

## Evaluative Report of the Department

1. Name of the Department : **Urdu/Persian**

Brief description:

This is the oldest department of the Panjab University, Chandigarh when it was at Punjab University, Lahore and after the partition of 1947 and Panjab University shifted to India and in 1966 it was established in Chandigarh. Department of Urdu was also re-established in Panjab University in 1978 and 1984 with Persian Studies. This is the same department which was some time back chaired by eminent Persian and Urdu Poet Allamah Iqbal Lahori in Lahore. Now from the last 37 year the department has done a tremendous development in the growth of Urdu and Persian Study and its research.

2. Year of establishment : 1978
3. Is the Department part of a School/Faculty of the university? Faculty.
4. Names of programmes offered
- 5.

Name of the Programme		Specialization	Duration	Full Time/Part Times
Ph. D.	<b>Urdu &amp; Persian</b>	Modern and Classical Language of Persian & Urdu		do-
P.G.	do-	do-	Under Semester system	do-
U.G.	do-	do-	do-	Full Time
Certificate Courses	do-	do-	Annual System	do-
Diploma Courses	do-	do-	do-	do-
Advance Diploma Courses	do-	do-	do-	do-

6. Interdisciplinary programmes and departments involved :
- Departments of History , Ancient Indian History, Punjabi, Hindi and English.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.  
NIL
8. Details of programmes discontinued, if any, with reasons : NO
9. Examination System : Semester and Annual system both.

10. Participation of the department in the courses offered by other departments: Nil

11. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	<b>Sanctioned</b>	<b>Filled</b>	<b>Actual (including CAS &amp; MPS)</b>
Professor	-----	-----	-----
Associate Professors	2	1	CAS
Asst. Professors	3	1	-----
Others	Contract basis	1	-----

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

<b>Name</b>	<b>Qualification</b>	<b>Designation</b>	<b>Specialization</b>	<b>No. of Years of Experience</b>	<b>No. of Ph.D./ M.Phil. students guided for the last 4 years</b>
Dr. Madhukar Arya	M.A. & Ph.D. in Persian	Associate Professor & Chairman	Modern & Classical	About 30 years	Total 20 dissertation & 12 PhDs in Persian
Dr. Zarreen Fatima	M.A. & Ph.D in Urdu	Asst. Professor	do-	About 16 years	-----
Dr. Ali Abbas	do-	do	do	About 8 months	-----

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors : NIL

13. Percentage of classes taken by temporary faculty – programme-wise information? NA

14. Programme-wise Student Teacher Ratio :

<b>Course</b>	<b>No. of Faculty</b>	<b>No. of Students</b>	<b>Student-Teacher Ratio</b>
P.G.	2	40	20x2
U.G.	1	30	20x1
C.C Urdu	1	80	30x1
C.C Persian	1	80	30x1
D.C Urdu	1	20	20x1
D.C Persian	1	20	20x1
A.D.C Urdu	1	20	20x1
A.D.C Persian	1	20	20x1



27. Faculty serving in
- a) National committees b) International committees c) Editorial Boards d) any other (please specify) : NA
27. Faculty recharging strategies (ASC ).
- Faculty is encouraged to take part in refresher course/workshops to enhance their teaching and technical skills and to update their knowledge areas.***
28. Student projects : NIL
- percentage of students who have done in-house projects including inter-departmental projects
  - percentage of students doing projects in collaboration with other universities / industry / institute
29. Awards / recognitions received at the national and international level by
- Faculty : Yes
30. Seminars/ Conferences/Workshops organized and the source of funding (national / International) with details of outstanding participants, if any.  
NA
31. Code of ethics for research followed by the departments : **YES**
32. Student profile programme-wise: NA

33. Diversity of students NA

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise. : NA

35. Student progression NA

**36. Diversity of staff**

<b>Percentage of faculty who are graduates</b>	
of the same university	---
from other universities within the State	----
from universities from other States	3
from universities outside the country	----

37. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period : NIL

38. Present details of departmental infrastructural facilities with regard to

a) Library : No. of titles : about more than 2500 in the departmental library and about more than 10000 in the main library

b) Internet facilities for staff and students: **Yes**

c) Total number of class rooms :) 3

d) Class rooms with ICT facility : NA

Every Faculty is provided with either desktop computer to prepare teaching material.

e) Students' laboratories : NA

f) Research laboratories : **NA**

39. List of doctoral, post-doctoral students and Research Associates : NA

a) from the host institution/university

b) from other institutions/universities

40. Number of post graduate students getting financial assistance from the university. NA

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology. NA

42. Does the department obtain feedback from : NIL
- a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
  - b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
  - c. alumni and employers on the programmes offered and how does the department utilize the feedback?
43. List the distinguished alumni of the department (maximum 10) : NIL
44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts. : NA
45. List the teaching methods adopted by the faculty for different programmes: through computer & electronic system
46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?  
Through house tests.
47. Highlight the participation of students and faculty in extension activities.  
Through academic, cultural programmes and seminars etc.
48. Give details of “beyond syllabus scholarly activities” of the department. : NIL
49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details. : NIL
50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied. :  
**Through different academic committees**
51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department. : NIL

52. Future plans of the department :

To link the Panjab University with Panjab University at Lahore, Pakistan for the Comparative Study of Persian, Urdu and Gurmukhi literature. It is noteworthy that most of the Indian students have no knowledge about the Shahmukhi literature as well as Pakistani Students are not aware about the Gurmukhi Literature. I am trying to establish through this Department, a mechanism between both the universities for comparative study of the both the languages and also the literature of Persian written in Urdu language. It is a long pending demand by the scholars/Professors/educationist from both the countries that there are some rare material related to ancient India particularly belong united Punjab. All these material either written in Shahmukhi or in Persian. The scholars of both the countries felt that these rare manuscripts have not been access by the vice-versa scholars. For example the documents related to the Partition of Punjab still lying with Lahore University. It also mentioned that a few months back news was published in The Tribune that some historic documents related to Maharaja Ranjit Singh time written in Persian language have been received by Punjab Govt. which has not been opened even once after the partition. Therefore it is necessary to establish a special link between both the Universities because both the University has same ideology. To gain the benefit of these material and study the historic fact, it is necessary that scholars/educationist of both the Universities should able to access the Material. And the same type of centre should be established for study the ancient text of Iran. It is pertaining to mention here that scholars and students are still not aware that the Heer Ranjha was first written by Gul Afghani in Persian Language then Waris Shah have given it a new life by mentioning and including the culture of Punjab mysticism in way of Masnavi writings which was initiated by him and followed by Baba Farid, Sultan Bahu, Mian Mir Bakhsh. Only Panjab University able to establish this type of research centre to study the literature of both languages. Persian literature written in Iran between 16th to 19th centuries has also needed to study in this regard. Therefore, it is an urgent need of the time to establish this type of centre in future.

Therefore, in the light of the above, I am trying to get some projects for the success of this plan.

There is dire need to protect the rare manuscripts and documents of Persian lying in the A.C. Joshi Library of Panjab University. I have prepared a catalogue of these manuscripts. This literature is related to post Indo-Pak partition. These rare manuscripts are unattended by any of person after its cataloguing. This rich literature should be preserved on priority basis and its Micro film or digitization should be done as soon as possible because this literature in worst condition and if we do not preserve this literature, it will be the edge of wipe out same conditions are with Urdu and Arabic rare manuscripts too.

It is a dream of mine to prepare a documentary film on the various historical places related to the doyen of the Punjabi-Urdu-Persian literatures for the benefit of the students of literature. Most of the new generation has no knowledge about places related to the Sufi-litterateur. Only locals know the historical and spiritual importance of these places. No other persons, especially the student of the literatures are aware about the historical aspects of these places. For example very few students in India knows about Sultan Bahu, Ustaaad Daman, Sain Maula Shah

Majerhvi, Shah Hussain, Bulleshah, Baba Farid, Fazal Shah, Mian Mir Baksh (Saif-ul-Malook), Data Ganj Baksh Lahori known as Hujviri also, Amir Khusro, Urfi, Faizi, Abul Fazal, Sahib Tabrazi, Bedil, Mirza Galib, Qadir Yaar, Shah Muhammad, Allama Iqbal and many other personalities related to Sufi world. There is no collective information available on these litterateurs. People are ready to support financialy, but nobody ready to take initiative, which I have decided to take with the assistance of my research scholars and students of Punjabi, Urdu and Persian.

Department has decided to work on classical music which is called “Sunnat music in Islam” and Shastria Sangeet in Hindi with its comparative studies created in India by Indian musician for which the foundation laid down by Ameer Khusro and later on famous “Gharanas”. Therefore I have been organizing such a musical evening in Panjab University with the collaboration and help of Prof. Pankaj Mala Sharma of Music Department Panjab University and Iran culture house New Delhi. I wanted to keep continue my effort in the future also.

(Dr. Madhukar Arya)  
Chairman  
Dept. Of Urdu