

RIPHAH INTERNATIONAL UNIVERSITY
ISLAMABAD



SELF ASSESSMENT REPORT

M.A. ENGLISH
Faculty of Social Sciences
June 2017

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Faculty of Social Sciences and Humanities

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Quality Enhancement Cell

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1 Executive Summary

This report is being prepared almost at the end of the assessment cycle of selected programs of Riphah International University, as per requirements of Higher Education Commission (HEC). Quality Enhancement Cell (QEC) was formed in Riphah in Oct 2009. Program Team Members of all faculties notified by University worked with Dir QEC to pursue the application of Self Assessment Manual in their respective departments. From each faculty one program was selected.

In the Department of Social Sciences and Humanities, M.A English Language and Literature program was selected for self-assessment, evaluation and improvements. A strong commitment of Respected Vice Chancellor to support QEC made the difference and resultantly, a cycle of assessment is about to complete.

1.1 Objectives

Following are the two main objectives of the self- assessment report: -

- To implement Self- Assessment Manual in selected program with a view to improve0
- quality in higher education.
- To identify the areas requiring improvements to achieve objectives through desired outcome.

1.2 Execution

A soft copy of self- assessment manual was given to all faculty members. Quality Awareness Lectures and Workshops on preparation of Self- Assessment Report (SAR) were arranged for the Director, Incharge Program and Program Team (PT) Members of the selected program. Hard and soft copies of HEC issued, 10 proforma, 8 criterion and 31 standards were provided to PT members to evaluate their respective program against defined standards. The PT members with an intimate support and follow up of QEC, completed the SAR and forwarded to QEC for review.

After reviewing SAR, QEC arranged visit of Assessment Team to the selected program. Dir QEC accompanied the AT and participated in discussions with

Dean Social Sciences, Incharge Program, Program Team members and available faculty members. The strong and weak points of the program were discussed.

The Chairman AT during his presentation, indicated salient points of the SAR, account of his discussions with the faculty members, improvements required in the infrastructure, syllabi and training of the faculty and support staff.

The implementation plan basing on the discussions have been made by In-charge Programs.

At the completion of Self-Assessment cycle, QEC submitted the hard and soft copies of SAR to HEC before 30 June 2017.

Director
Quality Enhancement Cell

Self-Assessment Report

2 Introduction

Riphah International University is a private university, chartered by the Federal Government of Pakistan in 2002. The university was established with a view to produce professionals with Islamic moral and ethical values. The Riphah International University is committed to promote and impart quality education with character building of the new generation in the light of Islamic principles and values. Riphah International University is committed to a value based integrated educational philosophy. It is running 10 faculties in 3 different campuses.

2.1 University Mission Statement

Establishment of state of the art educational institutions with a focus on inculcating Islamic ethical values

2.2 Faculty of Social Sciences and Humanities

The department has been running M.A. English Language and Literature Program since Fall 2015.

2.3 Program Selected

Riphah International University has selected the M.A English Language and Literature as a model program for Self Assessment Report (SAR) for the year 2016-17 under the directives of Higher Education Commission (HEC).

The program has an inbuilt mechanism for the revision of syllabi, a competent faculty and adequate infrastructure. The dedicated faculty is committed to impart quality teaching.

2.4 Program Evaluation

The program is being evaluated based on 8 criterion and 31 standards as given in the Self-Assessment Manual provided by Higher Education Commission (HEC).

3 Criterion 1: Program Mission, Objectives and Outcomes

3.1 Standard 1-1

The program must have documented measurable objectives that support institution mission statements.

3.2 Program Mission Statement

To groom students imbued with the spirit of Islam.

3.3 Program Objectives

The M.A English Language and Literature program is designed to achieve the following objectives at the completion of degree:

1. To provide a brief introduction to the study of British and American literature, its various genres and their characteristics, to our students.
2. To acquaint the students with the role of literature in society.
3. To make the students understand how literature reflects the spirit of times.
4. To introduce students to the relationship between language, culture and society.
5. To enable students evaluate literary works in the light of various critical theories.
6. To equip students with a sound analytical knowledge of constructing correct and meaningful sentences in English speaking and writing.
7. To train students in the teaching of four skills of language: listening, speaking, reading and writing so that they can be good subject teachers if they desire to pursue a career in teaching.
8. To enable the students to critically analyze diverse Western schools of thought.
9. To make the students learn different techniques of research and documentation so that they are prepared to pursue higher studies in English Language or literature.
10. To motivate the students to contribute positively in society by being responsible citizens and good Muslims.

Alignment of Program Objectives with Mission Statements

Literature reflects the realities of life. It is beyond time and space. This universality enables the students of literature to analyze the different facets of life regardless of color, creed or age. The M.A English Language and Literature program is designed in such a way that it integrates moral and ethical values with the theoretical knowledge about the facets of life that literature takes up. The product of this discipline is a student of good character who is imbued with

Islamic values; since English is a *lingua franca* , it would help our students in conveying their thoughts and values to all the people around the globe.

3.3.1 Main Elements of Strategic Plan

3.3.1.1 Curriculum Design*

The curriculum of the M.A English Language and Literature incorporates courses related to theoretical background and does not offer thesis writing in the field. The total number of courses for this program is 22, and all of them aim to strengthen the theoretical background of our students and meet the program objectives.

3.3.1.2 Practical Work*

The Program modules have been designed in such a manner that student's theoretical background is strengthened. Although thesis writing is not a pre-requisite for this degree, students are taught how to formulate a mock thesis.

The Research Methodology course provides awareness about:

- Research types: quantitative and qualitative enquiry
- Editing and Proof reading
- Citation styles

3.3.1.3 Projects

The M.A English Language and Literature is a non-thesis writing Degree Program but it does prepare the students to apply research skills to different types of academic writing.

Internships/Industrial Tours/Visual Demonstrations

Taking into consideration the security issues of young girls the department has not organized any recreational or educational trips so far.

3.2 Standard 1-2

The program must have documented outcome for graduating students. It must be demonstrated that the outcome support the program objectives and that graduating students are capable of performing these outcome.

3.3.2 Program Outcomes

1. Students will be able to act as agents of positive change in the society by being good teachers and researchers.
2. Students will have a good knowledge about the genres in Literature.

3. Students will be introduced to the tools of linguistics and literary criticism; enabling them to critically analyze and appreciate all types of texts.
4. Our students will have a better and broader Islamic perspective.
5. Students will be aware of the cultural influences on language and will be able to communicate in diverse cultures.
6. Students would be able to generate in speech and writing correct, concise and coherent English.

Program Objectives	Program Outcome					
	1	2	3	4	5	6
1		X	X			
2		X				
3		X	X			
4		X	X		X	
5		X	X			
6					X	X
7					X	
8	X					X
9	X				X	X

Table2: Outcome versus Objectives

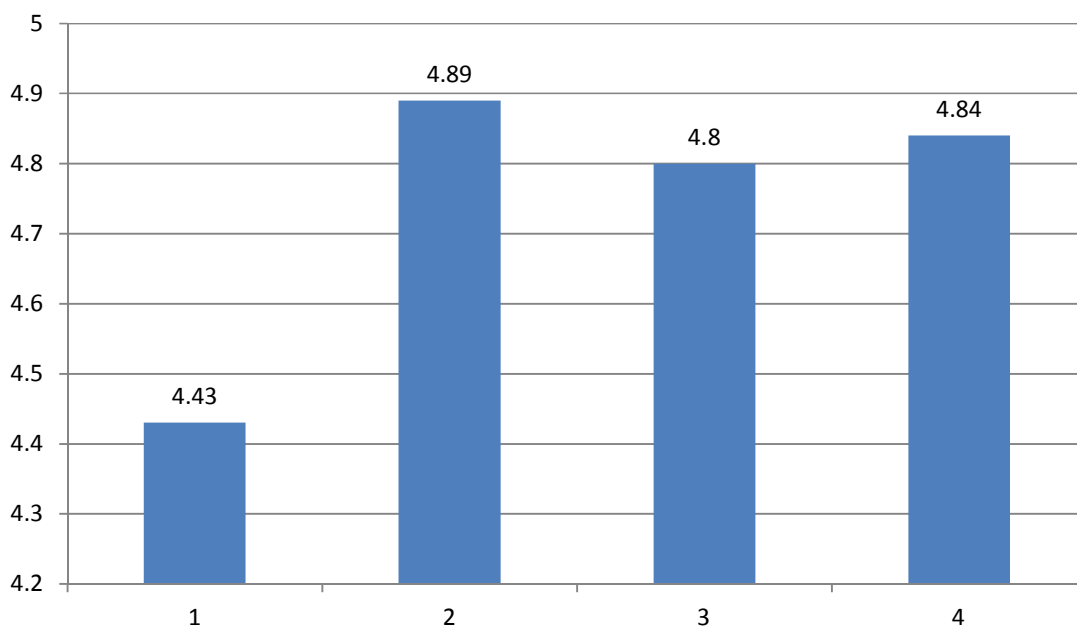
3.3 Standard 1-3

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

The program assessment has been done by launching HEC Proforma number 1 and 10. The students of the program evaluated the courses and teachers in the program.

3.3.3 Course Evaluation

Courses evaluation is shown in the following graphical chart:*



Through this evaluation, students have graded the courses against the structure, method of teaching, learning outcomes, objectives and practical implementation of theory.

See Annexure A (Course Evaluation Survey) for sample course evaluation results. The sample shows the results for one course only while same has been done for all courses listed below. The results of all other courses have been kept in a separate file for record purposes. Following is the list of courses that are being evaluated by the students along with their course code and graded scores.

Sr. No	Course	Marks out of 5
1	INTRODUCTION TO ENGLISH LITERATURE	4.43
2	CLASSICAL DRAMA	4.89
3	CLASSICAL POETRY	4.80
4	INTRODUCTION TO LANGUAGE	4.84

Teachers Evaluation

Teacher's evaluation is shown in the following graphical chart:

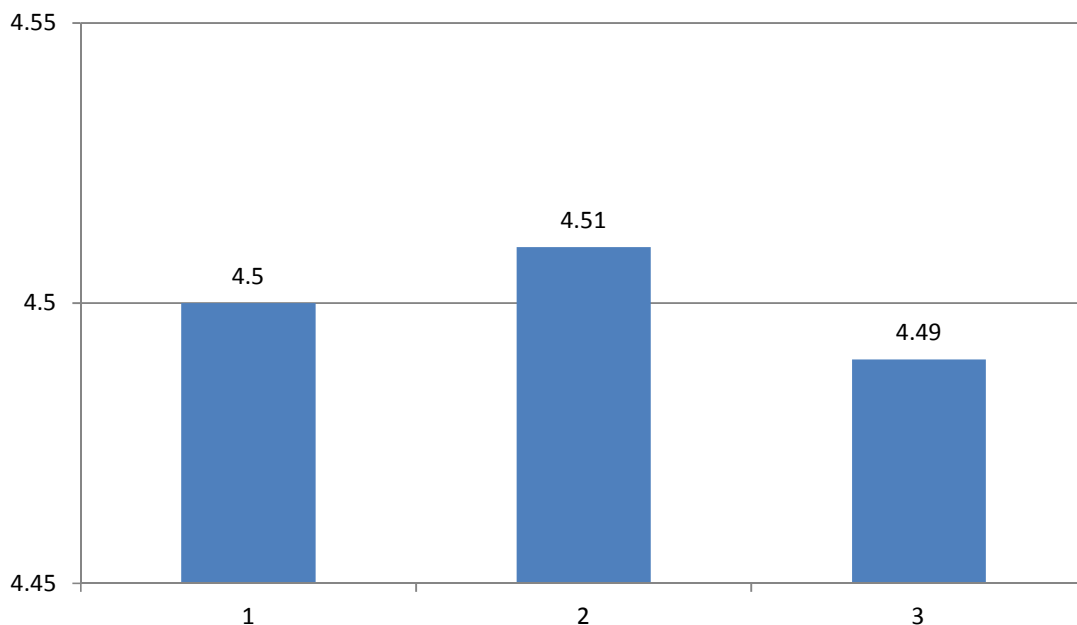


Figure 2: Teachers Evaluation Graph

Through this evaluation, students have graded the teachers against lecture preparation, punctuality, general behavior, subject knowledge and teaching method. The total graded marks are _____. See Annexure B (Teachers Evaluation Survey) for sample teacher evaluation results. The sample shows the results for one teacher only while same has been done for all teachers listed below. The results of all other teachers have been kept in a separate file for record purposes.

Following is the list of teachers that are being evaluated by the students along with the serial number and graded scores.

Sr. No	Teacher Name	Marks (out of 5)
1	Prof.S.M Abdur Rauf	4.50
2	Miss.Kiran Rukhsana	4.51
3	Miss Zahida	4.49

The Faculty carries out several in-house discussions and analyzes the feedback to identify the areas of improvement. A Board of Studies finalized

recommendations for improvement to be made in curriculum. Subsequently it is presented in the Board of Faculty and Academic Council. A Board of Faculty was held in November 2016 and an Academic Council in December 2016.

The In-charge Program discussed the teacher's evaluation results and offered guidance to teachers who were below bar. The department decided to conduct training sessions for teachers whose performance was not satisfactory.

The strengths and weaknesses of the program are:

3.4 Strong Areas

- The strength of this program is that it serves as a bulwark against anglicizing the students. The students being produced from this department preserve their Muslim identity
- Efficient, capable and dedicated permanent faculty
- Qualified adjunct faculty from well reputed universities

3.5 Weaknesses

- Low student intake due to high fee.
- The students acquiring admission have a weak foundation in English
- Non-Availability of dedicated cabins for the full-time faculty
- Need to equip the library with more reference books, periodicals and ELT magazines
- Need to incorporate more market oriented or language based courses.
- Need for a proper faculty evaluation system

3.6 Standard 1-4

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

3.6.1 Graduates/Undergraduates enrolled since Fall 2015

- A total of 20 students enrolled during the last three semesters. The semester breakdown as per semester is as follows:
- Fall 2015
- Spring 2016

- Fall 2016
- Since the program began in Fall 2015, the first batch will graduate in 2017.

3.6.2 Student Faculty Ratio:

3: 1

3.5.1 Average GPA per semester:

Average GPA per semester for the batch enrolled in Fall 2015 is as under:

Semester 1	Fall 2015	1.21
Semester 2	Spring 2016	2.73
Semester 1	Spring 2016	1.21

3.6.3 Average Completion time

Minimum completion time for this program is 2 years.

3.6.4 Students Course Evaluation Average Response Rate

Average student evaluation average response rate for all courses is 12.

3.6.5 Students Faculty Evaluation

Students Evaluated faculty. The feedback was taken by QEC staff in the absence of faculty members. The details are shown under section 3.3.2

3.6.6 Research*

There are no faculty members in the department with doctorate degrees or post doctorate experience as we do not offer a specialization at this stage. All the other faculty members are enrolled in doctoral and post-graduate level degree programs and are working to improve their credentials.

3.6.7 Community Service*

Although the students have not participated in any such activity since the inception of this program, it will be planned in the future.

4 Criterion 2: Curriculum Design and Organization

4.1 Title of Degree Program

Master of Arts in English Language and Literature

4.2 Definition of credit hour:

One credit hour is 1 hour of theory based lecture per course in a week.

4.3 Degree plan*

Following is the scheme of studies for the degree program. Section 4.5 shows the details about these courses.

THE SCHEME OF STUDIES CORE COURSES 66 CREDIT HOURS SEMESTER - I

S.NO	TITLE OF COURSE	COURSE CODE	CREDIT HOURS
01	INTRODUCTION TO ENGLISH LITERATURE	ENG – 501	03

02	CLASSICAL DRAMA	ENG –502	03
03	CLASSICAL POETRY	ENG – 503	03
04	INTRODUCTION TO LANGUAGE	ENG – 504	03
05	LITERARY CRITICISM –I	ENG – 505	03

SEMESTER - II

S.NO	TITLE OF COURSE	COURSE CODE	CREDIT HOURS
01	ROMANTIC POETRY	ENG –506	03
02	LITERARY CRITICISM –II	ENG –507	03
03	CLASSICAL FICTION	ENG –508	03
04	PHONETICS AND PHONOLOGY	ENG –509	03
05	MORPHOLOGY, SYNTAX AND SEMANTICS	ENG –510	03

SEMESTER - III

S.NO	TITLE OF COURSE	COURSE CODE	CREDIT HOURS
01	VICTORIAN POETRY	ENG –601	03
02	PROSE	ENG –602	03
03	MODERN FICTION	ENG –603	03
04	ENGLISH LANGUAGE TEACHING (ELT)	ENG – 604	03
05	SOCIOLINGUISTICS	ENG –605	03
06	ISLAM AND MODERN WESTERN THOUGHT	ENG –606	03

SEMESTER - IV

S.NO	TITLE OF COURSE	COURSE CODE	CREDIT HOURS
01	MODERN POETRY	ENG –607	03
02	POST- WAR LITERATURE	ENG –608	03
03	AMERICAN LITERATURE	ENG –609	03
04	MODERN DRAMA	ENG – 610	03
05	STYLISTICS	ENG –611	03
06	RESEARCH METHODOLOGY	ENG – 612	03

4.4 Curriculum Breakdown

Course No	Category (Credit Hours)	
	Compulsory	Optional
ENG –501, ENG –502, ENG – 503, ENG – 504, ENG – 505, ENG 506,ENG 507, ENG 508, ENG 509, ENG 510, ENG – 601, ENG –602, ENG –603, ENG –604, ENG –605, ENG –606, ENG –607, ENG	22	0

-608, ENG -609, ENG -610, ENG -611, ENG - 612		
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Table 3: Curriculum Course Requirements (table 4.3)

4.5 Courses Information

4.5.1.1 INTRODUCTION TO ENGLISH LITERATURE(ENG – 501)

OBJECTIVES

- To provide a brief introduction to the study of literature, its various genres and their characteristics
- To acquaint the students with the role of literature in society
- To make the students understand how literature reflects the spirit of time

4.5.1.2 Recommended Reading

- Daiches, David. A Critical History of English Literature. London: Mandarin Paperbacks, 1994.
- Cuddin, J.A. Dictionary of Literary Criticism and Theory. New Jersey: Wiley, 1998.
- Brooks, Cleanth. Modern Poetry and the Tradition. Chapel Hill: University of North Carolina press, 1970.
- Bowra, C.M. The Romantic Imagination. Oxford: Oxford University Press, 1961.

4.5.2. CLASSICAL DRAMA (ENG – 502)

4.5.2.1 OBJECTIVES

- To provide an insight into the socio-historic conditions of the Classical and the Elizabethan era
- To make the students familiar with the elementary features of the Greek and Elizabethan drama
- To acquaint them with the spirit of Renaissance
- To introduce the students to Shakespearean tragedy and comedy

4.5.2.2 Recommended Reading

- Kitto, H.D.F. Form and meaning in Drama. London: Methuen University Paperbacks, 1960.
- Ferguson, Francis. The Idea of Theater. New York: Double Day and

- Company, Inc., 1955.
- Poirier, Michel. Christopher Marlowe. London: Chatto & Windus, 1951.
- Charlton, H.B. Shakespearean Comedy. Cambridge: University Press, 1949.
- Bradley, A.C .Shakespearean Tragedy. London: Macmillan, 1985.
- Wilson, Dover .What Happens in Hamlet? Cambridge: University Press, 1951.

4.5.3 CLASSICAL POETRY (ENG – 503)

4.5.3.1 OBJECTIVES

To enable the students to understand the difference between prose and poetry

- To introduce students to the distinct features of Medieval poetry
- To make students comprehend what is meant by Metaphysical poetry and How John Donne contributed to the movement
- To discuss the trends prevalent in the Neo-classical era and the attributes of Alexander Pope's poetry

4.5.3.2 Recommended Reading

- Bennet, H.S. Chaucer and the Fifteenth Century. Oxford :Oxford University Press, 1947
- Gardener, Helen (ed). John Donne (Twentieth Century Views Series). Oxford: Oxford University Press, 1978.
- Eliot, T.S. "Metaphysical Poets" in Selected Essays. London: Faber &Faber, 1951.
- Lewis, C.S. A Preface to Paradise Lost. New York: Oxford University Press, 1961.
- Leavis, F.R. "Pope" in the Revaluations. Cambridge: Cambridge University Press, 1931.
- Bowden, Muriel. A Commentary on the General Prologue to the Canterbury Tales. N.Y: Macmillan, 1960.

4.5.4 INTRODUCTION TO LANGUAGE (ENG – 504)

4.5.4.1 OBJECTIVES

- To introduce the current ways in which sounds, words and sentences are analyzed

- To introduce students to modern linguistic approaches to the study of phonology, sentence and semantics
- To familiarize students with language acquisition and the role of psychology
- To introduce students to the relationship between language, culture and society

4.5.4.2 Recommended Reading

- Meyer, Charles F. *Introducing English Linguistics*. Cambridge: Cambridge University Press, 2009.
- Yule, G. *The study of Language*. Cambridge: Cambridge University Press, 2005.
- Lyons, John. *Language and Linguistics – An Introduction*. Cambridge: Cambridge University Press, 1981.
- Aitchison, Jean .*The Articulate Mammal*. London &New York: Routledge, 1976.
- Crystal, David. *Linguistics*. Harmondsworth: Penguin, 1971.
- Kuiper, K and Allans, W.S. *An Introduction to English Language*. London: Macmillan, 1996.

4.5.5 LITERARY CRITICISM –I (ENG – 505)

4.5.5.1 OBJECTIVES

- To introduce the students with the main trends in criticism from Aristotle to Dr. Johnson
- To apply criticism to various works of literature
- To enable students evaluate literary works in the light of various critical theories

4.5.5.2 Recommended Reading:

- 1. Wimsatt & Brooks. *Literary Criticism*. London &New York: Routledge, 1970.
- 2. Daiches, David .*Critical Approaches to Literature*. London: Longman, 1984.
- 3. Abrams, M.H. *The Mirror and the Lamp*. Oxford: Oxford University Press, 1977.

- 4. Butcher, S.H (ed.) Aristotle's Theory of Poetry and Fine Art. London: MacMillan, 1920.
- 5. Wain, Jophn (ed). Johnson as a Critic. London: Routledge and Kegan Paul, 1973.

4.5.6 ROMANTIC POETRY (ENG – 506)

4.5.6.1 OBJECTIVES

- To introduce the development of English poetry in the early 19th century in relation to themes and techniques
- To impart a vivid knowledge of the attributes that constitute the Romantic movement in poetry
- To acquaint the students with the difference between Classicism and Romanticism
- To develop the perception and analysis of the subtle variations in the Romanticism of major Romantic poets

4.5.6.2 Recommended Reading

- 1. Bowra, C.M. Romantic Imagination. Oxford: Oxford University Press, 1961.
- Leavis, F.R .The Revaluations. Cambridge: Cambridge University Press, 1931.
- Abrams, M.H. The English Romantic Poets. Oxford: Oxford University Press, 1975.
- Eliot, T.S. The Use of Poetry and the Use of Criticism. Cambridge: Harvard University Press, 1986.
- 5. Read, Herbert. Wordsworth. London: Faber and Faber Ltd., 1930.
- 6. Ridenour, George M. (ed.) Shelley (20th Century views series).New Jersey: Prentice Hall, 1965.
- 7. Murry, M. Keats and Shakespeare. Oxford: Oxford University Press, 1968.
- 8. Bradley, A.C. Shelley's View of Poetry". Oxford Lectures on Poetry. London: MacMillan & Co. LTD, 1963.

- 9. Fraser, G.S (ed.) John Keats: Odes (casebook series). London: MacMillan, 1971.

4.5.7 CLASSICAL FICTION (ENG – 508)

4.5.7.1 OBJECTIVES

- To apprise the students with the development of English fiction from eighteenth to nineteenth century
- To impart knowledge about the socio-economic conditions which provided a base for the rise of novel as a popular literary genre
- To familiarize students with some basic features of novel construction and the ways different authors employ those features in their works

4.5.7.2 Recommended Reading:

- 1. Forster, E.M .Aspects of the Novel. Harmondsworth: Pelican, 1962.
- Watt, Ian .The Rise of Novel. London: Chatto & Windus, 1957.
- Leavis, F.R. The Great Tradition. London: Chatto & Windus, 1962.
- Allen, Walter. The English Novel .London: Penguin, 1954.
- Cecil, David .Hardy the Novelist. London: Constable and Co. Ltd., 1943.

4.5.8 LITERARY CRITICISM II (ENG –507)

4.5.8.1OBJECTIVES

- To introduce the trend of criticism from the Nineteenth Century to Twentieth Century
- To provide a comparative study of the various critical approaches

4.5.8.2 Recommended Reading

- Wimsatt & Brooks. Literary Criticism: A Short History. London &New York: Routledge, 1970.
- Daiches, David. Critical Approaches to Literature. London: Longman, 1984.
- Abrams, M.H. The Mirror and the Lamp. Oxford: Oxford University Press, 1977.
- Atkins, J.W.H. History of Literary Criticism. Cambridge: Cambridge University Press, 1966.

4.5.9 PHONETICS AND PHONOLOGY (ENG – 509)

4.5.9.1OBJECTIVES

- To introduce the sound and sound patterns of English language
- (Consonant sound: Initial, medial and final, Vowels and length, Diphthongs)
- To make students familiar with the supra segmental features such as stress and pitch
- To introduce phonetic and phonological description (IPA symbols Exercises, Phonetic transcription exercises)
- To train the students in the learning and teaching of English Phonology

4.5.9.2 Recommended Reading

- Jones, Daniel .A dictionary of English Pronunciation. Cambridge: Cambridge University Press, 2006.
- Roach, Peter .English Phonetics and Phonology. Cambridge: Cambridge University Press, 1991.
- Gimson, A.C. An Introduction to English Pronunciation. London &New York: Routledge, 2014.
- Ladefoged, P. A Course in Phonetics. New York: Harcourt Brace Jovanovich College Publishers, 1975.
- Rosel, P. English Phonetics and Phonology. London &New York: Routledge, 2013.

4.5.10 MORPHOLOGY, SYNTAX AND SEMANTICS(ENG –510)

4.5.10.1 OBJECTIVES

- To demonstrate the principles by which parts of words are organized into larger units (inflectional morphology and word formation), and by which words are patterned into phrases and sentences (syntax)
- To equip students with a sound analytical knowledge of key areas of English Grammar.
- To stimulate interest in English Grammar as an object of intellectual inquiry, rather than as a set of rules to be learnt
- To provide basic introduction to semantics, a key component of modern Linguistics. No prior knowledge of semantics is required
- Topics include basic notions of predicate and modifier and of compositional meaning, the semantics of different types of noun phrases,

natural language quantifiers, generalized quantifier theory, scope and anaphora, tense, aspect and modality

4.5.10.2 Recommended Reading

- Haspelmath, Martin. *Understanding Morphology*. Oxford: Oxford University Press, 2002.
- Bauer, Laurie. *Introducing Linguistic Morphology*, Edinburgh: Edinburgh University Press, 2003.
- Aronoff, Mark & K. Fudeman. *What is Morphology?* Oxford: Wiley Blackwell, 2013.
- G., Alessandra & G. Longobardi. *The Syntax of Noun Phrases*. Cambridge: Cambridge University Press, 1991.
- 5. De Swart, H. *Introduction to Natural Language Semantics*. Stanford: CSLI Publications, 1998.
- 6. Portner, P. *What is Meaning? Fundamentals of Formal Semantics*. Oxford: Wiley Blackwell, 2004.
- 7. Kearns, K. *Semantics*. London: Macmillan, 2000.
- 8. Cruse, A. *Meaning in Language: An Introduction to Semantics and Pragmatics*. Oxford: Oxford University Press, 2011.

4.5.11 VICTORIAN POETRY(ENG –601)

4.5.11.1 OBJECTIVES

- To introduce students to the zeitgeist of Victorian Period
- To provide an introduction to the changing trends in Victorian poetry
- To make students comprehend the chief poetic techniques and themes of Victorian Poetry

4.5.11.2 Recommended Reading

- Buckley, J.H. *Tennyson: The Growth of a Poet*. Boston: Houghton Mifflin Co., 2000.
- Killham, J. *Critical Essays on the Poetry of Tennyson*. New York: Barnes & Noble, 1960.

- Cohen, J.M. Robert Browning. Michigan: University of Michigan Press, 1952.
- Chesterson, G.K. Robert Browning. North Yorkshire: House of Stratus.2001.
- Trilling, Lionel. Matthew Arnold .Bosto: Harcourt, 1955.
- Duffin, H.C. Arnold: The Poet. London: Hardcover Publisher,1962.

4.5.12 PROSE (ENG –602)

4.5.12.1 OBJECTIVES

- To acquaint the students with the development of English Prose from Bacon to Ruskin in thought and style
- To make students understand how various techniques like satire, irony, pathos, parody etc. influence prose composition
- To familiarize the students with different forms of prose writing

4.5.12.2 Recommended Reading

- 1. Vickers, Brian .Francis Bacon and Renaissance Prose. Cambridge: Cambridge University Press, 1968.
- 2. Walker, Hugh. The English Essays and the Essayist. Delhi: S. Chand & co., 1965.
- 3. Quintano, Ricardo. Swift: An Introduction. Oxford: Oxford University Press, 1966.
- 4. The Mind and Art of Jonathan Swift. London: Oxford University Press, 1936.
- Davis, Herbert. The Satires of Jonathan Swift. New York, MacMillan, 1947.
- 6. Gravil, Richard .Gulliver’s Travels (Casebook series). New York, MacMillan, 1974.
- 7. Hobson, J.A .John Ruskin, Social Reformer. Westminster: James Nisbet & Co., LTD, 1898.

4.5.13 MODERN FICTION (ENG –603)

4.5.13 .1 OBJECTIVES

- To acquaint the students with the development of fiction in the twentieth century thematically and stylistically
- To impart a comprehensive knowledge of the Modern movement in Art and Literature
- To develop understanding of The Stream of Consciousness technique in novel-writing

4.5.13 .2 Recommended Reading

- Leavis, F.R. The Great Tradition. London: Chatto and Windus, 1962.
- Guerard, Albert J. Conrad the Novelist .Cambridge: Harvard University Press, 1958.
- Kettle, Arnold. Introduction to English Novel Vol II. London: Hutchinson & Co., 1978.
- Trilling, Lionel. E.M Forster. London: The Hogarth press, 1969.
- Beja, Morris (ed) .Virginia Woolf: To the Lighthouse (casebook). New York: Macmillan, 1990.

4.5.14 ENGLISH LANGUAGE TEACHING (ELT) (ENG –604)

4.5.14 .1 OBJECTIVES

- To acquaint the students with the new techniques and sub skills as the traditional method of teaching has outlived its usefulness
- To introduce students to four major methods of ELT
- To train students in the teaching of four skills of language: listening, speaking, reading and writing
- To train them in the setting up of language tests
- To enable students to undertake text evaluation for ELT purposes

4.5.14.2 Recommended Reading

- Byrne, D. Teaching Oral English. New York: Longman Publishing Group, 1976.
- Harmer, Jeremy. The Practice of English Language Teaching. New York: Pearson Education ESL, 2001.
- White, R. Teaching Written English. London: George Allen and Unwin, 1980.

- Larsen-Freeman, Diane. Techniques and Principles in Language Teaching. Oxford: Oxford University Press, 2013.
- Nuttal, Christine. Teaching Reading Skills in a Foreign Language. Portsmouth: Heinemann, 1996.
- Grellet, Francois. Developing Reading Skills. Cambridge: Cambridge University Press, 1981.
- Hubbard – Jones – Thomson. A Training Course for TEFL. Oxford: Oxford University Press, 1983

4.5.15 SOCIOLINGUISTICS (ENG –605)

4.5.15 .1 OBJECTIVES

- To make students familiar with different approaches to sociolinguistics
- To explore some myths about how language is used in the society
- To explore the relationship between the language we speak and the culture in which we operate
- To explore such issues as language and world-view, the manifestation of power through language, the expression of politeness and the application of sociolinguistics

4.5.15 .2 Recommended Reading

- Rajend Mesthrie, Joan Swann. Introducing Sociolinguistics.
- Ana Deumert & William L. Leap. Edinburgh: Edinburgh University Press, 2009.
- Chambers, J. K. Sociolinguistics Theory. Oxford: Blackwell, 2002.
- Cheshire, J. & Trudgill, P (eds). The Sociolinguistics Reader 2 vols. London: Edward Arnold, 1998.
- Arnold. C Bratt Paulston & Richard Tucker (eds).The Essential Readings. Oxford: Blackwell, 2003
- Coulmas, F. (ed). The Handbook of Sociolinguistics .Oxford: Blackwell, 1996.
- Coupland, N. & Jaworski, A. (eds). Sociolinguistics: A Reader and Course Book. Basingstoke: Macmillan, 1997.

4.5.16 ISLAM AND THE MODERN WESTERN THOUGHT(ENG –606)

4.5.16 .1OBJECTIVES

- To enable the students to help students draw comparisons between Western and Islamic philosophy

4.5.16 .2 Recommended Reading

- Durant, Will. The Story of Philosophy. New York: Washington Square Press, 1991.
- Darwin, Charles. The Descent of Man. Amherst: Prometheus Books, 1997.
- Sartre, J. Paul. Existentialism .London: Methuen, 1973.
- Bigovic, Alija Izzaet .Islam Between East and West. Indianapolis: The American Trust Pulications, 1985.
- Farooqi, I.R. Tauheed, Its application for Thought and Life. Washington: International Institute of Islamic Thought, 1994.
- Sharif M.M. Muslim Philosophy. Weisbaden : Otto-harrassowitz , 1963.
- Nasar .S.H. Islam and the Plight of Modern Man. London: Longman Group, 1976.
- Mawdudi, S.A. Islamic Law and Constitution. Lahore: Islamic Publications LTD, 1960.
- Bucaille, Maurice. The Bible, Quran and Science. New Delhi: Kitab Bhavan , 2000.
- Jameelah. M. Islam and Modernism. New Delhi: Adam Publishers, 1982.
- Eaton, Gai .Islam and Destiny of Man. Albany: State University of New York Press, 1985.
- Badri, Malik. The Dilemma of Muslim Scientists. London: MWH Publishers, 1997.

4.5.17 MODERN POETRY (ENG –607)

4.5.17 .1 OBJECTIVES

- To introduce the students with the trend of English poetry in the early twentieth century in respect of subject matter and style.
- To develop an understanding about W. B. Yeats' concept of Irish Nationalism

- To help students comprehend T.S. Eliot's perception of the ills of the modern civilization
- To develop an understanding of variations in the themes and techniques of the major Modern Poets

4.5.17 .2 Recommended Reading

- Cox, C.B, Arnold P. Hinchliffe (eds). The Waste land (Casebook series).London: Palgrave Macmillan, 1968.
- Southam, B.C (ed). Prufrock, Gerontion; Ash Wednesday and other Poems (Casebook series).London: Faber &Faber, 1981.
- Drew, Elizabeth. T.S. Eliot: The Design of his Poetry. New York: Scribner, 1949.
- Gardener, Helen. The Art of T.S Eliot. London: Faber &Faber, 1980.
- Leavis, F.R. New Bearings in English Poetry. London: Chatto& Windus, 1955.
- Maxwell. D.E.S. The Poetry of T.S Eliot. London: Routledge, 1961.
- Stock, A.G.W.B. Yeats: His poetry and Thoughts. Cambridge: Cambridge University Press, 1961.
- Henn, T.R. The Lonely Tower. London: Methuen, 1952.
- Spears, Monroe K. The Poetry of W. H. Auden. New York: Oxford University Press, 1963.
- Replogle, Justin.Auden's Poetry. London: Methuen Publishing LTD., 1969.

4.5.18 POST- WAR LITERATURE(ENG –608)

4.5.18.1 OBJECTIVES

- To introduce the students to the socio-political landscape of the First and Second World Wars
- To familiarize the students with the dominant themes in the post – war literature

4.5.18.2 Recommended Reading

- Allsop, Kenneth. The Angry Decade: A Survey of the Cultural Revolt of the1950s.
London: Faber &Faber, 1951.

- Hewison, Robert. In *Anger: Culture in the Cold World 1945-60*. London: Methuen Publishing LTD., 1986.
- Sinfield, Alan. *Literature, Politics and Culture in Post-war Britain*. Oxford: Blackwell, 1989.
- Hassan, Salem K. *Philip Larkin and his Contemporaries*. London: Marvel Press and Faber, 1988
- Harvie, C. *No Gods and Precious few Heroes*. London: Arnold, 1981.
- Lodge, David. *The Modes of Modern Writing*. New York: Vintage, 1962.
- Paul O' Prey. *A Reader's Guide to Graham Greene*. London: Thames and Hudson, 1988.

4.5.19 AMERICAN LITERATURE(ENG –609)

4.5.19.1 OBJECTIVES

- To acquaint the students with American history, culture and literature in general
- To impart a comprehensive knowledge of the themes and techniques employed in American Poetry
- To familiarize students with American Novel, its concerns and techniques

4.5.19.2 Recommended Reading

- Swall, Richard B (ed). *Emily Dickenson: A Collection of Critical Essays.(Twentieth Century Views)*. New Jersey: Prentice-Hall, 1963.
- Ferlazzo, Paul J. *Emily Dickinson*. Boston: Tawny Publishers, 1976.
- Nitche, G.W. *Human Values in the Poetry of Robert Frost*. New York: Holt Rinehart & Winston, 1969.
- Lathem, E.C. *The Poetry of Robert Frost*. New York: Holt Rinehart & Winston, 1969.

4.5.20 MODERN DRAMA (ENG –610)

4.5.20.1 OBJECTIVES

- To acquaint the students with the evaluation of modern drama in relation to subject matter and style
- To familiarize students with the trends of Feminism, Socialist Realism and Existentialism in Modern Drama
- To make the students learn the difference between traditional drama and Modern Drama

- To motivate the students to write short dramatic scripts

4.5.20. 2 Recommended Reading

- Williams, Raymond. Drama from Ibsen to Eliot. London: Chatto & Windus, 1952.
- Ward, A.C. Bernard Shaw. London: Longmans, Green & Co. ,1966.
- Gupta, Sen. S.C. The Art of Bernard Shaw. Oxford: Oxford University Press, 1936.
- Jones, D.E. The Play of T.S. Eliot. London: Routledge and Kegan Paul, 1961.
- Esslin, Martin. The Theater of Absurd. New York: Vintage, 2001.
- Kenner, Hugh. Samuel Becket: A Critical Study. New York: Grove Press, 1961.

4.5. 21 STYLISTICS(ENG –611)

4.5. 21. 1 OBJECTIVES

- To introduce students to the study of original text
- To provide a ladder to the study of native English Literature
- To introduce the tools of linguistics and literary criticism, to the study of literature

4.5.21. 2 Recommended Reading

- Leech, Deuchar. English Grammar for Today. London: MacMillan, 1982.
- Leech, Geoffrey. A Linguistic Guide to English Poetry. London: Longman, 1969.
- Crystal and Davy. Investigating English Style. Bloomington: Indiana University Press, 1969.
- Cumming & Simmons. Language of Literature. Amsterdam &. Philadelphia: John Benjamin's Publishing, 1985.
- Crystal, D. Stylistics. London: Longman, 1969.
- Widdowson, H.G. Stylistics and the Teaching of Literature. Essex: Longman, 1975.
- Carter, Ronald (ed). The Language of Literature. Oxford: Oxford University Press, 1986.

4.5.22 RESEARCH METHODOLOGY(ENG –612)

4.5. 22. 1 OBJECTIVES

- To make the students learn different techniques of research and documentation

- To introduce students to the writing of synopsis
- To train students in the writing of mock-thesis

4.5. 22. 2 Recommended Reading

- Joseph, Gibaldi, Walter S. Achtert. MLA Handbooks for writers of Research papers. Modern Language Association, 1999.
- Bell, Judith. How to Complete your Research Project Successfully. New York: Sage Publications Ltd., 1993.
- Berry, Ralph. How to Write a Research paper. London & New York: Routledge, 2004.
- Moore, Nick (ed). How to do Research. London: Library Association, 1987.
- O'Leary, Zina. The Essential Guide to Doing Research. New York: Sage Publications Ltd., 2004.

4.6 Standard 2-1

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

4.6.1 Group 1: Theoretical Background

ENG -506 ROMANTIC POETRY, ENG -507 LITERARY CRITICISM -II, ENG -508 CLASSICAL FICTION , ENG -509 PHONETICS AND PHONOLOGY, ENG -510 MORPHOLOGY, SYNTAX AND SEMANTICS, ENG -601 VICTORIAN POETRY
ENG -602 PROSE, ENG -603 MODERN FICTION, ENG - 604 ENGLISH LANGUAGE TEACHING (ELT) , ENG -605 SOCIOLINGUISTICS, ENG -607 MODERN POETRY, ENG -608 POST- WAR LITERATURE, ENG -609 AMERICAN LITERATURE, ENG - 610 MODERN DRAMA, ENG -611 STYLISTICS ENG-612 RESEARCH METHODOLOGY.

4.6.2 Group 2: Language Skills

Non -Credit Remedial Course

4.6.3 Group 3: Language Teaching Skills

ENG -604 ENGLISH LANGUAGE TEACHING (ELT)

4.6.4 Group 4: Social Values

ENG -606 ISLAM AND MODERN WESTERN THOUGHT

4.6.5 Group 5: Research

ENG - 612 RESEARCH METHODOLOGY

4.6.6 Group 6: Projects

NOT APPLICABLE

4.6.7 Group 7: IT Skills

ENG – 612 RESEARCH METHODOLOGY

4.6.8 Course Groups and Program Objectives

Courses Groups	Objectives									
	1	2	3	4	5	6	7	8	9	10
1	X	X	X	X	X	X	X	X	x	X
2	x									
3	X						x			
4										X
5									x	
6									X	
7									x	

Table 4: Courses versus Program Objectives (table 4.4)

4.7 Standard 2-2

Theoretical backgrounds, problem analysis and application must be stressed within the program's core material.

Elements	Courses
Theoretical Background	ENG –505 LITERARY CRITICISM-I, ENG –506 ROMANTIC POETRY, ENG –507 LITERARY CRITICISM –II, ENG –508 CLASSICAL FICTION , ENG –509 PHONETICS AND PHONOLOGY, ENG –510 MORPHOLOGY, SYNTAX AND SEMANTICS, ENG –601 VICTORIAN POETRY ENG –602 PROSE, ENG –603 MODERN FICTION, ENG – 604 ENGLISH LANGUAGE TEACHING (ELT) , ENG –605 SOCIOLINGUISTICS, ENG –607 MODERN POETRY, ENG –608 POST- WAR LITERATURE, ENG –609 AMERICAN LITERATURE, ENG – 610 MODERN DRAMA, ENG –611 STYLISTICS ENG-612 RESEARCH METHODOLOGY.

Analytical Skills	ENG-612 RESEARCH METHODOLOGY, ENG –611 STYLISTICS, ENG – 505 LITERARY CRITICISM-I, ENG –507 LITERARY CRITICISM –II,
Application	ENG –605 SOCIOLINGUISTICS , ENG –611 STYLISTICS ENG-612 RESEARCH METHODOLOGY.

Table 5: Standard 2-2 Requirement (table 4.5

4.8 Standard 2-3

The Curriculum must satisfy the core requirements for the program as specified by the respective accreditation body.

M.A English Language and Literature program has been designed in accordance with HEC’s guidelines given for the master level programs and has no deviation from HEC requirements.

Program	Compulsory	Optional
M.A English Language and Literature	22	0

Table 6: Program Credit Hours

4.9 Standard 2-4

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

Same as Standard 2-3.

4.10 Standard 2-5

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

Same as standard 2-3 and Standard 2-1 (table 4.4) as defined above.

4.11 Standard 2-6

Information technology component of the curriculum must be integrated throughout the program

The program lacks 3 credit hours of information technology component (Computer Skills and computer aided statistical analysis). This course does not formally teach Computer skills to the students as it assumes that all students are computer literate. Nor is Statistical analysis taught in this program as thesis writing is not a pre-requisite for the award of degree.

4.12 Standard 2-7

Oral and written communication skills of the student must be developed and applied in the program.*

The program aims to enhance the language proficiency of graduates to an acceptable level and all the programs offered supplement communication skills of the students.

5 Criterion 3: Laboratories and Computing Facilities

The campus houses two Computer Labs with 32 desk tops in each lab which is shared with other departments.

5.1 Standard3-1

Laboratory manuals/documentation/instructions for experiments must be available and easily accessible to faculty and students.

All manuals and instructions are available with the Computer lab in charges and copies of these are also available with program coordinator and program in charge to be used by faculty members and students. These manuals and instructions are issued to the desired entity through a process and proper record is maintained. The laboratory in charge keeps the manuals and instructions in laboratory for immediate access to students and faculty members. Laboratory equipment and facilities at Riphah are comparable to any high reputed university of the country.

5.2 Standard 3-2

There must be support personal for instruction and maintaining the laboratories.

There is 1 In Charge for each laboratory. The Laboratory in charge is responsible for overall maintenance of laboratory and also maintains all the manuals and instructions. Besides that there is computing service department in the campus, which is responsible for the maintenance of computers and network.

5.3 Standard 3-3

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

Since the program is theory based, a language lab or a computer lab is not a major requirement.

Facilities like multi-media at RIU are comparable to any high reputed university of the country. State of the art infra-structure essential for a conducive learning environment serves the faculty and students adequately. RIU runs a Campus Management System which facilitates the faculty members in maintaining the attendance record, examination schedules, time tables and student's data.

6 Criterion 4: Student Support and Advising

Since the launching of program in Fall 2015, an advisory role is performed by the Student Affairs department for any academic advice. This aspect is even highlighted and indicated by the students in the feedback on HEC Proforma number 10, taken by the Quality Enhancement Cell (QEC) in the university.

6.1 Standard4-1

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

The department offers courses (core) for the subject program based on schedule approved by Higher Education Commission (HEC), given in university prospectus. All the courses are offered in a logical sequence that enables the achievement of program's well defined objectives and outcomes. The coordinator

facilitates in the smooth running of affairs, the commencement of classes and preparation of examination schedules.

6.2 Standard4-2

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

Courses are structured in the Board of Studies before the commencement of every semester. Faculty members interact with students freely because of 1:3 student teacher ratios. All students freely participate in providing feedback about their course contents and about faculty teaching them.

An Islamic perspective is provided to them within the class room teaching and in the form of seminars and workshops.

6.3 Standard4-3

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

*Students are informed about the program requirements at the on-set of the semester during orientation week by the head or in-charge program. The program coordinator and departmental head act as advisors to guide students to choose appropriate courses and any other issue that may arise during the course of study.

7 Criterion 5: Process Control

7.1 Standard5-1

The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

The program has a well defined admission criterion, which includes minimum 45% marks in the English exam at B.A level and minimum 45% marks in the

entrance test and interview score. The admission is advertised twice a year in Spring and Fall semesters.

7.2 Standard5-2

The process by which students are registered in the program and monitoring of students' progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

The student's name, after completion of the admission process, is forwarded to the Registrar office for registration in the specific program and the registration number is issued.

Students are evaluated through assignments, class tests, midterm tests, projects and final examinations at the end of each semester. The exams are conducted on regular basis as per schedule and contribute significantly towards the student's evaluation for relevant course. Only qualified students in each semester are allowed to join the next semester.

7.3 Standard5-3

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's mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

Vacant and newly created positions are advertised in the national newspapers. Applications are received by the Registrar office, scrutinized by the Dean, and call letters are issued to the short-listed candidates only on the basis of experience, qualification, publications and other qualities/activities determined by the HR department in the light of HEC guidelines. The candidates are

interviewed by the University Selection Board. Selection of candidates is approved by the BOG. Induction of new candidates depends upon the number of approved vacancies.

Faculty performance is evaluated at the end of each semester using HEC Proforma number 10 by the students, Director's recommendations and with the counter signature of Vice Chancellor and Pro-Chancellor. The annual increment is based on the Dean's recommendations.

7.4 Standard 5-4

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

The M.A English language and Literature program is a new addition as it was launched in Fall 2015. At that time there was no electronic mechanism of evaluating the faculty. Students are the recipient of the course contents through their teachers, a mechanism for evaluating the teacher was devised by the department in Spring 2016. Now Campus Management System has created CMS and VLE accounts for all the faculty members. The program and faculty will be monitored by Dean, In Charge program and QEC in Fall 2016. The feedback of the taught is a reliable instrument to measure the course learning outcome.

The students give feedback on Proforma number 1 regarding the course contents and how it is delivered. Through Proforma number 10, students evaluate and comment on teacher's efforts, put in to deliver the course contents, instructor's general conduct in the class, the environment, whether or not the teacher makes an extra effort to satisfy the students.

Faculty feedback is also taken on HEC Performa number 2 (Faculty Course Review Report and Performa number 5 (Faculty Survey).The faculty assesses the courses as well as the facilities provided twice a year. Their feedback is

valuable and their comments are discussed with Dean and the Head of program. On the basis of the student evaluation report improvement are made in teaching techniques.

7.5 Standard 5-5

The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

The program is run on semester basis and at the end of each semester, examinations are held to evaluate the students' progress in that semester. Successful students are allowed to join the next semester and this cycle continues till the end of 4th semester which will be the final semester. The final results will be announced on the basis of cumulative result in mid and end term examination. There are no Alumni in the department as the current batch will be the first one graduating in June 2017.

8 Criterion 6: Faculty

8.1 Standard 6-1

There must be enough full time faculties who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D. in the discipline.

The department has engaged two qualified and seasoned full time faculty members on permanent basis and four competent adjunct faculty members from highly prestigious universities in the city.

8.2 Standard 6-2

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

Faculty concurrency in the discipline is determined based on the criterion set by the University in the light of HEC guidelines. All faculty members submit their professional resumes on HEC Proforma number 9 (Faculty Resume) once a year (Annexure-H). This information is compared with the existing criterion set by university for the concurrency of the post. All full time faculty members are allocated courses as per the work load defined by HEC.

*All faculty members have an access to internet and library material for academic activities. University has defined the development programs for faculty members under the arrangement of RARE (Riphah Academy of Research and Education). RARE holds frequent interactive sessions of junior and senior faculty to discuss teaching methodology with a view to train the young faculty members. This practice is done on yearly basis during the summer vacations. After every 2 years the development program is analyzed in Deans Council for its effectiveness and necessary improvements. Full time fresh inductees will be sent to RARE for training.

RARE encourages the faculty to participate in research activities by providing them sufficient financial support for participation in national and international conferences.

8.3 Standard 6-3

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

Faculty members are motivated through open appreciation as well as documented appreciation (annual performance evaluation report) by the Program Head and Dean on regular basis.

*The faculty survey of the program using HEC Performa number 5 indicates mixed response of the faculty, which indicates their desire to evenly distribute teaching load and have a better salary structure. Surveys results are attached in Annexure D.

9 Criterion 7: Institutional Facilities

9.1 Standard7-1

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

Every faculty member has complete access to internet and e-learning library. Students have been provided a number of computer systems in the library to access e-learning section. Every student has been provided with user ID to access the e-learning resources from within the university library. The university library is linked with foreign universities libraries through internet.

The support staff to look after the e-learning resources is sufficient in number, trained and responsible. The university provides enough funding to support e-learning.

9.2 Standard7-2

The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.

The university library has books in hard copies to support the MAEL Language and Literature program. However, more books are needed to facilitate the students. More books on literature and social issues are required to enhance the student's exposure about social problems as well as to boost their creative and critical thinking. The internet access to the external universities libraries provides opportunities to the students and faculty to obtain knowledge from other technical

resources. The library has spacious halls to accommodate 60-65 students at a time. The campus library is adequately staffed with more than 4 professionals to help students and faculty members to get access to required books or learning material.

9.3 Standard7-3

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

Spacious classrooms are available to run the program as per desired schedule with multimedia and desktop computers permanently installed in every room. Invertible A.Cs of high quality provide a cozy atmosphere in all the rooms.

10 Criterion 8: Institutional Support

10.1 Standard 8-1

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

University allocates enough financial resources each year to hire competent faculty as required from the field.

As already listed in standard 5-3, Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support.

As listed in standard 6-2, Faculty members are provided with resources for research and academic activities to maintain their competence. Faculty members have also access to library materials for academic and research activities. However, these resources are not sufficient to cater the needs of faculty members. More books and subscription with online Humanities and Social Science research journals are required to enhance the quality of academic proficiency and research. Professional training in the use of internet and digital library is also provided to faculty to enhance their capabilities.

10.2 Standard 8-2

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

Not Applicable

10.3 Standard 8-3

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

Library at Riphah WISH campus holds 1800 books in the English section. However, more reference books and periodicals need to be purchased for the M.A English language and literature program. Adequate number of computers is available to be used by the students. Library is organized to accommodate more than 65 female students at WISH Campus library reading room.

Computing facilities at Riphah provide excellent platform to students to enhance their learning capabilities. There is one computer laboratory at the WISH Campus which is shared by all the departments.

11 Conclusion

The Self-Assessment Report of the Department of English Language and Literature Riphah International University, WISH Campus Islamabad is an important document, which highlights strengths and weaknesses of the program. The management is striving hard to improve infrastructure for the establishment of an environment more conducive for learning. The faculty is committed to impart high quality education.

This report has been prepared after evaluating the program in the light of 8 criterion and 31 standards given in HEC's Self Assessment Manual. The program mission objectives and outcomes are assessed and strategic plans are presented to achieve the goals, which are again measurable through definite standards.

Teachers' evaluation reveals satisfactory standards. Alumni association will be constituted soon. Weaknesses related to Faculty training, Library facilities, purchase of books and offices for Faculty have been brought to the notice of higher authorities.

Improvements in curriculum design and infrastructure are carried out on well defined and approved criterion. Pre-requisites are fully observed, examinations are held on schedules, academic schemes are prepared well in advance, transparent admission, registration, excellent student teacher ratio are some of the strong areas of this program. The efficacy of the program was measured through different standards and it was found to be satisfactory.

The Self-Assessment Report has also identified that the students must be taught Computer Skills, Statistical Analysis to handle data as well as the course of Life and Living in order to meet the program objectives.

Last but not the least it is suggested that the Fee structure needs to be revised keeping in view the inflation so that the in-take of students improves.

An educational institute is evaluated by the quality of its product. Therefore the admission criteria need to be improved. The department provides maximum support in strengthening the communicative, academic and research skills of the students.

The strengths and weaknesses of the program are:

11.1 Strong Areas

- The strength of this program is that it serves as a bulwark against Islamizing the students. The students being produced from this department preserve their Muslim identity
- Efficient, capable and dedicated permanent faculty
- Qualified adjunct faculty from well reputed universities
- Extra coaching to help weak students. A zero-credit hour remedial program is offered free of cost to the students.

11.2 Weaknesses

- Low student intake due to high fee.

- The students acquiring admission have a weak foundation in English
- Non-Availability of dedicated cabins for full time faculty
- Need to equip the library with more reference books, periodicals and ELT magazines
- More market oriented courses may be introduced
- The students acquiring admission have a weak foundation in English
- Need for a proper faculty evaluation system

Annexure A: Employer Survey

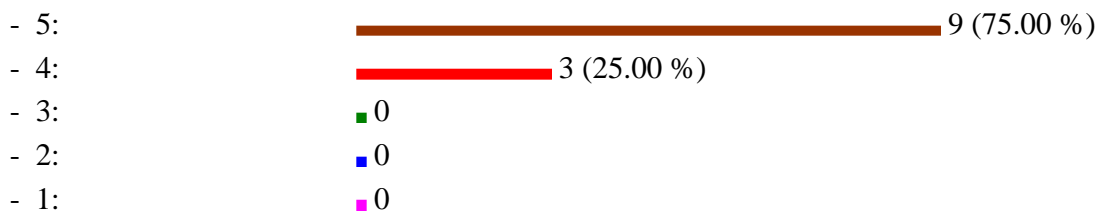
Not Applicable

Annexure B: Alumni Survey

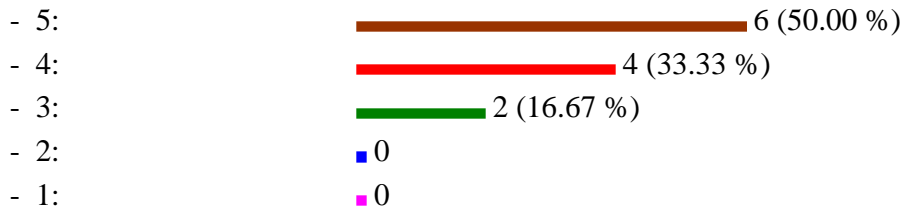
Not Applicable

Annexure C: Students Course Evaluation

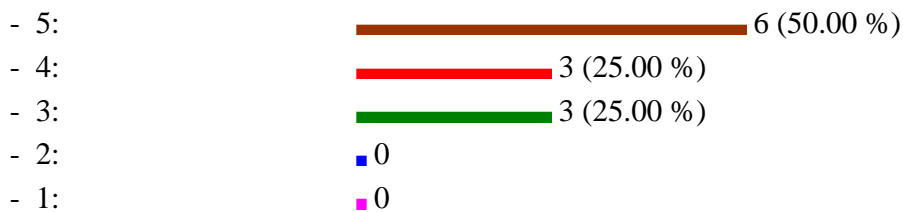
1) The course objectives were clear.



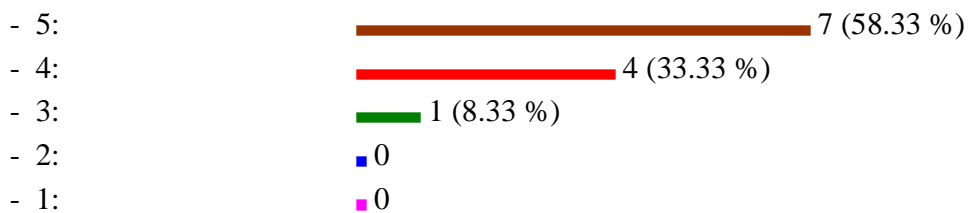
2. (2) The course workload was manageable



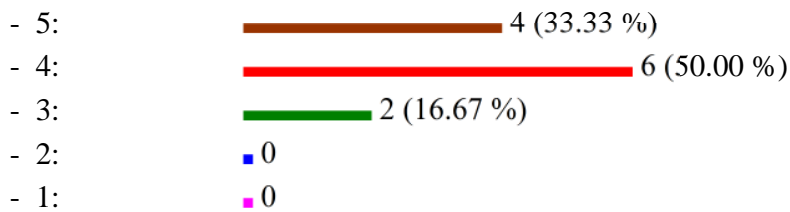
3. (3) The length of the course was appropriate



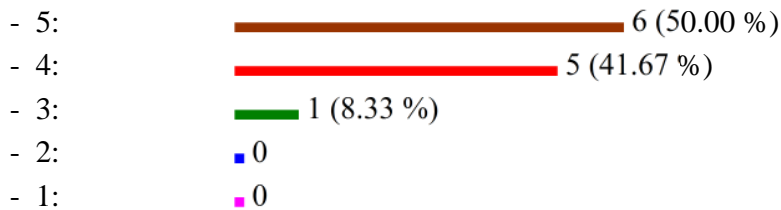
4. (4) Teaching methods encouraged participation



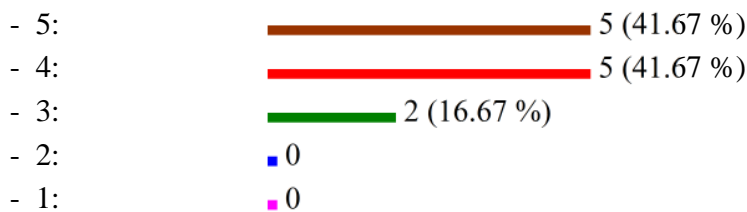
5. (5) The Teacher strictly follows the goals and objectives of the course.



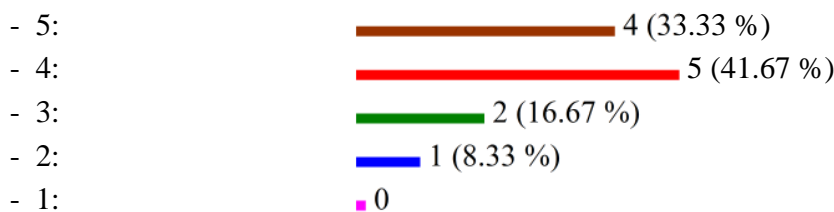
6. (6) Learning materials (lesson plans, Course notes etc) were relevant and useful.



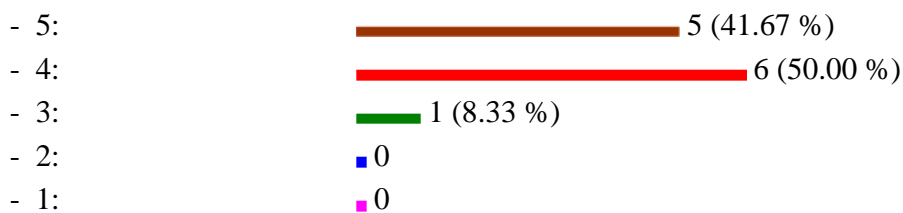
7. (7) Recommended reading books etc were relevant and appropriate



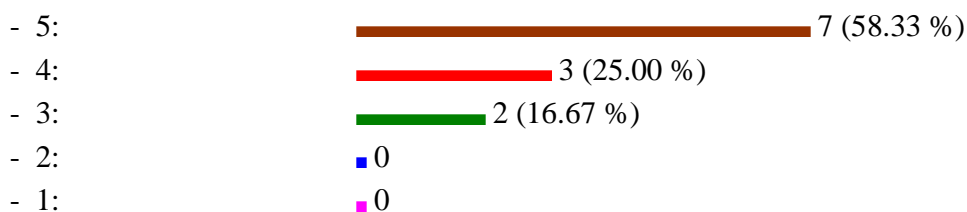
8. (8) I understood all the lectures



9. (9) The pace of the course was appropriate

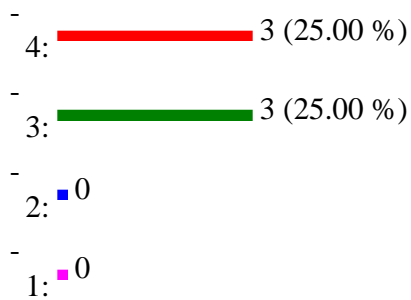


10. (10) The methods of assessments were fair

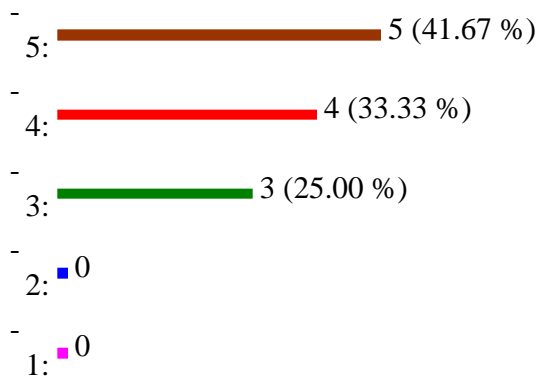


11. (11) As a result of taking this course my interest and curiosity about the issues and questions in this subject area has grown

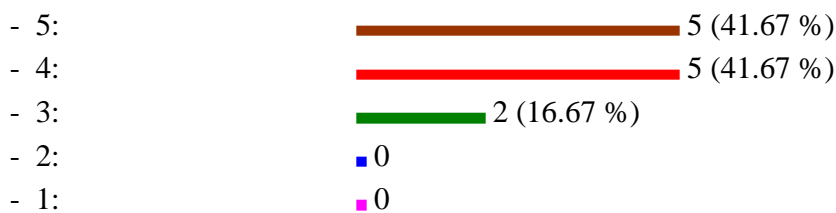




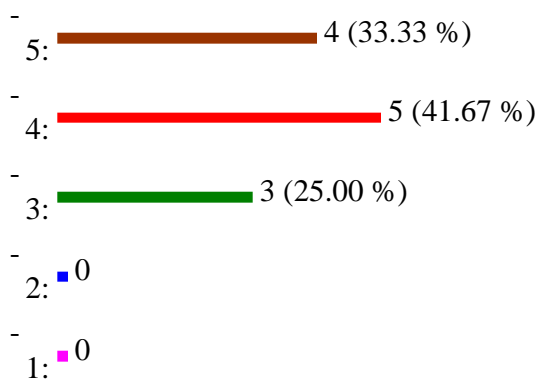
12. (12) As a result of taking this course my thinking is more focused and systematic, at least in this subject area.



13. (13) The material in the practical was useful (if applicable)



14. (14) In this course, I improved my ability to give sound reasons regarding issues in this subject area



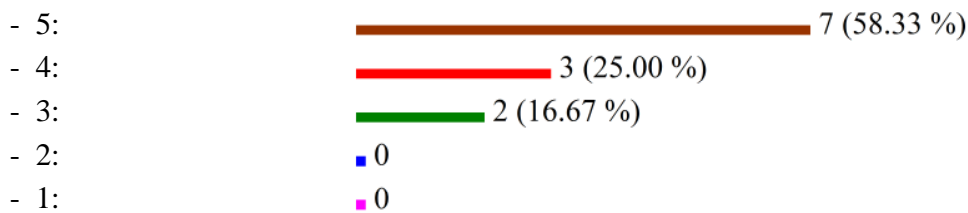
Annexure D: Students Teacher Evaluation

Teacher: S.M. Abdur Rauf

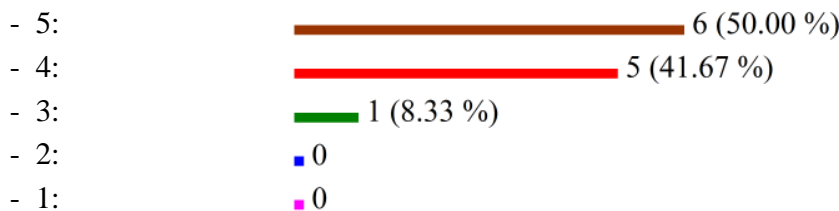
Undertaking) I confirm that evaluation being done by me is all correct



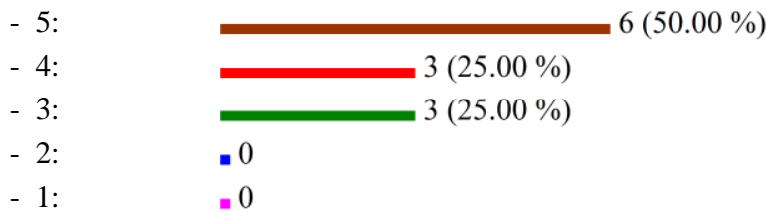
2. (1) The Teacher starts and finishes class on time



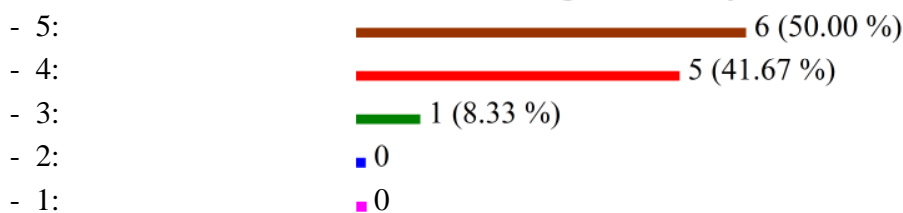
3. (2) The Teacher comes duly prepared for the lecture in each class



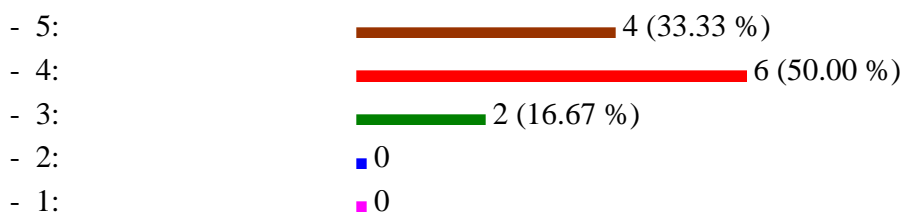
4. (3) The Teacher utilizes full time of class focusing on the subject matter



5. (4) The Teacher demonstrates knowledge of the subject

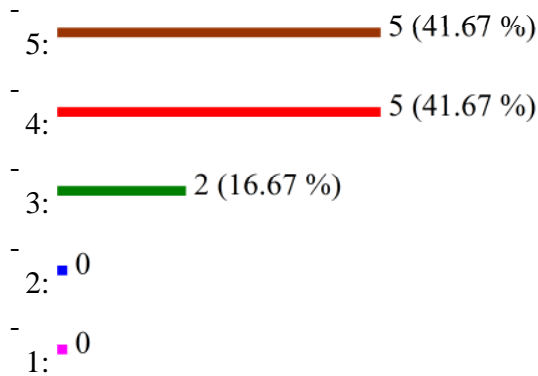


6. (5) The Teacher has covered the whole course

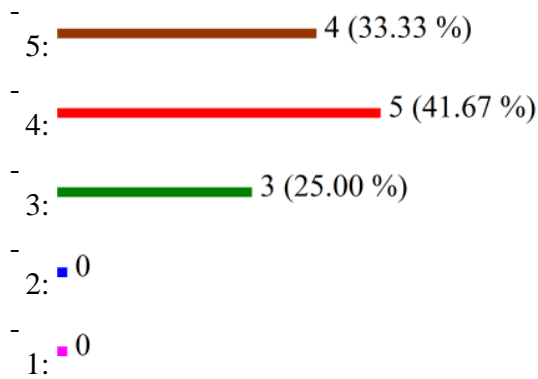


7. (6) The Teacher is available for after class consultations during the specified

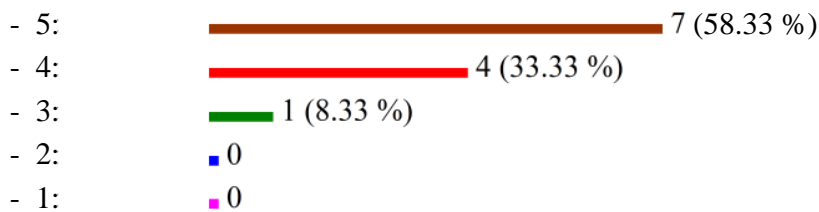
office hours.



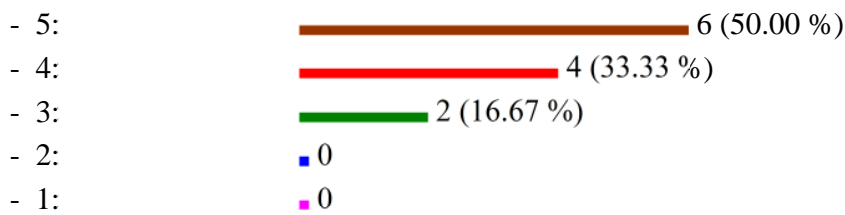
8. (7) The Teacher provides additional material/books/internet references apart from the text book



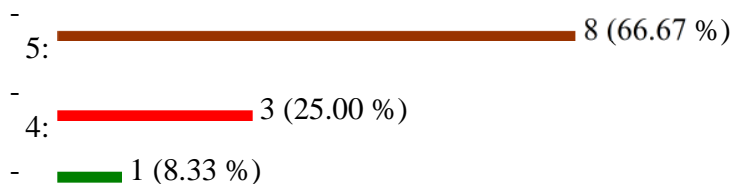
9. (8) The Teacher communicates the subject matter clearly and effectively



10. (9) The Teacher maintains a conducive environment in the class

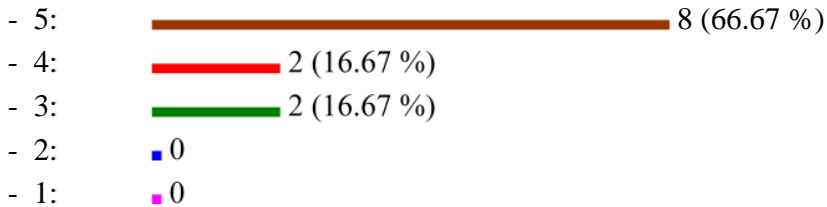


11. (10) The Teacher shows respect towards students and encourages class participation

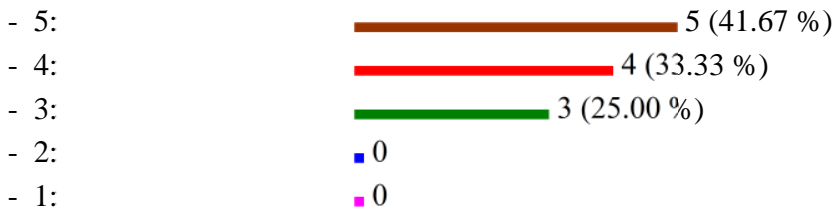


3:
- 2: 0
- 1: 0

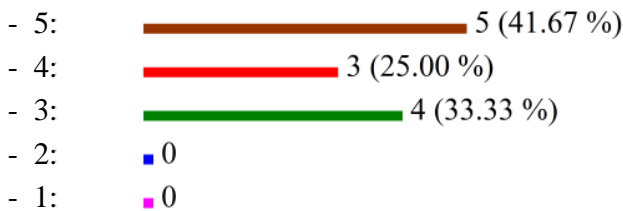
12. (11) The Teacher ensures equitable participation of the students in the class



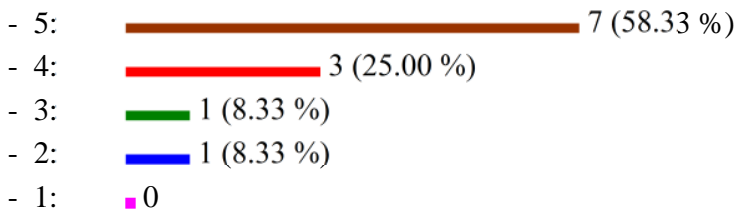
13. (12) The Teacher is fair in exams and grading



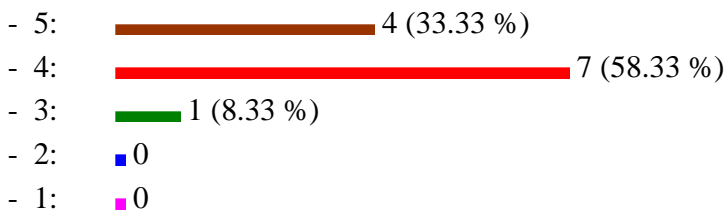
14. (13) The Teacher checks and returns assignments/exams and scripts, in time



15. (14) The Teacher relates current lesson content to previous and future lessons

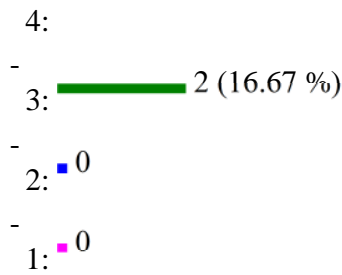


16. (15) The teacher takes extra steps to elevate competency level of weak students

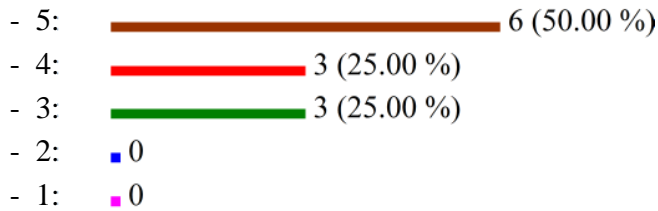


17. (16) The Teacher accepts and incorporates student's ideas, questions and responses.

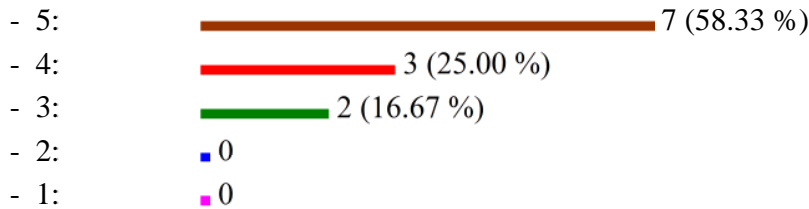




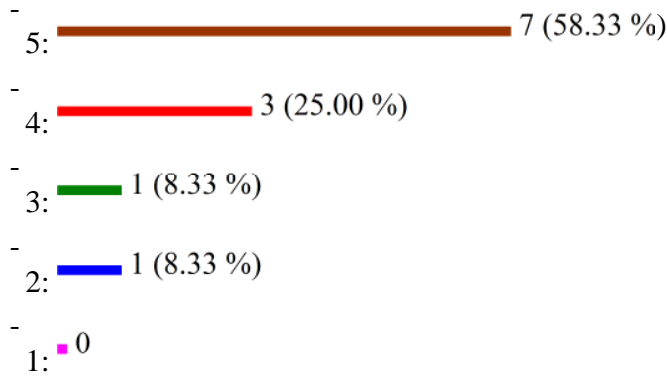
18. (17) The Teacher make use of audio/visual aids to make the lectures interesting



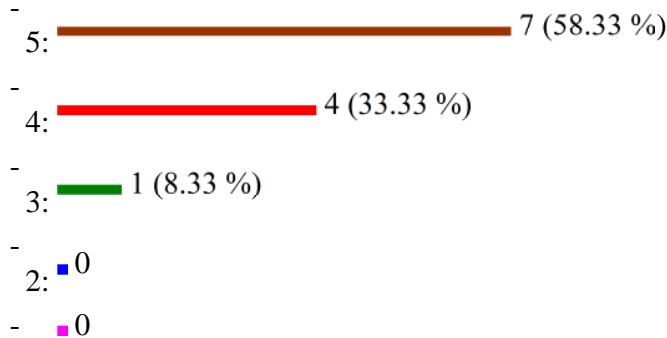
19. (18) The Teacher uses easy and understandable vocabulary for students



20. (19) During the teaching, the teacher display the enthusiasm towards the subject and teaching -motivation to subject interest



21. (20) The teacher is using VLE/Moelim for academic activities (assignments/quizzes/notes)



1:

Annexure E: Research Papers List

Professor S.M Abdur Rauf

1.	The Prelude – An Autobiographical Poem	The Statesman	Karachi	<u>Vol XII No.46</u> 14 October 1967
2.	Thomas Hardy: His concept of Tragedy	The Statesman	Karachi	18 November 1967
3.	The Love Song of J.Alfred Prufrock - A Study	The Statesman	Karachi	25 November 1967
4.	Antony and Cleopatra – A Critical Study	The Statesman	Karachi	<u>Serialized in 4 issues:</u> 9 December 1967 16 December 1967 23 December 1967 30 December 1967
5.	Shakespearean Quality in Keats' Poetry	The Statesman	Karachi	<u>Vol XIII NO.26</u> 1 st June 1968
6.	Courtly Love	The Statesman	Karachi	22 June 1968
7.	Tennyson – The Poet of Ambivalence	The Statesman	Karachi	6 July 1968
8.	The Odes of Keats' – A Study	The Statesman	Karachi	<u>Serialized in 5 issues:</u> 21 September 1968 25 September 1968 5 October 1968 12 October 1968 19 October 1968
9.	Shelly and His Critics	The Statesman	Karachi	9 August 1969
10.	In Memoriam	IRJA (International Journal of Arts)	Jamshoro University, Sindh	December 2008 Vol:36, No:36
11	The Strain of Romanticism in the Poetry of T.S.Eliot	Presented at International Conference	University of Peshawar	Vol XXI, No 1, 2013 (April)

English Language

12.	Teaching Writing at the postgraduate Level in The Department of English	Higher Education Review	UGC, Islamabad	<u>Volume No. II</u> December 1984
13.	Developing References Skills	English Teaching Forum	Washington, D.C.	<u>Volume XXV</u> January 1987
14.	Culture and Reading Comprehension	English Teaching Forum	Washington, D.C.	<u>Volume XXXI</u> April 1988
15.	Role of Teacher and Student in Communicative Language Teaching	The Journal of English Language Teaching	Madras (India)	<u>Volume XXV</u> January – February 1990

Books Published

16.	Mixed Grill (a collection of critical Essays on English Literature and Language)		Royal Book Company, Karachi	
17.	The Basic Tenets of Islam		Islamic Research	

			Academy, Karachi	
18.	Islam and Social Ethics		Islamic Research Academy, Karachi	
19.	The concept of Rights and Obligations in Islam		Islamic Research Academy, Karachi	

Prof. A.Saleh

- “**Islam in America: The Issue of Arrival and Survival,**” a paper published in *Pakistan Journal of History and Culture*, vol. 25, no. 1 (January-June 2004).
- “تنشأة وتاريخ علم الحروف والأعداد ومشروعيتها” a paper published in *al-Dirasat al-Islamiyyah*, IRI, IIUI, vol. 40, no. 1 (January-March 2005)
- Book Review on Khurram Murad’s *Key to al-Baqarah*, published in vol. 43, no. 3, Autumn 2004 issue of *Islamic Studies*, IRI, IIUI.
- Book Review on Hamid Algar’s *Surat al-Fatiha: Foundation of the Qur’an*, published in vol. 43, no. 4, Winter 2004 issue of *Islamic Studies*, IRI, IIUI.
- Book Review on S.M. Jafar and Misbah-ur-Rahman Yusufi’s *Genetic Principles and Islam*, published in vol. 44, no. 2, Summer 2005 issue of *Islamic Studies*, IRI, IIUI.

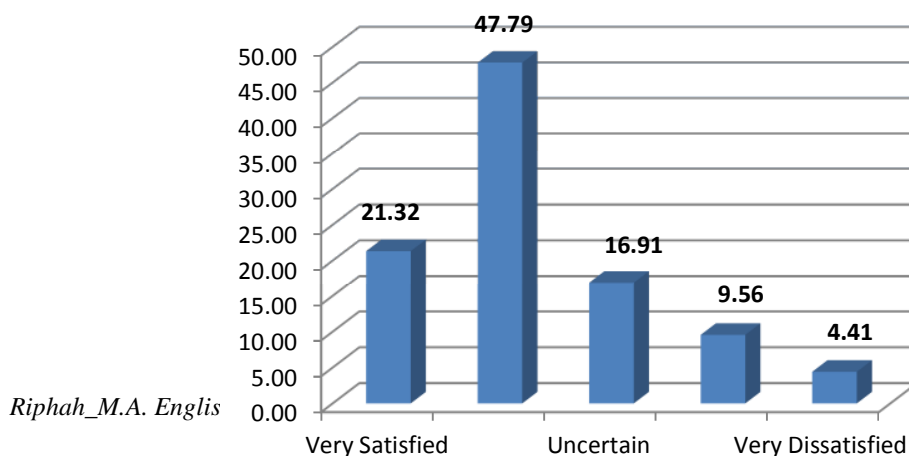
Annexure F: Graduating Students

Not Applicable

Annexure G: Faculty Survey

No.	Questions	Percentage				
		Very Satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1	- Clarity of institution's goals/mission	50.00	37.50	12.50	0.00	0.00
2	- Communications from/with peers and faculty/departmental leadership	25.00	75.00	0.00	0.00	0.00
3	- Type of teaching/ research you currently do..	37.50	50.00	12.50	0.00	0.00
4	- Your interaction with students in and outside classroom	50.00	37.50	0.00	12.50	0.00
5	- Your satisfaction level regarding office and IT facilities available to you.	0.00	62.50	25.00	12.50	0.00
6	- The mentoring available to you from seniors	0.00	62.50	25.00	0.00	12.50
7	- Administrative support from the faculty/department.	12.50	50.00	37.50	0.00	0.00
8	- Clarity and Satisfaction about the faculty promotion process.	25.00	25.00	25.00	12.50	12.50
9	- Your prospects for advancement and progress through ranks.	12.50	50.00	25.00	12.50	0.00
10	- Salary and compensation package.	12.50	25.00	12.50	37.50	12.50
11	- Job security and stability at the faculty/department/university.	25.00	25.00	25.00	12.50	12.50
12	- Amount of time you have for yourself and family.	0.00	62.50	0.00	25.00	12.50
13	- The overall environment in the department.	0.00	62.50	25.00	12.50	0.00
14	- Adequacy of technological & multimedia instructional resources in classrooms	25.00	50.00	25.00	0.00	0.00
15	Whether the department is utilizing your experience and knowledge.	37.50	50.00	0.00	12.50	0.00
16	Recognition/appreciation of good teaching by seniors	25.00	50.00	12.50	0.00	12.50
17	Opportunities for research in your discipline and recognition of research accomplishment	25.00	37.50	25.00	12.50	0.00
	Faculty Average	21.32	47.79	16.91	9.56	4.41

Note: To find the satisfaction percentage, 'Very Satisfied' and 'Satisfied' percentages are combined together. Similarly, 'Dissatisfied' and 'Very Dissatisfied' percentages are also combined.



Annexure – H

Faculty Resume

Sr. #	Name	Designation	Qualifications	Institution	Specialization Experience Dedicated/Shared
1	Prof.S.M.Abdur Rauf	HOD	M.A English	University of Rajshahi Dhaka	English Literature 50 years Dedicated
2	Dr.Abdur Rehman Saleh	Visiting Faculty	PhD Tafseer ul Quran	International Islamic University, Islamabad, Pakistan	Islam & The Modern Western Thought 09 years Dedicated Islamic Studies
3	Miss. Kiran Rukhsana	Lecturer	M.Phil in Applied Linguistics	NUML Islamabad	Linguistics None Dedicated
4	Miss Tahira Bibi	Visiting Faculty	MA English	IIUI Islamabad	Modern Fiction None Shared
5	Miss Zahida Khattak	Visiting Faculty	MA English	IIUI Islamabad	Classical Poetry None Shared
6	Miss.Aneeqa Jahangir	Visiting Faculty	M.Phil in Progress	IIUI Islamabad	Classical Fiction None Shared
7	Miss.Ayesha Rizwan	Visiting Faculty	MA English	IIUI Islamabad	Romantic Poetry None Shared
8.	Miss.Umaira Aleem	Visiting Faculty	M.Phil	University of Lahore	Classical and Modern Fiction and Poetry 6 years Shared

Annexure I: Lab Safety Precautions

Laboratory Staff

- Be calm and relaxed, while working in Lab.
- No loose wires or metal pieces should be lying on table or near the circuit, to cause shorts and sparking.
- Avoid using long wires, that may get in way while making adjustments or changing leads.
- Keep high voltage parts and connections out of the way from accidental touching and from any contacts to test equipment or any parts, connected to other voltage levels.
- BE AWARE of bracelets, rings, metal watch bands, and loose necklace (if you are wearing any of them), they conduct electricity and can cause burns. Do not wear them near an energized circuit.
- Do not install any software on any computer without getting approval from the respective authorities.
- Make sure all the computers and other equipment in the labs are switched off at the end of the day.
- Do not unplug a computer or equipment without switching it off first.

Students

- Shut down the computers properly after finishing your work.
- Do not install any software on any computer. If you are unable to find any required software, please contact the IT staff for help and support.
- Do not switch off network printers and scanners.
- Do not damage any equipment in the lab.
- Be considerate to other students while working in the labs.

AT Findings

Panel - Assessment Team

Following Assessment Team Members Visited WISH on 17 March, 2017

- | | |
|-----------------------------|----------|
| ▪ Prof. Dr. Khurram Shahzad | Chairman |
| ▪ Mr. Khurram Khan | Member |
| ▪ Dr. Rizwan Bin Faiz | Member |
| ▪ Engr. Salim Ahmed Khan | Member |

Exit Meeting - 17 March, 2017

Following attended the meeting:-

- | | |
|-----------------------------|-----------------|
| ▪ Prof. Dr. Anis Ahmad | Vice Chancellor |
| ▪ Prof. Dr. Khurram Shahzad | Chairman |
| ▪ Mr. Awais Bin Wasi | Acting Dean FSS |
| ▪ Mr. Khurram Khan | Member |
| ▪ Dr. Rizwan Bin Faiz | Member |
| ▪ Engr. Salim Ahmed Khan | Member |

The Chairman AT presented his final recommendations to carry out the improvements in this program. The Respected VC approved the proceedings:

- Requirement of separate program coordination office
- Requirement of Faculty Offices
- Need to improve computing facilities for the students

Note: After the above exit meeting, the Departmental head prepared the implementation plan with target dates and submitted it to the QEC. The QEC pursued the activities and then mentioned the final status completed/in progress in Annex-K before submitting the SAR to HEC.

Implementation Plan (Summary) – MA. (English Language and Literature) – WISH

(Shared Class Rooms & Facilities with other Faculties)

AT Finding	Corrective Action	Implementation Date	Responsible Body	Present Status
Requirement of Faculty Offices	Provision of 3 x Faculty Offices	By 30 May 2017	Registrar/Administrator	Completed
Lack of separate program coordination office	Provision of 1 x separate coordination office	By 30 April, 2017	Registrar/Administrator	Completed
Need to improve computing facilities for the students	10 x computer workstations are provided in computer lab	By 30 May 2017	FSS/ITIC	Completed
AT Chairman's Comments Name and Signature		Prof. Dr. Khurram Shahzad Associate Dean Faculty of Management Sciences Riphah International University, Islamabad		
Dean's Comments Name and Signature		Dean Faculty of Social Sciences & Humanities Riphah International University		
QEC Comments Name and Signature		<i>Timely Actions Appreciated</i>		

Dr
Khurram
Shahzad
Wani
SB



Annexure L: Faculty Course Review

MA English program is comprised of 66 credit hours. All courses curriculum is reviewed periodically by the faculty to assess its effectiveness and contribution in achieving program objectives. Course review also contributes towards making any changes in the syllabi and enhancements required in areas identified as a result of Alumni Survey, Employer Survey and Graduating Students Feedback.

PT members launched HEC Performa 2 (Faculty of Course Review Report) to all the faculty members, to obtain their feedback about courses.

The summary of the overall feedback of all courses identified the following improvement areas:

- a. Confidence Building Measures
- a. Relationship Management.
- b. Communication Skills
- c. Leadership skills.

These improvement areas have been presented in Board of Studies to finalize its recommendations and suggest further actions.

Annexure – M: Rubric Report

Self Assessment Report					
Criterion 1 – Program Mission, Objectives and Outcomes					Weight = 0.05
Factors	Score				
1. Does the program have document measurable objectives that support faculty/ college and institution mission statements?	5	4	3	2	1
2. Does the program have documented outcomes for graduating students?	5	4	3	2	1
3. Do these outcomes support the Program objectives?	5	4	3	2	1
4. Are the graduating students capable of performing these outcomes?	5	4	3	2	1
5. Does the department assess its overall performance periodically using quantifiable measures?	5	4	3	2	1
6. Is the result of the Program Assessment documented?	5	4	3	2	1
Total Encircled Value (TV)	25				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05	4.16				

Criterion 2– Curriculum Design and Organization						Weight = 0.20
Factors	Score					
1. Is the curriculum consistent?	5	4	3	2	1	
2. Does the curriculum support the program's documented objectives?	5	4	3	2	1	
3. Are the theoretical background, problem analysis and solution design stressed within the program's core material?	5	4	3	2	1	
4. Does the curriculum satisfy the core requirements laid down by HEC?	5	4	3	2	1	
5. Does the curriculum satisfy the major requirements laid down by HEC?	5	4	3	2	1	
6. Does the curriculum satisfy the professional requirements as laid down by HEC?	5	4	3	2	1	
7. Is the information technology component integrated throughout the program?	5	4	3	2	1	
8. Are oral and written skills of the students developed and applied in the program?	5	4	3	2	1	
Total Encircled Value (TV)	35					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.20	17.5					

Criterion 3– Laboratories and Computing Facilities						Weight = 0.10
Factors	Score					
1. Are the laboratory manuals/ documentation/ instructions etc. for experiments available and readily accessible to faculty and students?	5	4	3	2	1	
2. Are there adequate number of support personnel for instruction and maintaining the laboratories?	5	4	3	2	1	

3. Are the University's infrastructure and facilities adequate to support the program's objectives?	5	4	3	2	1
Total Encircled Value (TV)	12				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	8				

Criterion 4– Student Support and Advising		Weight = 0.10				
Factors	Score					
1. Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	5	4	3	2	1	
2. Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5	4	3	2	1	
3. Does the university provide academic advising on course decisions and career choices to all students?	5	4	3	2	1	
Total Encircled Value (TV)	11					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	7.33					

Criterion 5– Process Control		Weight = 0.15				
Factors	Score					
1. Is the process to enroll students to a program based on quantitative and qualitative criteria?	5	4	3	2	1	
2. Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
3. Is the process to register students in the program and monitoring their progress documented?	5	4	3	2	1	
4. Is the process above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
5. Is the process to recruit and retain faculty in place and documented?	5	4	3	2	1	
6. Are the process for faculty evaluation & promotion consistent with the institution mission?	5	4	3	2	1	
7. Are the process in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5	4	3	2	1	
8. Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5	4	3	2	1	
9. Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
10. Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	5	4	3	2	1	
11. Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
Total Encircled Value (TV)	47					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	12.81					

Criterion 6– Faculty		Weight = 0.15				
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Factors	Score				
1. Are there enough full time faculty members to provide adequate coverage of the program areas/courses with continuity and stability?	5	4	3	2	1
2. Are the qualifications and interest of faculty members sufficient to teach all courses, plan, modifies and updates courses and curricula?	5	4	3	2	1
3. Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	5	4	3	2	1
4. Do the majority of faculty members hold a Ph.D. degree in their discipline?	5	4	3	2	1
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5	4	3	2	1
6. Are there mechanisms in place for faculty development?	5	4	3	2	1
7. Are faculty members motivated and satisfied so as to excel in their profession?	5	4	3	2	1
Total Encircled Value (TV)	28				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	12				

Criterion 7– Institutional Facilities		Weight = 0.15				
Factors	Score					
1. Does the institution have the infrastructure to support new trends such as e-learning?	5	4	3	2	1	
2. Does the library contain technical collection relevant to the program and is it adequate staffed?	5	4	3	2	1	
3. Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5	4	3	2	1	
Total Encircled Value (TV)	11					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	10.99					

Criterion 8– Institutional Support		Weight = 0.10				
Factors	Score					
1. Is there sufficient support and finances to attract and retain high quality faculty?	5	4	3	2	1	
2. Are there an adequate number of high quality graduate students, teaching assistants and Ph.D. students?	5	4	3	2	1	
Total Encircled Value (TV)	8					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	8					

$$\begin{aligned}
 \text{Overall Assessment Score} &= S1+S2+S3+S4+S5+S6+S7+S8 \\
 &= 4.16+17.5+8+7.33+12.81+12+10.99+8 \\
 &= 80.79
 \end{aligned}$$