average numberof sections per year**	**Number of Faculty members in each area**	**Number of Faculty members with degree**
Nasar : Noval,Drama Nazam: Ghazal	02, 02	02 01	M.A Urdu
Total		03	03

Table 6.1 Faculty Distribution by Program Area

S.No	**Name**	**Designation**	**Qualification**	**Major Area of Interest**	**No. of Research Papers**

1	Ms. Shahida Khattak	Assistant Professor	M.A	Urdu Noval	Nil
2	Ms. Shazia Salawat	Lecturer	M.A	Urdu Ghazal	Nil
3	Ms. Eshrat	Lecturer	M.A	Urdu Nasar	Nil

Standard 6-2

All faculty members must remain current in the discipline and sufficient time must be providedfor scholarly activities and professional development. Also, effective Programs for faculty development must be in place.

Research activities have been started Since Fall 2021 at the Department by the students of 8th semester which gives ample opportunity to both students and teachers to be engaged and update their knowledge.

INSTITUTIONAL FACILITIES

Standard 6-3

All faculty members should be motivated and have job satisfaction to excel in their profession.

Faculty members are receiving attractive salaries. The teachers teaching courses to BS classes are getting BS remuneration and honorarium as an incentive for BS Teaching.

For job satisfaction, the HED ensures fair, timely promotion as per criteria provided in the civil servant rules of KP Government.

Standard 6-5

Academic Visits/Workshops/ Conferences/Meeting:

6.5.1. List and detail of Workshops/Seminars/Video conferences/Meetings by faculty in lasttwo years:

1. Mandatory training Program (MTP-63) arranged by HEART-HED Peshawar from 15 February-16 March, 2021.

2. Capacity Building Training (3 weeks) arranged by HED and HEC June 2021.

3. Training (2 weeks) on under graduate education policy arranged by HED at University of Peshawar on 24 -25 March 2022

The following workshops were attended by nominated faculty members.

One day training regarding SAR Preparation arranged by DQA – KKKUK February 2022.

One week capacity building training arranged by HEC March 2022

Two days capacity building training arranged by HEC March 2022

One day training regarding Undergraduate Education policy arranged by DQA – KKKUK and HEC 26 May, 2

Standard 7-1

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

As the BS Program is recently launched at GGDC KDA Karak so basic infrastructure and adequate facilities of e-learning are lacking. However the following facilities are available to the students in the college.

7-1.1 Bus Facility

The College provides bus facility to the student and staff on payment.

7-1.2 Hostel Facility

The College has an on campus hostel facility for the female staff and students.

7-1.3. Describe infrastructure and facilities that support new trends in learning.

Internet Access / Digital Library Access = No access to internet facility at Library

Total Internet Bandwidth available to all the students in the Department. = Not available

Audio-Video Facilities = Recently 1 Multimedia is purchased.

Number of Computers available per student= Not available

Indicate how adequate the facilities are.

The BS program is lacking the above basic learning facilities.

This deficiency has been mentioned in the subsection of section 1-3 on the basis of suggestions given by BS Graduating students (F-2018-S-2022) and BS Graduating students of Spring -2023 for BS Program improvement.

Standard 7-2

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

Describe the adequacy of the library's technical collection.

Books

Though library has books relevant to botany subject , which are issued to students on students, request but still the books are not enough and more updated books are needed to be stocked in the library. Till now no such Journals, magazines or periodicals are prescribed yet. However in future plan availability of books is being kept as a key element of the Future plan.

Newspapers = No Newspaper for faculty or students.

Describe the support rendered by the library.

List of Library Staff

Sr. No.	**Name**	**Designation**	**Qualification**	**Experience**
1	Ms.Hussan Bahar	Librarian	M.SC Library Sciences	10 years
2	Ms. Zaina	Asisstant Professor	M.A in Pashto Language	10 years +

Photocopy Facility = One photocopier recently purchased available at clerk office, which is used for q.papers printing too.

Library Equipment

Personal Computers	No
Laser Printer 2035p & 1022n	No

Bar Code Reader	No
Photocopy machine	No
Scanner	No
Magnetic Security Gate	No
CCTV Camera's	No
UPS	No
CD Stacker	No
Laptop	No

No Internet connection available in the college Library

Books and Thesis Search Terminals = Not available .

New Arrivals = Since 2016 ,no new book purchase took place.

A/V Section = No A/V Section

Library Orientation

Access to National and International Data-Bases = No access

Other Facilities

List of Encyclopedias available in the library =

Standard 7-3

Class-Room must be adequately equipped and offices must be adequate to enable faculty to carryout their responsibilities.

Describe the adequacy of the classrooms.

At current classrooms are sufficient for three BS Departments with four batches in each are enrolled in the college and in addition intermediate classes of F.SC I and F.SC II

Describe the adequacy of faculty offices:

Details of available offices are given in the table below.

Currently the following faculty offices are available at GGDC KDA College.	
Principal Office	1
Vice Principal Office	1
BS Coordinator Office:	BS Coordinator Share office with V. Principal
HoD English:	No Office, have only one cup board in the staff room.
HoD Urdu:	No Office, have only one cup board in the staff room.
HoD Botany:	Side Room of Botany Lab is used as HoD Office.

Standard 8-1

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

Describe how your Program meets this standard. If it does not explain the main causesand plans to rectify the situation.

CRITERIA-VIII

Criterion -8: Institutional support

Facility Description	
Lawns & Open Spaces	GGDC KDA Karak is an environment friendly organization. Attention has been paid to maintaining bio-diversity of the area. More than 50 % of the college area is left open and tried to be maintained clean or green. Each of the academic and other blocks has a lawn attached to it and is equally used by student, faculty and staff for academic and recreational purposes.
Sports facilities	Opportunities to participate in sports and extra-curricular events at GGDC KDA Karak exist. The college encourages students to participate in different indoor and outdoor sports, held at intra departmental and inter colleges' levels. College has a permanent at lecturer in Physical education which train and guide students for sports activities.
Canteen	GGDC KDA Karak has a maintained cafeteria for its students, faculty and staff.
Furniture	Each year, furniture is purchased, when required and according to availability of funds.

Standard 8.1: **Support and finances for faculty and scholars.**

No financial support for research students and research supervisor.

Department has separate office, however, department needs a staff room for teachers, separate computers, independent printer, AC / Heater and Telephone to further improve the efficiency and effectiveness of faculty.

Transport facility is also available for faculty and students.

Standard 8-2: There must be an adequate number of high quality graduate students, r**esearch assistants and Ph. D. students.**

Provide the number of graduate students for the last three years. (Not applicable yet)

Not applicable because the department is currently running the 1st, 2nd and 3rd Batches of BS Urdu (6th, 4th and 2nd Semesters).

Standard 8-3: Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.

Library

Please refer to standard 7-2

Laboratory

Please refer to criterion 3

Computing facilities

Please refer to criterion 3

Summary:

Graduate degree programs is offered in the Urdu department, GGDC KDA Karak. Only those students are eligible for admission in the respective degree after fulfilling the admission criteria. The scheme of study offered, aims to cover vast range of different fields of Urdu to motivate and enhance the interest of students. For successful implementation of our objective to cover various fields, we also have to add the other related fields like Maths, Statistics, Economics, Sociology, Law, Psychology etc. to upgrade our students to advanced level. QEC team has been working with enthusiasm in conductance of faculty survey, course evaluation and teacher evaluation on predefined Performa's and later on analyzes them and guide teachers according to the result of these surveys to bring new techniques and quality in their lecture presentation.

Urdu department has 3 permanent faculty members and visiting faculty is hired upon requirement. Work load of teachers is according to HED work load policy. Still there are issues regarding infrastructure, institutional support, financial support for research, availability of internet and access to teaching material and due to these insufficiencies BS program is lagging behind to meet its learning outcomes in letter and spirit.

For the improvement in departmental infrastructure, some suggestions are here:

Training sessions should be organized by the administration to improve the quality of education to be delivered.

Laboratories should be upgraded and well furnished with advance equipment.

Number of faculty members should be upgraded according to needs requirements.

Research activities should be incorporated.

College must have an access to e-library.

Standard 8-2

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

Provide the number of graduate students, research assistants and Ph. D students for the last threeyears.

Year	Ph D students	Research Assistants	Graduatestudents	Total
2021	0	0	0	0
2022	0	0	24	24
2023	0	0	28	28

Provide the faculty: graduate student ratio for the last three years.

Year	Total No. of Faculty	Total Number of Graduate Students
2021	4	24
2022	4	28
2023	3	28

Standard 8-3

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

Describe the resources available for the library.

Library

Please refer to standard 7-2

Describe the resources available for laboratories/computing facilities.

Laboratory

Language Lab (not functional)

Computing facilities

Please refer to criterion 3

Annex: A

Quality Enhancement Cell

Check list for Assessment Team

Department Name: Department of Urdu Date of Visit: 5 June, 2023

Name of AT Members: (1) Ms. Asma Tanveer (2) Mr. Hamida

I. PROGRAM MISSION, OBJECTIVE AND OUTCOMES

1. Has the department documented program vision?
(1) Yes/clearly (2) Incompletely/vaguely (3) No

2. Has the department documented program mission?
(1) Yes/clearly (2) Incompletely/vaguely (3) No

3. Has the department documented program objective?
(1) Yes/clearly (2) Incompletely/vaguely (3) No

4. Has the department documented program outcomes?
(1) Yes/clearly (2) Incompletely/vaguely (3) No

5. How many steps has the department taken to fulfill program mission?
(1) None (2) Very few (3) Some (4) Many

6. How many steps has the department taken to fulfill program objectives?
(1) None (2) Very few (3) Some (4) Many

7. How many steps has the department taken to achieve program targeted outcomes?
(1) None (2) Very few (3) Some (4) Many

8. How many significant future plans have been devised for the development of the programme?
(1) None (2) Very few (3) None

9. Does the department have its own assessment method?
(1) Yes, Well established (2) Yes, but not well established (3) Not at all

10. How many faculty members are aware of program vision and mission?
(1) None (2) Some (3) Mostly (4) All

11. How many faculty members are aware of program objective and outcome?
(1) None (2) Some (3) Mostly (4) All

12. How many students are satisfied with the courses being taught at the institute?
(1) 25% (2) 50% (3) 75% (4) above 75%

II. CURRICULUM DESIGN AND ORGANIZATION

1. When was the curriculum last revised?
(1) Four years ago (2) Three years ago (3) Two years ago (4) One year ago

2. Is the curriculum approved by PMDC?
(1) No (2) Yes, in some subjects (3) Completely HEC- approved

3. Is the curriculum designed and organized helpful to achieve the program objectives?
(1) No (2) To some extent (3) Yes

4. Are the advances in the discipline included in the curriculum?
(1) No (2) To some extent (3) Yes

5. How many courses meet programme objectives?
(1) All (2) Many (3) Very few (4) None

(1) 25% (2) 50% (3) 75% (4) above 75%

7. How much does the curriculum satisfy the general education, arts and professional and other discipline requirements for the programme as specified by the respective accreditation body?
(1) 25% (2) 50% (3) 75% (4) above 75%

8. How many IT courses are included in the programme?
(1) None (2) Only One (3) Two Courses (4) More than Two courses

9. What is the duration of IT courses being taught?
(1) One semester (2) Two semesters (3) More than Two Semesters (4) Any other. Please specify _____.

10. What is the level of students' performance in IT skills?
(1) Very good (2) Good (3) Average (4) Poor

11. How many courses are included to develop oral and written communication skills of students?
(1) None (2) Only One (3) Two Courses (4) More than Two courses

12. What is the duration of communication skills courses being taught?
(1) One semester (2) Two semesters (3) More than Two Semesters (4) Any other. Please specify _____.

13. What is the level of students' language proficiency?
(1) Very good (2) Good (3) Average (4) Poor

III. LABORATORIES AND COMPUTING FACILITIES

1. How many laboratories are there in the department?
(1) None (2) One (3) Two to three (4) More than three

2. What is the over all condition of labs?
(1) Very well organized (2) Poorly organized (3) Very well equipped (4) Poorly equipped

3. How many laboratories are not fully furnished?
(1) More than three (2) Three to Five (3) One to Three (4) None
Please name them as well. _____.

4. How many scientific instruments are not functional?
(1) Six or more (2) Three to Five (3) One to Three (4) None

Please List them: _____, _____, _____

5. Are the computing facilities available for faculty members?
(1) No (2) To some extent (3) Yes, Available to all

6. Are the computing facilities adequate and available for students?
(1) No (2) To some extent (3) Yes, Available to all

7. Is Internet facility available for the students?
(1) No (2) Available but not for all (3) Yes. Available to all

8. Do the computing facilities support the computing component of the programme?
(1) 25% (2) 50% (3) 75% (4) above 75%

9. Is there adequate personnel support for instructions and maintenance of the laboratories?
(1) Yes (2) To some extent (3) Not at all

10. Are laboratory manuals/documentation/instructions for experiments available and readily accessible to faculty and students?

11. Are the support staff and faculty aware of the safety rules and laboratory ethics?
(1) Yes, very well (2) To some extent (3) Not at all

12. Do all the laboratories possess fire extinguishers and other safety measures?
(1) Yes, all (2) Yes, but few (3) Not at all

13. How many computer experts are in the department?
(1) None (2) One (3) Two (4) Three or more

IV. STUDENT SUPPORT AND ADVISING

1. Are the faculty members available after the lecture time to advise or guide students?
(1) Yes, Always (2) Some time (3) Never

2. Does the department provide guidance to all the students on how to complete the program, to make course decisions and career choices?
(1) Yes (2) To some extent (3) No

3. Does the department extend extra-curricular and co-curricular activities to students?
(1) No (2) To some extent (3) To a great extent

4. How often required courses are offered?
(1) Once a year (2) Every Semester
5. How often elective courses are offered?
(1) Once a year (2) Every Semester

6. Do students have access to professional counseling when necessary?
(1) Yes, All the time (2) Rarely (3) Not at all

V. PROCESS CONTROL

1. When was the last admission criteria revised?
(1) Last year (2) Two years back (3) More than five years back

VI. FACULTY

1. How many faculty members are Post-doctorate?
(1) None (2) One (3) Two (4) Three or more

2. How many faculty members are PhD?
(1) None (2) One (3) Two (4) Three or more

3. How many faculty members are MS/M. Phil?
(1) None (2) One (3) Two (4) Three or more

4. How many faculty members are FCPS or Equivalent?
(1) None (2) One (3) Two (4) Three or more

5. How many faculty members have earned international / national / institutional awards?
(1) None (2) One (3) Two (4) Three or more

6. How many faculty members have earned international / national / institutional fellowship?
(1) None (2) One (3) Two (4) Three or more

7. Is the teaching load adequate on faculty?
(1) Yes (2) Some what (3) Not at all.

8. How many research papers have been published by the faculty in recognized journals?
(1) None (2) Up to 5 (3) Up to 10 (4) More than 10

9. How many books chapters have been written by the faculty?

10. How many conferences, workshop or symposia have been conducted by the department?
(1) None (2) Up to 2 (3) Up to 4 (4) More than 4

11. How many teachers have participated in conferences / symposia / workshops?
(1) None (2) Up to 3 (3) Up to 6 (4) More than 6

12. Have all faculty members prepared their resume in line with HEC guidelines?
(1) None (2) Some (3) More than half (4) All

13. Are the faculty members current and active in their discipline and have they necessary technical depth and breadth to support the program?
(1) None (2) Some Members (3) More than half (4) All

14. Are there enough faculty members to provide continuity and stability to cover the curriculum adequately and effectively?
(1) Yes (2) To some extent (3) No

15. Are. There any existing faculty development Programmes at the departmental/ university level?
(1) Yes (2) No

16. How often faculty Programmes are evaluated?
(1) On yearly Basis (2) After the completion of each programme (3) After 2-3 years

17. How many faculty members are satisfied with their jobs?
1) 25% (2) 50% (3) 75% (4) above 75%

VII. INSTITUTIONAL FACILITIES

1. Are there enough number of classrooms in the department?
(1)No (2) To some extent (3) Yes

2. Are classrooms well furnished?
(1)No (2) To some extent (3) Well furnished

3. Is there audio-visual facility available in each classroom?
(1)No (2) Yes (3) To some extent.

4. Are there enough numbers of offices in the department for teachers and office work?
(1)No (2) Yes (3) To some extent

5. Is there any seminar / conference room in the department?
(1)No (2) Yes

6. Is there enough number of books in the relevant subjects in the library?
(1)No (2) Yes

7. Are books easily available for all students and faculty?
(1) Yes, Always (2) Some time (3) Never

8. Is the library staff professional and supportive?
(1) Yes, Always (2) Yes but Occasionally (3) Not at all

VIII. INSTITUTIONAL SUPPORT

1. Is the department satisfied with the grant it receives from the university?
1) Yes, (2) To some extent (3) Not at all

2. Does the department receive grant from other organizations?
1) No (2) Yes

IX. **Your over all comments about the performance of the department / college (Please use separate sheet / back of the sheet if required)**

Overall performance is satisfactory. Faculty member are hasdworking but some areas need impsovements.

X. **Areas for improvements identified by you:**
(Please use separate sheet / back of the sheet if required)

1) IT Expert
2) Books related to curriculum.
3) Regular faculty development program.
4) Advance Language Lab
5) Advance Infrastructure

Miss. Asmat Tanveer

Miss Hamida Bibi

	Program Name:Govt Girls Degree College KDA Karak Urdu Deptt	
	Criterion 1 – Program Mission, Objectives and Outcomes	**Weight = 0.05**
S #	**Factors**	**Score**
1	Does the Program have documented measurable objectives that support faculty / college and institution	4
2	Does the Program have documented outcomes for graduating students?	4
3	Do these outcomes support the Program objectives?	4
4	Are the graduating students capable of performing these outcomes?	4
5	Does the department assess its overall performance periodically using quantifiable measures?	4
6	Is the result of the Program Assessment documented?	4
Total Encircled Value (TV)		**24**
SCORE 1 (S1) = [TV / (No. of Questions * 5)] * 100 * Weight		**4.00**
	Criterion 2 – Curriculum Design and Organization	**Weight = 0.20**
S #	**Factors**	**Score**
1	Is the curriculum consistent?	3
2	Does the curriculum support the program's documented objectives?	4
3	Are theoretical background, problem analysis and solution design stressed within the program's core	3
4	Does the curriculum satisfy the core requirements laid down by NAEAC?	4
5	Does the curriculum satisfy the major requirements laid down by HEC and the NAEAC?	3
6	Does the curriculum satisfy the professional requirements as laid down by the NAEAC?	4
7	Is the information technology component integrated throughout the program?	4
8	Are oral and written skills of the students developed and applied in the program?	4
Total Encircled Value (TV)		**29**
SCORE 2 (S2) = [TV / (No. of Questions * 5)] * 100 * Weight		**14.50**
	Criterion 3 – Laboratories and Computing Facilities	**Weight = 0.10**
S #	**Factors**	**Score**
1	Are laboratory manuals / documentation / instructions etc. for experiments available and readily accessible	4
2	Are there adequate number of support personnel for instruction and maintaining the laboratories?	4
3	Are the university's infrastructure and facilities adequate to support the program's objectives ?	4
Total Encircled Value (TV)		**12**
SCORE 3 (S3) = [TV / (No. of Questions * 5)] * 100 * Weight		**8.00**
	Criterion 4 – Students Support and Advising	Weight = 0.10
S #	Factors	Score
1	Are the courses being offered in sufficient frequency and number for the students to complete the program	4
2	Are the courses in the major area structured to optimize interaction between the students, faculty and	4
3	Does the university provide academic advising on course decisions and career choices to all students?	4
Total Encircled Value (TV)		**12**
SCORE 4 (S4) = [TV / (No. of Questions * 5)] * 100 * Weight		**8.00**
	Criterion 5 – Process Control	Weight = 0.15
S #	Factors	Score
1	Is the process to enroll students to a program based on quantitative and qualitative criteria?	4
2	Is the process above clearly documented and periodically evaluated to ensure that it is meeting its	4
3	Is the process to register students in the program and monitoring their progress documented?	4
4	Is the process above periodically evaluated to ensure that it is meeting its objectives?	4
5	Is the process to recruit and retain faculty in place and documented?	3
6	Are the processes for faculty evaluation & promotion consistent with the institution mission?	4
7	Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	3
8	Do the processes and procedures ensure that teaching and delivery of course material emphasize active	4
9	Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	3
10	Is the process to ensure that graduates have completed the requirements of the program based on	3
11	Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	3
Total Encircled Value (TV)		**39**
SCORE 5(S5) = [TV / (No. of Questions * 5)] * 100 * Weight		**10.64**
	Criterion 6 – Faculty	Weight = 0.20
S #	Factors	Score
1	Are there enough full time faculty members to provide adequate coverage of the program areas / courses	3
2	Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and	3
3	Do the faculty members possess a level of competence that would be obtained through graduate work in	4
4	Do the majority of faculty members hold a Ph.D. degree in their discipline?	0
5	Do faculty members dedicate sufficient time to research to remain current in their disciplines?	2
6	Are there mechanisms in place for faculty development?	3
7	Are faculty member motivated and satisfied so as to excel in their profession?	2
Total Encircled Value (TV)		**17**
SCORE 6(S6) = [TV / (No. of Questions * 5)] * 100 * Weight		**9.71**
	Criterion 7 – Institutional Facilities	Weight = 0.10
S #	Factors	Score
1	Does the institution have the infrastructure to support new trends such as e-learning?	3
2	Does the library contain technical collection relevant to the program and is it adequately staffed?	2
3	Are the class rooms and offices adequately equipped and capable of helping faculty carry out their	2
Total Encircled Value (TV)		**7**
SCORE 7(S7) = [TV / (No. of Questions * 5)] * 100 * Weight		**4.67**
	Criterion 8 – Institutional Support	Weight = 0.10
S #	Factors	Score
1	Is there sufficient support and finances to attract and retain high quality faculty?	2
2	Are there an adequate number of high quality graduate students, teaching assistants and Ph.D. students?	0
Total Encircled Value (TV)		
SCORE 8(S8) = [TV / (No. of Questions * 5)] * 100 * Weight		**0.00**
OVERALL ASSESSMENT SCORE (S1+S2+S3+S4+S5+S6+S7+S8) =		**59.52**
	AT= MS.ASMAT TANVEER ASSOCIATE PROFESSOR OF HISTORY GGDC KAD KARAK	
	AT= MS.BIBI HAMIDA A. PROFESSOR OF ISLAMIAT GGDC KAD KARAK	

Department of Urdu

Assessment Results Implementation Plan Summary

AT Finding	Corrective Action	Implementation Date	Responsible Body	Resources Needed
IT experts		Session: 23-25	HED	
Books		Session 23-25	HED	Funds
Regular		Session 23-25	HED	
Faculty			HED	
Advance		Session 23-25		
Language				
Lab			HED	
Advanced		Session 23-25		
Infra Structure				

Chairman's Comments

Overall performance is satisfactory. Faculty members are hardworking but some areas need improvement.

Name and Signature

Name:- Ms. Asmat Tanveer.

QEC Comments

Urdu Deptt: Performance in curricular and Co-curricular activities is improving day by day. Still there is room for improvement.

Name and Signature

Dr. Shahid Nawaz

Dated: June 12, 2023

GOVERNAMENT GIRLS DEGREE COLLEGE KDA KARAK

OFFICEOFTHEPRINCIPAL GGDC KDA KARAK Date: 3rd May, 2023

OFFICE ORDER:

The following college faculty members are here by nominated as Program Team members for the following departments.

1. Nomination of Program Team Members (PT) of English department

1. Ms. Shawana Maqbool (PTM)
2. Ms. Saba Shaheen (PTM)

2. Nomination of Program Team Members (PT) of Urdu department

1. Ms. Eshrat (PTM)
2. Ms. SurrayaShahab (PTM)

3. Nomination of Program Team Members (PT) of Botany department

1. Ms. Shahida Naveed (PTM)
2. Ms. Fatima (PTM)

PRINCIPAL
GGDC KDA KARAK

Principal
Girls Degree College
Karak

GOVERNAMENT GIRLS DEGREE COLLEGE KDA KARAK

OFFICEOFTHEPRINCIPAL GGDC KDA KARAK Date: 19 May, 2023

OFFICE ORDER:

The following college faculty members are here by nominated as Assessment Team members for the following departments.

1. **Nomination of Assessment Team(AT) of English department**

i. Ms. Haseena Firdous
ii. Ms. Hussan

2. **Nomination of Assessment Team(AT) of Urdu department**

i. Ms. Asmat
ii. Ms. Hamida

3. **Nomination of Assessment Team(AT) of Botany department**

i. Ms. Ayesha Irum
ii. Ms. Wajeeha Naimat

PRINCIPAL
GGDC KDA KARAK

Principal
Govt Girls Degree College
Karak

Annex: B

SHAHIDA KHATTAK

Postal Address:

Village Tappi AlgadiKarak P\O and Tehsil Karak

District Karak (KPK) Pakistan

PERSONAL INFORMATION

Father's Name	Muhammad Zahir Khan
Husband Name	Muhammad Asif
Cell No.	0334-9294469
Date of Birth	19-09-1979
Nationality	Pakistani
Gender	Female
Marital Status	Married
Religion	Islam
Domicile	Karak

ACADEMIC QUALIFICATION

S. No	Qualification	Year	Marks	Division	School \Board
1	SSC	1994	516\850	1st	BISE Bannu
2	F.A	1996	577\1100	2nd	BISE Bannu
3	B.A	1998	273\550	2nd	University of Peshawar
4	M.A (URDU)	2000	575\110	2nd	University of Peshawar
5	B.ED	2003	545\900	1st	AIOU Islamabad
6	M.ED	2012	740\1200	1st	AIOU Islamabad

EXPERIENCE

Lecturer in Urdu Since 2009

Present Posting G.G.D.C Karak

HOBBIES

Reading

LANGUAGE SKILLS

English

Urdu

Pashto

CURRICULUM VITAE

SHAZIA

Postal Address:

Village: Mithawala Karak P\O and Tehsil Karak

District Karak (KPK) Pakistan

CAREER OBJECTIVE

Looking for a challenging and rewarding future in a healthy and cooperative organization and to prove my will power resolution is the ambition of my life. I offer my enthusiasm, honest effort, dynamism and commitment for achieving the goal with the following.

PERSONAL INFORMATION

Husband Name	Ahmad Hussain
Date of Birth	15-03-1984
Place of Birth	Peshawar
Nationality	Pakistani
Gender	Female
Marital Status	Married
Religion	Islam
Domicile	Karak (KPK)

ACADEMIC QUALIFICATION

S. No	Qualification	Year	Marks	Grade	School \Board
1	SSC	2000	524\850	B	BISE Peshawar
2	F.A	2002	542\1100	B	BISE Peshawar
3	B.A	2005	285\550	B	University of Peshawar
4	M.A (URDU)	2007	592\110	B	University of Peshawar

LANGUAGE SKILLS

English

Urdu

Pashto

CURRICULUM VITAE

ESHRAT

Annexure: c : QEC PROFORMA

Table A.1 Minimum Requirements for Each Program

(Program Semester Credit hours)

Program	**Math & Basic Science**	**Engineering Topics**	**General Education**	**Others**
HEC/University requirements				
Program Requirements				
Deviations				
Justifications for Deviat				

Proforma-1 Course Evaluation Form By Student

(To be filled by each Student in each semester at the time of Course Completion)

College Name: _____ Department: _____ Program: _____

Semester/ Term: _____ Batch _____ Year: _____

Note: Please give us your views and use the below scale to answer the following questions, so that Course quality can be improved.

5: Strongly Agree 4: Agree 3: Neutral/Uncertain 2: Disagree 1: Strongly Disagree

		Course:	Course:	Course:	Course:	Course:	Course:
	Items to be evaluated	Score out of 5	Score out of 5	Score out of 5	Score out of 5	Score out of 5	Score out of 5
Course Content and Organization							
	The course objectives were clear.						
	The Course workload was manageable.						
	The Course was well organized (e.g., timely access to materials, notification of changes, etc.)						
Student Contribution							
	Approximate level of your own attendance during the whole Course.						
	I participated actively in the Course.						
	I think I have made progress in this Course.						
Learning Environment and Teaching Methods							
	I think the course was well structured to achieve the learning outcomes, that is, there was a good balance of lectures, tutorials, practical etc.						
	The learning and teaching methods encouraged participation.						
	The overall environment in the class was conducive to learning.						
	Classrooms were satisfactory.						
Learning Materials and Resources							

	Learning materials such as lesson plans, course notes etc. were relevant and useful.						
	Recommended reading Books etc. were relevant and appropriate.						
	The provision of learning resources in the Library was adequate and appropriate.						
	The provision of learning resources on the Web was adequate and appropriate (If relevant).						
Quality of Lecture Delivery							
	The Course stimulated my interest and thought on the subject area.						
	The pace of the Course was appropriate.						
	Ideas and concepts were presented clearly.						
Assessment and Feedback							
	The method of assessment was reasonable.						
	Feedback on assessment was timely.						
	Feedback on assessment was helpful for improvement.						
Tutorial							
	The material in the tutorials/ lectures was useful.						
	I was happy with the amount of work needed for tutorials/ lectures.						
	The tutor dealt effectively with my problems in this course.						
Practical / Practice							
	The material in the practical's / practice such as assignments, labs, etc. was useful.						

Suggestions for improvement:

PROFORMA-2: Faculty Course Review Report

(To be filled by each teacher at the time of Course Completion)

For completion by the faculty member and submission to Head of Department or his/her nominee (Dept. Program Team/Focal Person) together with copies of the Course Syllabus outline

Department:			Faculty:		
Course Code:		Title:			
Session:		Semester:	Autumn ☐	Spring ☐	Summer ☐
Credit Value:		Level:		Prerequisites:	
Name of Course Instructor:		No. of Students Contact Hours	Lectures	Other (Please State)	
			Seminars		
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)					

Distribution of Grade/Marks and other Outcomes: (adopt the grading system as required)

Undergraduate	Originally Registered	% Grade						No Grade	Withdrawal	Total
		A	B	C	D	E	F			
No. of Students										
Post-Graduate	Originally Registered	% Grade					No Grade		Withdrawal	Total
		A	B	C	D	E				
No. of Students										

Overview/Evaluation (Teacher's Comments)

Feedback: first summarize, and then comment on feedback received from:

(These boxes will expand as you type in your answer.)

1) Please comment on Student Course Evaluation process for your course
2) External Examiners or Moderators (if any)

3) if there is any Student /staff Consultative Committee (SSCC) or equivalent in your deptt,please comment

4) Curriculum: comment on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved / Revised National Curriculum Guidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course objectives in respective degrees/program)

6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7) Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt
8) Please comment any other change you want or academic improvement in your course or teaching

methods.

Name: _____ Date: _____

(Course Instructor)

Name: _____ Date: _____

(Head of Department)

Proforma: 5: Faculty Survey

(To be submitted on annual basis by each faculty member)

The Purpose of this survey is to assess faculty members' satisfaction level and the effectiveness of programs in place to help them progress and excel in their profession. We seek your help in completing this survey and the information provided will be kept in confidence. **Indicate how satisfied are you with each of the following aspects of you situation at your department?**

A: Very satisfied B: Satisfied C: Uncertain D: Dissatisfied E: Very dissatisfied.

Your mix of research, teaching and community service.

B C D E

The intellectual stimulation of your work.

B C D E

Type of teaching / research you currently do.

B C D E

Your interaction with students.

B C D E

Cooperation you receive from colleagues.

B C D E

The mentoring available to you.

B C D E

Administrative support from the department.

B C D E

Providing clarity about the faculty promotion process.

B C D E

Your prospects for advancement and progress through ranks.

A B C D E

10. Salary and compensation package.

A B C D E

11. Job security and stability at the department.

A B C D E

12. Amount of time you have for yourself and family.

A B C D E

13. The overall climate at the department.

A B C D E

Whether the department is utilizing your experience and knowledge

A B C D E

What are the best programs / factors currently available in your department that enhance your motivation and job satisfaction:

_____

_____

_____

_____ 16. Suggest programs / factors that could improve your motivation and job satisfaction?

_____

_____

_____

_____

_____ **Information about faculty member**

Academic rank:

A: Professor B: Associate Professor C: Assistant Professor D: Lecturer E: Other

Years of service:

A: 1-5 B: 6-10 C: 11-15 D: 16-20 E: >20

Name: _____Signature: _____Date:

Proforma-10:Teacher Evaluation Form

(To be filled by the student for each subject in each semester)

Name of the College: _____

_____

Name of Department: _____

Name of Program: _____

Semester: _____ **Year:** _____

Use the below scale to answer the following questions for each teacher;

5: Strongly Agree 4: Agree 3: Neutral/Uncertain 2: Disagree 1: Strongly Disagree

		Teacher: _____ Subject:	Teacher: _____ Subject:	Teacher: _____ Subject:	Teacher: _____ Subject:	Teacher: _____ Subject:	Teacher: _____ Subject:
	Items to be evaluated	Score out of 5	Score out of 5	Score out of 5	Score out of 5	Score out of 5	Score out of 5
	The instructor is prepared for each class.						
	The instructor demonstrates knowledge of the subject.						
	The instructor has completed the whole course.						
	The instructor provides additional material apart from the textbook.						
	The instructor gives citations regarding current situations with reference to Pakistani context.						
	The instructor communicates the subject matter effectively.						
	The instructor shows respect towards students and encourages class participation.						
	The instructor maintains an environment that is conducive to learning.						

	The instructor arrives in the class on time.						
	The instructor leaves the class on time.						
	The instructor is fair in examination.						
	The instructor returns the graded scripts of midterm exam and final exam etc. in a reasonable amount of time.						
	The instructor was available during the specified office hours and for after class consultation.						

Any remarks for Improvement:

Programme Evaluation Survey Form by Graduating Students

(To be filled out by graduating students in last semester / year before the award of degree)

Name of the College _____ Name of Department _____

Name of Program _____ Semester / Term _____

Graduating Year _____ Batch _____

Purpose:

The survey seeks graduating students' input on the quality of education they received in their program and the level of preparation they had at college. The purpose of this survey is to assess the quality of the academic programs. We seek your help in completing this survey. Please tick mark anyone in the following questions;

Items to be evaluated	**Strongly Agree**	**Agree**	**Neutral/ Uncertain**	**Disagree**	**Strongly Disagree**
The work in the program is too heavy and induces a lot of pressure.	5☑	4	3	2	1
The program is effective in enhancing team-working abilities.	5	4	3	2	1
The program administration is effective in supporting learning.	5	4	3	2	1
The program is effective in developing analytical and problem-solving skills.	5	4	3	2	1
The program is effective in developing independent thinking.	5	4	3	2	1
The program is effective in developing written communication skills.	5	4	3	2	1
The program is effective in developing planning abilities.	5	4	3	2	1
The objectives of the program have been fully achieved.	5	4	3	2	1
The contents of curriculum are advanced and meet program objectives.	5	4	3	2	1
Faculty members were able to meet the program objectives.	5	4	3	2	1
Environment was conducive for learning.	5	4	3	2	1

The infrastructure of the department was good.	5	4	3	2	1
The program was comprised of Co-curricular and extra-curricular activities.	5	4	3	2	1
Scholarships / grants were available to students in case of hardship.	5	4	3	2	1
Note: If you didn't attend/ undergo internship, skip questions 15 to 22.					
The internship experience is effective in enhancing ability to work in teams.	5	4	3	2	1
The internship experience is effective in enhancing independent thinking.	5	4	3	2	1
The internship experience is effective in enhancing appreciation of ethical values.	5	4	3	2	1
The internship experience is effective for professional and career development.	5	4	3	2	1
The internship experience is effective in enhancing time management skills.	5	4	3	2	1
The internship experience is effective in enhancing Judgment skill.	5	4	3	2	1
The internship experience is effective in enhancing discipline skills.	5	4	3	2	1
The internship experience is effective in enhancing the link between theory and practice.	5	4	3	2	1
There are many best aspects of this program.	5	4	3	2	1
Many aspects of this program need to be improved.	5	4	3	2	1

Suggestions for improvement:

Proforma-9: Faculty Resume

Name	
Personal	**May include address(s) and phone number(s) and other personal information that the candidate feels is pertinent.**
Experience	List current appointment first, each entry as follows: **Date, Title, Institution.**
Honor and Awards	List honors or awards for scholarship or professional activity.
Memberships	**List memberships in professional and learned Societies, indicating offices held, committees, or other specific assignments.**
Graduate Students Postdocs Undergraduate Students **Honour Students**	**List supervision of graduate students, postdocs and undergraduate honors theses showing:** Years Degree Name Show other information as appropriate and list membership on graduate degree committees.
Service Activity	**List University and public service activities.**
Brief Statement of Research Interest	**May be as brief as a sentence or contain additional details up to one page in length.**
Publications	**List publications in standard bibliographic format with earliest**

	date first. Manuscripts accepted for publication should be included under appropriate category as “in press;” Segment the list under the following standard headings: Articles published by refereed journals. Books. Scholarly and / or creative activity published through a refereed electronic venue. Contribution to edited volumes. Papers published in refereed conference proceedings. Paper or extended abstracts published in conference proceedings. (refereed on the basis of abstract) Articles published in popular press. Articles appearing in in-house organs. Research reports submitted to sponsors. Articles published in non-refereed journals. Manuscripts submitted for publication. (include where and when submitted).
Research Grants and Contracts.	**Entries should include:** Date Title Agency / Organization **Total Award Amount** Segment the list under following headings: Completed Funded and in progress In review
Other Research or Creative Accomplishments	**List patents, software, new products developed, etc.**
Selected Professional	

Presentations	

Check list for B.S Student File				
	Name of the Student:			
	Degree Name:			
	Registration No:			
S No	**Name of Document**	**Yes**	**No**	**N/A**
1	Secondary School Certificate or Equivalent			
2	Mark Sheet of Secondary School Certificate or Equivalent			
3	Higher Secondary School Certificate or Equivalent			
4	Mark Sheet of Higher Secondary School Certificate or Equivalent			
5	Bachelors or Equivalent Degree (14 year qualification)			
6	Transcript of Bachelors or Equivalent (14 years qualification)			
7	Master / BS (4 year) (16 Year education) Degree & Transcript			
8	Admission Form at the time of Admission by student			
9	CNIC			
10	Copy of the Merit List at the time of Admission including student name			
11	Admission Confirmation Letter			
12	Course Registration in Ist Semester			
13	Transcript of 1st Semester duly verified by Exam			
14	Course Registration in 2nd Semester			
15	Transcript of 2nd Semester duly verified by Exam			
16	Course Registration in 3rd Semester			
17	Transcript of 3rd Semester duly verified by Exam			
18	Course Registration in 4th Semester			
19	Transcript of 4th Semester duly verified by Exam			
20	Course Registration in 5th Semester			
21	Transcript of 5th Semester duly verified by Exam			
22	Course Registration in 6th Semester			
23	Transcript of 6th Semester duly verified by Exam			
24	Course Registration in 7th Semester			

25	Transcript of 7th Semester duly verified by Exam			
26	Course Registration in 8th Semester			
27	Transcript of 8th Semester duly verified by Exam			
28	Completing Degree through Thesis/ Course Work/Project			
29	Copy of Degree Awarded			
30	Copy of Transcript Awarded			

Check list for Master/MS/M.Phil. Faculty File			
Teacher Name:			
Designation:			
Department:			
Name of Document	**Evidence Attached**		
	Yes	**No**	**N/A**
Offer/Appointment/Transfer Letter			
Joining Report			
Detailed CV			
Degree of MS/M.Phil. Or Equivalent			
Transcript of MS/M.Phil. Or Equivalent			
Equivalence of MS/M.Phil. from HEC			
Degree of Bachelors/Master or Equivalent			
Transcript of Bachelors/Master of Equivalent			
Semester work load			
Details of courses being taught in current semester			

Checklist for Ph.D. Faculty File

Teacher Name:

Designation:

Department:

Name of Document	**Evidence Attached**		
	Yes	**No**	**N/A**
Offer/Appointment/Transfer Letter			
Joining Report			
Detailed CV			
Degree of Ph.D. or Equivalent			
Transcript of Ph.D. or Equivalent			
Equivalence of Ph.D. from HEC if required			
Degree of MS/M.Phil. Or Equivalent			
Transcript of MS/M.Phil. Or Equivalent			
Equivalence of MS/M.Phil. from HEC if required			
Semester work load			
Details of courses being taught in current semester			