

RIPHAH INTERNATIONAL UNIVERSITY
LAHORE



SELF ASSESSMENT REPORT

M.PHIL. ENGLISH LITERATURE

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, MPhil English (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 Lecture and Workshop on preparation of Self-Assessment Report (SAR) were arranged for the Deans/In-charge Programs and Program Team (PT) Members of the selected program. Hard copies of HEC issued 10 proformas, 8 criterion and 31 standards were provided to PT members to evaluate their respected program against defined standards. The PT members with an intimate support and follow up of QEC, completed the SAR and forwarded to QEC in given time frame. After reviewing SAR, QEC arranged visit of Assessment Team to the selected program. QEC Officer accompanied the AT Team and participated

in discussions with In-charge Program / Program Team members and available faculty members.

The Chairman AT during his visit, 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 indicates the resources required to improve the infrastructure, environment in the classes and E-Learning The tasks have been completed on fast track by the combined efforts of Head of Department, QEC officer and Administration of Lahore Campus.

At the completion of Self-Assessment cycle, QEC is going to submit the hard and soft copy of SAR to HEC by 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 MPhil English Language and Literature Program since Fall 2015.

2.3 Program Selected

Our MPhil in English offers specialization in (Applied) Literature and Literature, and consists of 30 credit hours spread over a period of at least two years. The participants are required to study four core (compulsory) courses and four elective courses over a period of two years, and in addition complete a 6-credit hour thesis. Together the compulsory (core) and elective courses earn the scholars a total number of 24 credit hours; each course earning them 3 credit hours individually. The scholars then go on to write a thesis of minimum 30,000 to 40,000 words on a topic of their own choice. The thesis comprises 6 credit hours, as already pointed out, and its completion is in general a prerequisite to the completion of the MPhil degree program, although it is also possible, in accordance with the HEC regulations, to complete the program entirely by coursework.

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

Department of English aims to build on areas of its strength in research and teaching to enhance its national and international reputation as the department believes in research-based teaching and academic environment To groom students imbued with the spirit of Islam.

3.3 Program Objectives

The MPhil in English Literature prepares the students to examine the nature of language and language learning. The specific goals of the program are to prepare the scholars:

- to apply their understandings of the theoretical and empirical complexities of language and language learning in addressing every day and extraordinary language-related issues
- to develop research agendas around relevant questions and appropriate investigative methods
- to apply their understandings of the scholarship of teaching and research in diverse educational, cultural, psychological, literary, social and institutional contexts.

Alignment of Program Objectives with Mission Statements

Program objectives intend to impart not only practical and theoretical skills but moral and ethical information as well. This is done through planned set of activities during the execution of the MPhil program. These activities include overall curriculum composition and its delivery, practical work and projects performed at required stages.

3.3.1 Main Elements of Strategic Plan

3.3.1.1 Curriculum Design*

The M.Phil program comprises of 13 core courses as per university requirements. It has 07 elective courses and 6 credit hours for research thesis. Curriculum is divided into different segments that builds student's base through basic set of courses and imparts advance knowledge.

3.3.1.2 Projects

The MPhil English 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

The MPhil in English Literature will provide students with an opportunity to achieve a broad theoretical grounding and research experiences in the field; thus, preparing them for career opportunities in teaching, research, translation, media and publishing.

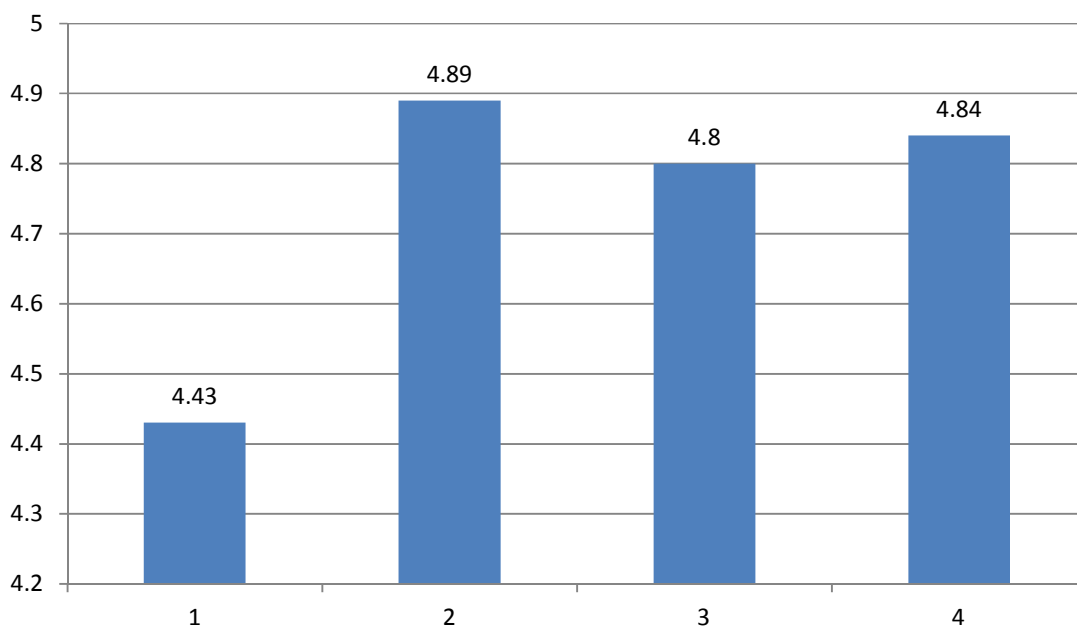
3.3 Standard 1-3

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:

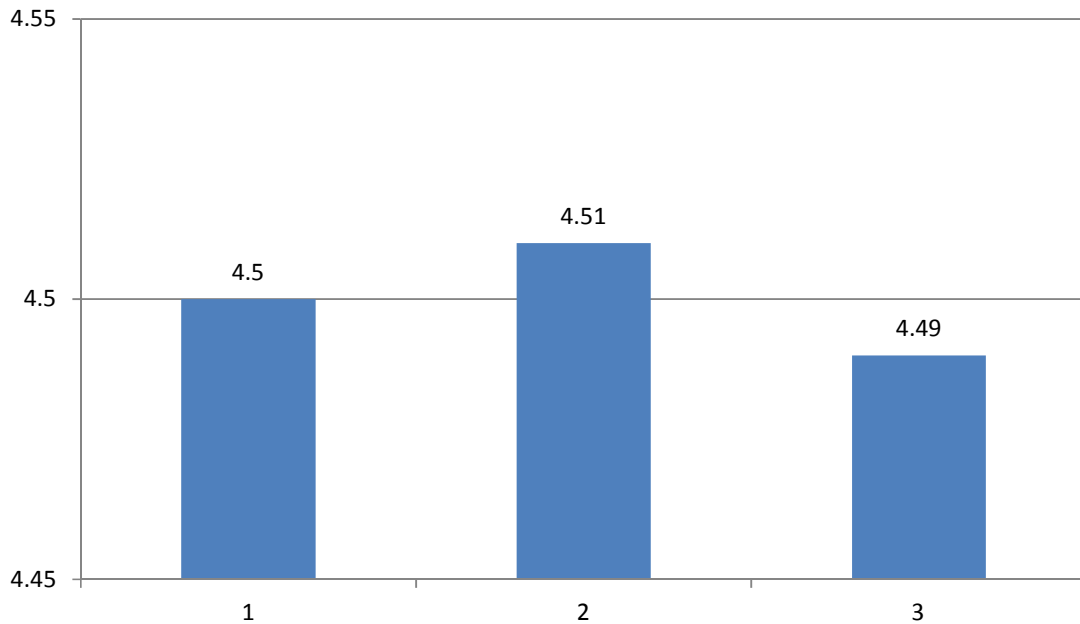


Figure 2: Teachers Evaluation Graph

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

- Providing quality education at affordable price.
- Dedicated and expert faculty and support staff.
- Initiated fourth successful batch of MPhil literature.
- Uploading of Islamic values
- All programs under one roof.
- Department has a strong ethos of openness, sharing and commitment to increase student's confidence.

3.5 Weaknesses

- Department lacks PhD teachers in Permanent faculty.
- Space is tight.
- Limited technical knowledge of support staff.
- Narrow focus on open events; curriculum is too stretched for additional activities.
- Poor Marketing on the part of support staff.

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

Since the program began in Fall 2016, 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	2.73
Semester 2	Spring 2016	3.47
Semester 1	Spring 2016	2.21

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

M.Phil in English (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	SOCIOLITERATURE	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 -608, ENG -609, ENG -610, ENG -611, ENG - 612	22	0

Table 3: Curriculum Course Requirements (table 4.3)

4.5 Courses Information

4.5.1. Research Methodology

4.5.1.2 Objectives

The aims of this course are to enable the student to: be familiar with selected research techniques and approaches within the qualitative and quantitative research paradigms; develop understanding and skills of using appropriate tools for collecting data; develop an understanding of ways of analyzing and reporting qualitative and quantitative data; develop an understanding of basic concepts underlying the use of statistics; develop an understanding of ways of constructing, analyzing and reporting quantitative data; use of SPSS for analysis of data; understand and use ethical issues at all stages of the research process.

Course Contents

There will be special emphasis on the topics: Qualitative approach; Ethnography; Narrative Inquiry; Action research; Case study; Phenomenology; Grounded theory; Content analysis; Quantitative approach; Experimental; Non-experimental; Quasi-experimental research; Data collection tools; Interviews, Questionnaire, Observation, Document analysis; Sampling and its types; Ethical issues in research; Statistical analysis

4.5.1.3 Books

1. Abelson, R. P. (1995). *Statistics as Principled Argument*. Hillsdale, NJ: Lawrence Erlbaum Associates.
2. Black, T. R. (1999). *Doing Quantitative Research in the Social Sciences: An Integrated Approach to Research Design, Measurement, and Statistics*. London, UK: Sage.
3. Blaikie, N. (2003). *Analysing Quantitative Data: From Description to Explanation*. Thousand Oaks, CA: Sage.
4. Bogdan, R. C., Biklen, S. K. (1998). *Qualitative Research for Education: An Introduction to Theory and Methods (Third edition.)*. New York: Allyn and Bacon.
5. Byrne, D. (2003). *Interpreting Quantitative data*. Thousand Oaks, CA: Sage.
6. Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education. (Fifth edition)*. London: Routledge.

7. Creswell, J. W. (2002). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*. London: Sage Publication
8. Darlington, Y. & Scott, D. (2002). *Qualitative Research in Practice: Stories from the Field*. Philadelphia: Open University.
9. Dornyei, Z. (2007) *Research Methods in Applied Literature*, Oxford: Oxford University Press.
10. Day, C., Elliot, J., Somekh, B. & Winter, R. (Eds.), (2002). *Theory and Practice in Action research*. Oxford: Symposium Books.
11. Denzin, N. K. & Lincoln, Y. S. (2005). *The Handbook of Qualitative Research*. (Third edition). Sage.

4.5.2.1 Morphology and Syntax

4.5.2.2 Objectives:

Much of this course is an exploration of morphology and syntax from a semi-generative point of view, the approach eventually is concerned with the linguistic structure beyond the superficial, descriptive level. With such a complex goal in mind, this course, nevertheless, is meant to be a fairly gentle introduction, including a good deal of elementary descriptive analysis. It will be largely based on data from the English language, though, whenever possible, comparisons with the syntax of Urdu and some other local languages could be made. The crucial major requirement for taking it is a genuine interest in the study of data-driven and empirically constrained argumentation and explanation, often through the deployment of diagnostic tests. Apart from that, I shall generally assume that previously the students have no more than a well-rounded familiarity with the fundamental descriptive and perhaps some rudiments of theoretical aspects of morphology and syntax. Focusing on a selected set of issues and adopting a hands-on teaching and learning strategy for the exploitation of the data, the aim will not be to provide an extensive, superficial survey, but rather to develop and sharpen the students' analytical and some theoretical skills by encouraging first-hand discovery, description and justifiable explanation.

Course Contents

The structure of phrases, Word classes, the noun phrase, More classes of phrase, The verb phrase and auxiliaries, Sentential or clausal structure, Noun phrases again, Root and embedded sentences, Transformations: Form and meaning, The nature of words, Parts of a word, Inflected words, Derived words, Compounds, blends, and phrasal words, Productivity of words, Word structure and how it evolves.

4.5.2.3 Recommended Books

1. Fabb, Nigel (2005; 2nd edn). *Sentence Structure*. London/New York: Routledge.
2. Carstairs-McCarthy (2002). *An Introduction to English Morphology: Words and Their Structure*. Edinburgh: Edinburgh University Press.
3. Aarts, Bas (2001). *English Syntax and Argumentation* (2nd edition). Basingstoke: Palgrave.
4. Black, Cheryl A. (1999). *A Step-by-Step Introduction to the Government and Binding Theory*. SIL (online).
5. Börjars, Kersti and Kate Burridge (2010). *Introducing English Grammar* (2nd edition). London: Hodder Education.
6. Miller, Jim (2008). *An Introduction to English Syntax* (2nd edition). Edinburgh: Edinburgh University Press.
7. Poole, Geoffrey (2002). *Syntactic Theory*. Basingstoke: Palgrave.

4.5.3.1 Applied Literature

4.5.3.2 Objectives:

This course is a gateway to the field of applied of Applied Literature. It will introduce students to different methods adopted throughout the tradition of language teaching to teach language at the same time probing into the approaches, linguistic or psychological, that backed them. The knowledge of this will prepare the students to cope with the other subjects. This course further aims at introducing fairly advanced ideas related to syllabus designing and implementation. It offers a review of dominant and competing syllabuses in the 20th century focusing especially on the milieu of their rise and the cause of their

decay both. The theory will go in this course hand in hand with practice: the students will review different syllabus for applying the concepts they learn.

Course Contents

Theories of language learning, The nature of approaches and methods in language learning, GTM, The Direct Method, The Audio-lingual Method The Natural Approach, CLT, The Eclectic Approach. Error Analysis: Nature and purpose, Causes of errors, Inter-lingual errors, Intra-lingual errors, Overgeneralization, Literal translations. Contrast between Behavioristic and Mentalistic attitude to errors: Stages of error analysis, Definition and scope of syllabus, Considerations common to all syllabuses, Relationship between theory of language, language learning and language syllabuses, Dichotomies of Syllabuses, Product vs. Process-oriented syllabuses.

Product-oriented syllabuses: Grammatical Syllabus, Theoretical bases, Selecting and grading contents, Criticism, Notional Functional Syllabus, Theoretical bases, Selecting and grading contents, Criticism.

Process - oriented syllabuses: Procedural, Theoretical bases, selecting and grading contents, criticism, Process Syllabus, theoretical bases, selecting and grading contents, Criticism, Objectives: Types and Criticism, Needs analysis for syllabus designing.

4.5.3.3 Recommended Books

1. Allen, J. P. B. & Corder, S P. (eds) (1974). Techniques in applied Literature. The Edinburgh course in applied Literature (Vol. 3). Oxford: OUP.
2. Brumfit, C. (ed.) (1986). The practice of communicative teaching. Oxford: Pergamon.
3. Chomsky, N. (1959). A review of B. F: Skinner's Verbal Behaviour. In Krashen, S. D. (1982). Principles and practice in second language acquisition. New York: Pergamon.
- Hall, C. J., P. H. Smith, et al. (2011). Mapping Applied Literature. New York, Routledge.
4. Harmer, J. (2007). The practice of English language teaching. Harlow: Longman

5. Johnson, K. (1996). *Language teaching and skills learning*. London: Blackwell.
6. Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. London: OPU.
7. Munby, J. (1978). *Communicative syllabus design*. Cambridge: CUP.
8. Norrish, J. (1987). *Language learners and their errors*. New York: Macmillan.
9. Nunan, D (1988). *Syllabus design*. Oxford: OUP.
10. Omaggio, A. C. (1986). *Teaching language in context*. New York: HHP
11. Prabhu, N. S. (1987). *Second language pedagogy: A perspective*. Oxford: OUP.
12. Richards & Rodgers. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge. CUP
13. Richards, J. C (1980). *Error analysis*. London: Longman.
14. Steinberg, D. D. (1988). *PsychoLiterature*. London: Longman
15. Ur, P (1996). *A course in language teaching*. Cambridge: CUP.
16. Ur, P. (1988). *Grammar practice activities: A practical guide for teachers*. Cambridge: CUP.
17. Wilkins, D. (1976). *Notional syllabuses*. Oxford: OUP.
18. Wilkins, D.A. (1985). *Literature in language teaching*. London: Arnold

4.5.4.1 Semantics and Pragmatics

4.5.4.2 Objectives:

In this course students will be able to study factors that govern meaning and how meaning is constructed in the mind of the language user. After completion of the course the student should be able to:

- Identify and describe different types of meaning using a linguistic semantic and pragmatic methodology where the focus of analysis is on the actual documented use of language.
- Discuss and critically analyze the concepts meaning and language use.
- Review and present current research in the subject area.

Course Contents

This course offers an introduction to the basic concepts and methods in the analysis of natural language meaning through a survey of major current approaches and their findings: structuralist semantics, cognitive semantics,

referential semantics, and radical pragmatics. Topics of focal interest include: semantics at the language-cognition interface; lexical semantics, construction meaning, and syntax; semantics, pragmatics, and interaction; semantic typology and universals. Sense, reference and sense relations; Theories of semantics ;Meaning in grammar I: Entities and events; Representing entities; Representing events; Language, culture and cognition; Cultural categories and Linguistic Relativity; Language of space, Meaning in grammar: Deixis, tense, aspect and mood , Deixis and tense, aspect and mood; Tense, aspect and mood in English; Pragmatics; Utterance meaning, implicature, and Relevance Theory; Speech Act Theory and Politeness Theory of Discourse; Information structure and discourse and context; Conversational analysis.

4.5.4.3 Recommended Books

1. Cutting, J. (2010). Pragmatics and Discourse. New York, Routledge.
2. Grice, H. P. (1989) Studies in the Way of Words, Harvard University Press.
3. Leech, G. N (1983) Principles of Pragmatics, Longman.
4. Levinson, S. (1983) Pragmatics, Cambridge University Press.
5. Levinson, S. (2000) Presumptive Meanings: The Theory of Generalized Conversational Implicature, MIT Press.
6. Verschuren, J. (1999) Understanding Pragmatics, Arnold.

4.5.5.1 Theories of Language Description

4.5.5.2 Objectives:

The course aims to introduce students to the basic theories of language to enhance their understanding of Literature. By the end of this course students will be able to develop a thorough understanding of the philosophical and theoretical frameworks, the knowledge of which is essential for linguistic analysis.

Course Contents

Language and Philosophy; Issues in the Philosophy of Language.

Some major philosophers and their philosophy of language (Bakhtin, Locke, Wittgenstein, etc.);

Theories of Language;

Major Schools of Literature: Historicism, Structuralism, Descriptivism, Functionalism, Generativism.

4.5.5.3 Recommended Books

1. Becker, J. C. (2005). *A Modern Theory of Language Evolution*. Universe.
2. Bühler, K. (1990). *Theory of Language: the representational function of language*.
3. Chapman, S. (2000). *Philosophy for Literature: an introduction*. Routledge.
4. Chapman, S., & Routledge, C. (2005). *Key Thinkers in Literature and the Philosophy of Language*. Routledge.
5. Devitt, M., & Hanley, R. (2006). *The Blackwell Guide to the Philosophy of Language*.
6. Blackwell Publishing.
7. Devitt, M., & Sterenly, K. (1999). *Language and Reality: An Introduction to the Philosophy of language*. (Second edition). Blackwell Publishing.
8. Frajzyngier, Z., Hodges, A., & Rood, S. D. (Eds.), (2005). *Linguistic Diversity and Language Theories*. John Benjamins Publishing Company.
9. Hale, B., & Wright, C. (Eds.), (2003). *A Companion to the Philosophy of Language*. Blackwell Publishing.
10. Hornby, J., & Longworth, G. (2006). *Reading Philosophy of Language*. Blackwell Publishing.
11. Losonsky, M. (2006). *Linguistic Turns in Modern Philosophy*. Cambridge University Press.
12. Mahmoudian, M. (1993). *Modern theories of language: the empirical challenge*. Duke University Press.
13. Matthews, H. P. (1993). *Grammatical theory in the United States from Bloomfield to Chomsky*. Cambridge University Press.
14. Matthews, P. (2001). *A Short History of Structural Literature*. Cambridge University Press.
15. Morris, M. (2007). *An Introduction to the Philosophy of Language*. Cambridge University Press.
16. Subrahmanyam, K. (2008). *Theories of Language: oriental and accidental*. D.K Printworld.
17. Weisler, E.S., & Milekic, S. (2000) . *Theory of Language*. MIT Press

4.5.6.1 Phonetics and Phonology

4.5.6.2 Objectives:

The goals of the course are: (1) to give students extended practice transcribing linguistic data pertaining to the sound systems of languages; (2) to acquire expertise in analyzing phonological phenomena; (3) to become familiar with basic theoretical concepts in phonology, preparing students to undertake further advanced study; and (4) to give some exposure to acoustic phonetics and sound analysis.

Course Contents

Anatomy and Terminology; Review of Articulatory Phonetics; Place and Manner. IPA; Broad vs. Narrow Transcription; English Consonant Allophones and Transcription; Airstream Mechanisms, Phonation and Voice Onset Time; Consonants Cross-Linguistically, Vowels Cross-Linguistically; Co-articulation and Orchestration , Phonological Structure; Phonological Typology, Underlying Representations: Phonological Rules, Rules vs. Constraints, Neutralization Rules and Morphophonology, Distinctive Features, SPE Rule-writing and Rule-Ordering: Feeding, Bleeding Rules, Contrastive Underspecification; Review of Pure Phonology , Syllables and Syllable-based Processes, Stress and Rhythm, Stress versus Tone , Tones and Autosegmental Theory; Review of Supersegmentals, Introduction to Acoustic Phonetics, Acoustics and Sound Software: Pratt, Reading Spectrograms, Literature of the Phonetics-Phonology Interface , Course Wrap-up and Last Questions; Student Surveys.

4.5.6.3 Recommended Books

Ladefoged, P. & Johnson, K. (2015). A course in phonetics (7th edition). Stamford: Cengage

Gussenhoven, C. & Jacobs, H. (2011). Understanding phonology (3rd edition). London:

Hodder Education

4.5.7.1 SocioLiterature

4.5.7.2 Objectives:

The course examines the relationship between language and society, focusing on both learning about linguistic matters and learning about social structures. The aim of this course is to introduce participants to concepts and issues in

SocioLiterature. By the end of the course, the participants will gain an understanding of basic sociolinguistic concepts. They will be able to explore and evaluate critically sociolinguistic issues relevant to language teaching. The students will also be able determine the nature of language change and multilingualism and to understand the nature of languages in contact situation while understanding different types of bilingualism and their functions in society.

Course Contents

Introduction to the study of socioLiterature; Language variation: Standards, regional and social dialects Language variation: Methods of data collection and analysis; Multilingual speech communities; Code-switching; Language change; Lingua Franca - World Englishes; Ethnography of speaking; Pragmatics and politeness theories; Importance of the Study of Bilingualism; Reasons/Causes of Bilingualism; Bilingualism around the world and in Pakistan - a typology, Language Contact & Consequences; Borrowing; Convergence; Semilingualism; Language Choice Diglossia; Polyglossia; The Politics of Bilingualism and Bilingual Education.

4.5.7.3 Recommended Books

1. Auer, P. (Ed.), (1998). Code-Switching in Conversation: Language, Interaction, and Identity. London: Routledge.
2. Auer, P. (1984). Bilingual conversation. Amsterdam: Benjamins Publishing Company.
3. Baker, C. & Prys, J. S. (Eds.), (1998). Encyclopedia of bilingualism and bilingual education. Clevedon: Multilingual Matters.
4. Baker, C. (1996). Foundations of bilingual education and bilingualism. (Second edition). Clevedon: Multilingual Matters.
5. Bhatia, K. T., & Ritchie, C. W. (Eds.), (2006). The Handbook of Bilingualism. Blackwell Publishing.
6. Grosjean, F. (1982). Life with Two Languages: An Introduction to Bilingualism. Cambridge, MA: Harvard University Press.
7. Jacobson, R. (Ed.), (1998). Codeswitching Worldwide. Berlin: Mouton de Gruyter.

4.5.8.1 Language Assessment

4.5.8.2 Objectives:

The course will provide students with an overview of the goals, concepts, principles and concerns of language assessment. The course will also offer practice in designing and constructing useful language assessment tests.

Course Contents

The Contexts in which Language Assessment takes place; Concepts, Principles and Limitations of Measurement; The Educational and Research uses of Language Assessment; The Nature of the Language Abilities that affect performance on Language Assessment Instruments; The Characteristics of Assessment Methods that Affect Performance on Language Assessment Instruments; Procedures for Investigating the Reliability of Assessment Results and the Validity of the uses of Assessment Results; Current Issues and Problems in Language Assessment and Language, Assessment Research.

Evaluating and Designing Tests for Assessing Different Language, Skills and Grammar.

4.5.8.3 Recommended Books

1. Alderson, C. J. (2000). *Assessing Reading*. Cambridge Language Assessment. CUP.
2. Brown, J. D. (1996). *Testing in language programs*. New York: Prentice-Hall Regents.
3. Brown, D. & Abeywikrama, P. (2010). *Language Assessment: Principles and Classroom Practices*. (Second edition). Longman.
4. Buck, G. (2001). *Assessing Listening*. Cambridge Language Assessment. CUP.
5. Chapelle, A.C. and Brindley, G. (2001). *Assessment*. In Schmitt. N. (Ed.), *An Introduction to Applied Literature*. Arnold, London.
6. Heaton, B. J. (1988). *Writing English Language Tests. A practical guide for teachers of English as a second or foreign language*. (Second edition). Longman.
7. Hughes, A. (2003). *Testing for language teachers*. (Second edition). Cambridge:CUP.

8. Luoma, S. (2004). *Assessing Speaking*. Cambridge Language Assessment. CUP.

9. Madsen, S.H. (1983). *Techniques in Testing*. O.U.P.

4.5.9.1 Stylistics

4.5.9.2 Objectives:

The aim of the course is to study the features of distinctive varieties of language and to discover and describe the reasons for particular choices made by individual and social groups in their use of language. This course, especially, focuses on the linguistic and stylistic choices made in various genres of literature and their effectiveness in the generation of multiple meanings for the reader.

Course Contents

Stylistics as a branch of Literature, Literary and non-literary stylistics, Tools for stylistic analysis, Deviation and parallelism, Linguistic/ Semantic Oddities, Style and Register, Conversational style, Scripted speech, Stylistic Analysis of a Variety of Written and Spoken Texts, Practical applications of Stylistics.

4.5.9.3 Recommended Books

1. Crystal, D. and Davy, D. 1969. *Investigating English Style*. London: Longman.
2. Fowler, R. 1996. *Linguistic Criticism* (2nd ed.). Oxford: Oxford University Press.
3. Halliday, M.A.K. 1990. *Spoken and Written Language*. Oxford: Oxford University Press
4. Hoey, M. 2003. *Textual Interaction*. London: Routledge.
5. Leech, Geoffrey and Short, Michael. 1986. *Style in Fiction*. London: Longman.
6. Simpson, P. (2004). *Stylistics*. New York, Routledge.
7. Thomas, Jenny. 1995. *Meaning in Interaction*. London: Longman.

4.5.10.1 Translation Studies

4.5.10.2 Objectives:

After completing the course, students will be able to understand the complexities of translation from one language to the other - in this case from English to local Pakistani languages and from local Pakistani languages to English - through studying translations. They will be expected to demonstrate their knowledge and skills in translation.

Course Contents

The knowledge of the most important translation theories and areas of applied translation studies; the ability to critically reflect on different translation theories and ability to apply the methods and strategies discussed in some of these theories. The role of Language, culture and society ,The concept of universe of discourse, Linguistic relativity , Semantic, competence , Comparative Morphology, Syntax, and Semantics, Expressibility and Effability.

4.5.10.3 Recommended books

1. Baker, Mona. 1992. *Other Words: A Course book on Translation*. London: Routledge.
2. Bell, Roger T. 1994. *Translation and Translating*. London: Longman.
3. de Beaugrande, Robert-Alain and Dressler, Wolfgang. 1983. *Introduction to Text Literature*. London: Longman.
4. Catford, John C. 1965. *A Linguistic Theory of Translation: an Essay on Applied Literature*. London: Oxford University Press.
5. Duff, Alan. 1991 (2004). *Translation*. Oxford: Oxford University Press.
6. Fawcett, Peter. 1997. *Translation and Language: Linguistic Theories Explained*. Manchester: St Jerome Publishing.
7. Guenther, F and Guenther-Reutter (eds). 1978. *Meaning and Translation: Philosophical and Linguistic Approaches*. London: Duckworth.
8. Kenny, Dorothy. 1998. "Equivalence," in the *Routledge Encyclopaedia of Translation Studies*, edited by Mona Baker, London and New York: Routledge, 77-80.
9. Nida, Eugene A. 1964. *Towards a Science of Translatin*. Leiden: E. J. Brill.
10. Nida, Eugene A. and C. R.Taber. 1982. *The Theory and Practice of Translation*. Leiden: E. J. Brill.
11. Kussmaul, Paul. 1995. *Training the Translator*. John Benjamins Publishing Co.
12. Kress, Gunther. 1989. *Linguistic Process in Socio-cultural Practice (2nd Ed)*. Oxford: Oxford University Press.

4.5.11.1 Critical Discourse Analysis

4.5.11.2Objectives:

The course aims at enabling the students to analyze discourse from socio-cultural and socio-political perspectives; thus enabling them to focus on how discourse is used to enforce opinions and mind-sets and to dominate the receiver's mind to perpetuate desired ideologies, point of views and world views. The students will also see how discourse is produced and consumed in various discursive events.

Course Contents

Introduction to discourse, Introduction to CDA; CDA: Principles, history, aims, important concepts and development CDA and Foucault's "Archaeology of knowledge"; Approaches to CDA; Speech act theory; Conversational Analysis; Interactional socioliterature; Ethnography of communication; Gee's Seven Building Tasks; Doing Discourse Analysis; Fairclough's Nine properties to analyze discourse; Analyzing Oral text; Genre Analysis; Feminist critical discourse analysis, Ideology, power and discourse: Antonio Gramsci; Analysis of Discourse, power and hegemony; Analysis of racism and discourse; Analysis of Political Discourse: T.V talk shows; News Paper Reporting and CDA.

4.5.11.3 Recommended Books

1. Bhatia, V. (1993). *Analyzing genre: Language use in professional settings*. London: Longman.
2. Dijk, T. A. (1992). *Discourse and the denial of racism*.
3. Fairclough, N. (1993). *Critical Discourse Analysis*. Longman.
4. Gee, J. (2006). *An introduction to discourse analysis*. New York: Routledge.
5. Kress, G, (2009). *Multimodality: A social semiotic approach to contemporary communication*. New York: Routledge. (Chapters 4–8).
6. Lazar, M. (2007). *Feminist Critical Discourse Analysis*. Palgrave Macmillan.
7. Locke, T. (2004). *Critical Discourse Analysis*. New York: Continuum
8. Rogers, R. (2011). *An introduction to critical discourse analysis in education (2nd ed.)*. New York: Routledge.
9. Richards, E. J. (2007). *Analysing News Papers*. New York: Palgrave.
10. Simson, J. (2011). *Handbook of Applied Literature*. Routledge
11. Schiffrin, D. (1994) *Approaches to Discourse*. Malden, Mass.: Blackwell.

4.5.12.1 Cross-Cultural Communication

4.5.12.2 Objectives:

The aim of this course is to foster an awareness and appreciation of cultural differences that exist among people belonging to diverse cultures. The awareness gained through this course can, in turn, increase intercultural communicative competence of learners.

Course Contents

Introduction to Intercultural Communication; Theoretical perspectives that help to explain interactions between members of different cultures; Current literature and prevailing concepts in the field of cross-cultural communication; Principles to improve intercultural communication ,Strategies to avoid communication breakdown among people of diverse cultures; Cultural diversity; Influence of culture on communication; Anxiety in Intercultural Encounters; Barriers to Intercultural Communication; Sources of Intercultural Miscommunication; Strategies to improve Intercultural Communication; Cross-cultural adaptation; Multicultural Collaboration.

4.5.12.3 Recommended Books

1. Anderson, R. and Ross, V. 1998. Questions of Communication: A Practical Introduction to Theory (second edition). New York: St. Martin's Press.
2. Chick, K. J. 1996. "Intercultural Communication." In McKay, L. S. and Hornberger, H. N. Eds. SocioLiterature and Language Teaching. CUP
3. Griffin, E. 2000. A First Look at Communication Theory (third edition). New York: McGraw Hill
4. Gumperz, J. and Roberts, C. 1980. Developing Awareness Skills for Interethnic Communication. Occasional Papers No: 12. Singapore: Seamo Regional Language Centre
5. Hornberger, N. 1993. "Review of Cultural Communication and Intercultural Contact." in (D. Carbaugh, Ed.) Language in Society. 22. Pp. 300-304.
6. Wolfson, N. 1992. "Intercultural Communication and the Analysis of Conversation." In R. K. Herbert. Ed. Language and Society in Africa. Pp.197-214

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 SOCIOLITERATURE, 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 SOCIOLITERATURE, 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 SOCIOLITERATURE , 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.

Same as Standard 2-3.

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.

Admissions are made twice a year, Fall and Spring. The program has a well defined admission criterion that includes evaluation of student's marks at different levels. The admission criterion is evaluated every 2 years by the board of faculties and academic council in the light of instructions issued by HEC.

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 positions are advertised in the national newspapers. Applications are scrutinized by the HOD RILL and HR Department. Call letters are issued to the short-listed candidates on the basis of experience, qualification, publications and other factors as determined by the University in the light of HEC guidelines. University has a very transparent selection system. Selection of candidates is approved by the Board of Governors (BOG). Good pay package, favorable teaching environments, research facilities and management support keeps the teachers glued to Riphah.

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.

Students are the recipient of the delivery of course material, through their teachers. The program is actively evaluated by Dean/Director, Principal and QEC. The feedback of the taught is best instrument to measure that the course learning outcomes are met. The students give feedback on Performa number 1 regarding course contents and how it was delivered. Through Performa number 10, students evaluate and comment on teacher's efforts, put in to deliver the course contents, his/her general conduct in the class, the environment, he/she,

maintains and extra efforts, he/she makes to satisfy student's thirst for knowledge.

Faculty feedback is also taken on HEC Performa number 2 (Faculty Course Review Report – See Annexure-L for Faculty Course Review summary) and Performa number 5 (Faculty Survey – Annexure-G) which is a very useful activity to evaluate the course contents, learning and teaching environments and overall teachers satisfaction level. Course evaluation by teachers also indicates what percentage of desired outcome has been achieved by the course contents and what needs to be improved or changed.

This exercise is done once a year. The feedback is discussed with Director and In-charge program, who focuses on making improvements in the weak areas, identified by the students. Teacher's evaluation performs are fed to the computer and bar charts are made. Each teacher is graded out of 5 marks. The comparative bar charts indicate level of performance of teachers, as visualized by the students. QEC, formally submits these bar charts to Dean and Vice Chancellor for their information and taking necessary corrective actions.

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 student's progress. Qualified students are allowed to join next semester and this cycle continues till the end of fourth semester. At the end internal assessment of all the students is reviewed including the results of all the professionals and final results are announced on that basis.

The program completion process is evaluated on the basis of feedbacks from current students. The feedback is documented and its evaluation indicates degree of satisfaction of the students..

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 Standard 7-1

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 Standard 7-2

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

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 Standard8-3

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

Library at Riphah holds more than 50000 books for all programs. Sufficient numbers of computers are available to be used by the students. Library is organized to accommodate 50 students (male, female) in research cubicles as well as in the common places. Separate common rooms for male and female students are available with internet facility.

11 Conclusion

The self-assessment report of the Riphah institute of Language and Literature, Riphah International University, gives strengths and weaknesses of the program. The management is striving hard to improve infrastructure for establishment of conducive environments for studies. The faculty is imparting quality education, introducing innovative techniques and is conducting quality research to produce competent Health professionals. The report is based on, 8 criterion and 31 standards as 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 revealed satisfactory standards, Alumni surveys revealed variable results with regards to knowledge, interpersonal skills, diagnostic skills and research aptitude. Weaknesses are identified which are related to space, syllabi change, laboratories and equipment up-gradation. Pre-requisites are fully observed, examinations are held on schedules, academic schemes are prepared well in advance, transparent admission, registration and recruiting policy, excellent student teacher ratio are some of the strong areas of this program. The numbers of courses along with titles and duration for each year, course contents for degree program, are thoroughly planned. Their efficacy was measured through different standards and it was found to be satisfactory. The strengths and weaknesses of the program are:

11.1 Strong Areas

- Providing quality education at affordable price.
- Dedicated and expert faculty and support staff.
- Initiated fourth successful batch of MPhil literature.
- Uploading of Islamic values
- All programs under one roof.
- Department has a strong ethos of openness, sharing and commitment to increase student's confidence.

11.2 Weaknesses

- Department lacks PhD teachers in Permanent faculty.

- Space is tight.
- Limited technical knowledge of support staff.
- Narrow focus on open events; curriculum is too stretched for additional activities.
- Poor Marketing on the part of support staff.

Annexure A: Employer Survey

Not Applicable

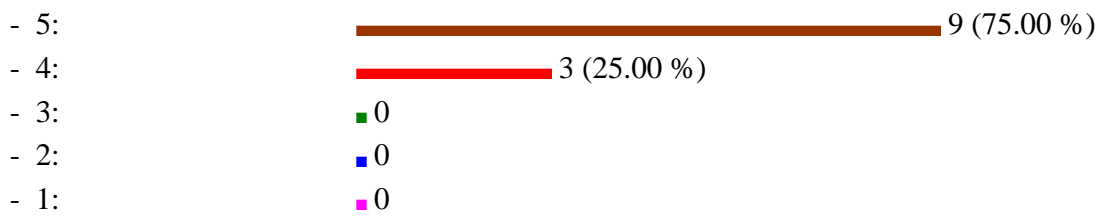
Annexure B: Alumni Survey

Not Applicable

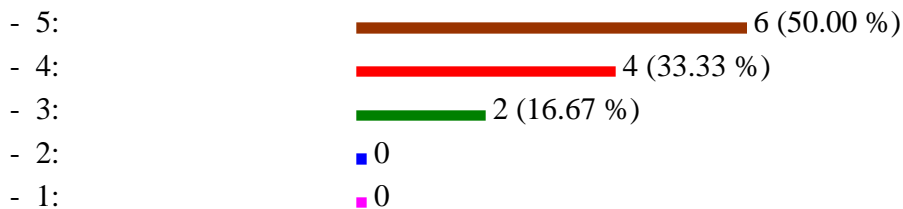
Annexure C: Students Course Evaluation

Course Name Morphology and Syntax

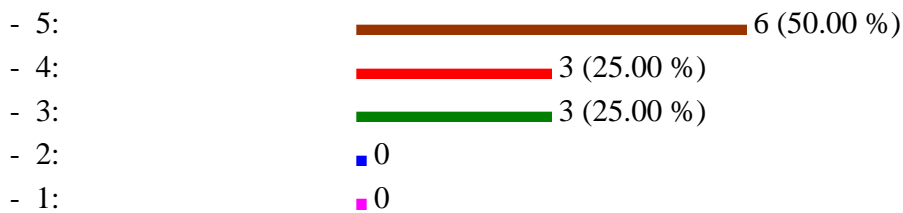
1) The course objectives were clear.



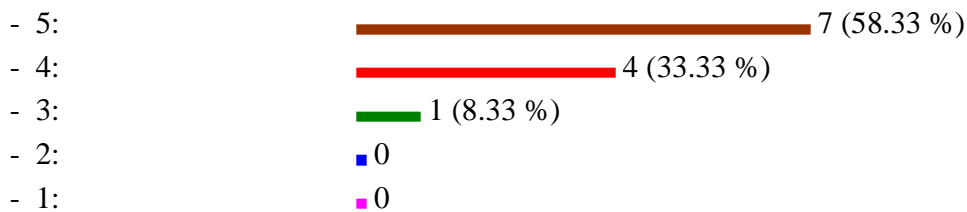
2. (2) The course workload was manageable



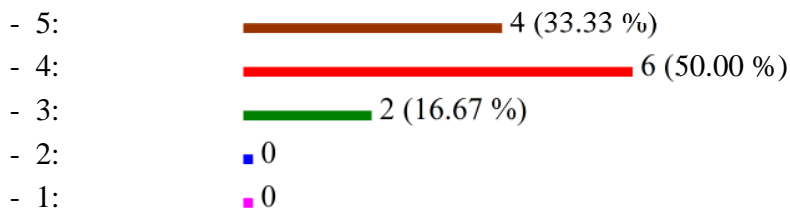
3. (3) The length of the course was appropriate



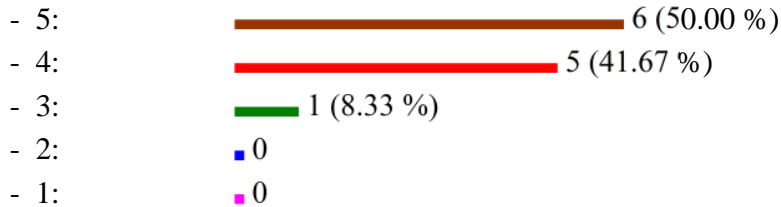
4. (4) Teaching methods encouraged participation



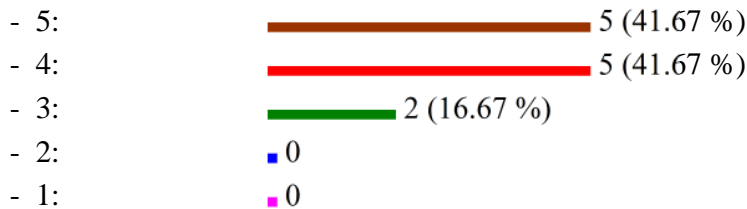
5. (5) The Teacher strictly follows the goals and objectives of the course.



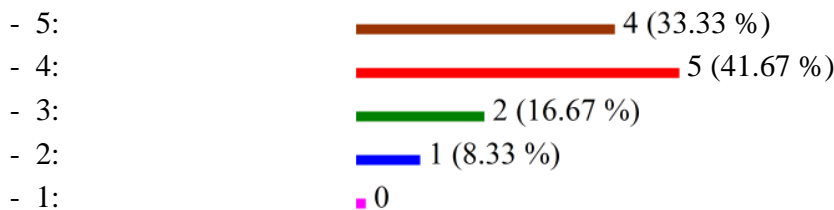
6. (6) Learning materials (lesson plans, Course notes etc) were relevant and useful.



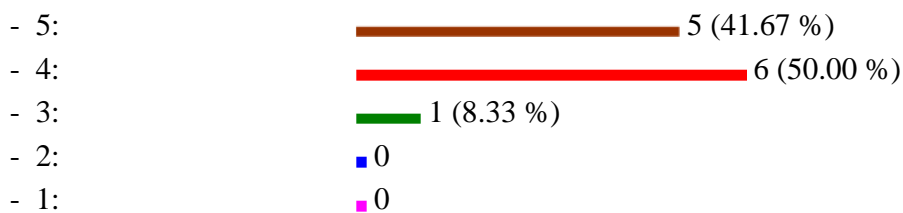
7. (7) Recommended reading books etc were relevant and appropriate



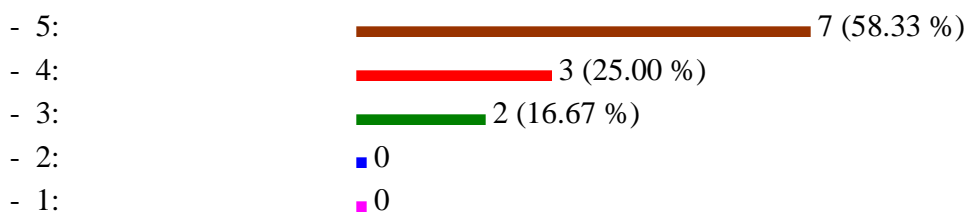
8. (8) I understood all the lectures



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

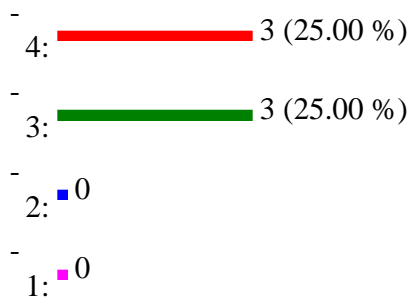


10. (10) The methods of assessments were fair

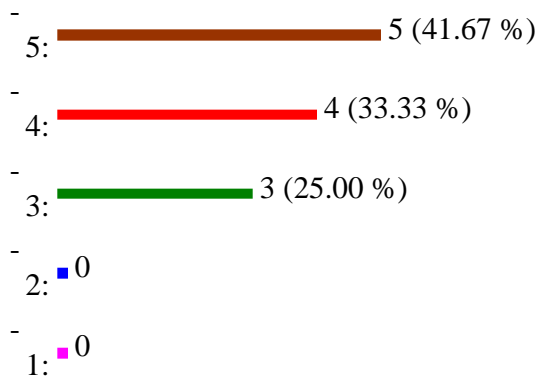


11. (11) As a result of taking this course my interest and curiosity about the issues and questions in this subject area has grown

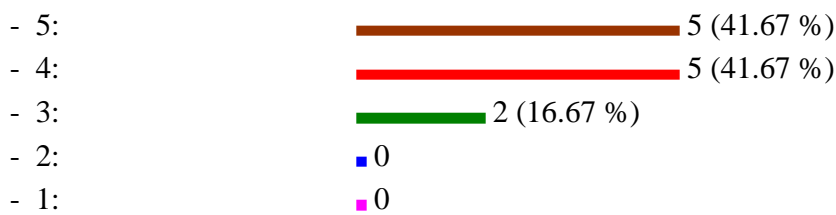




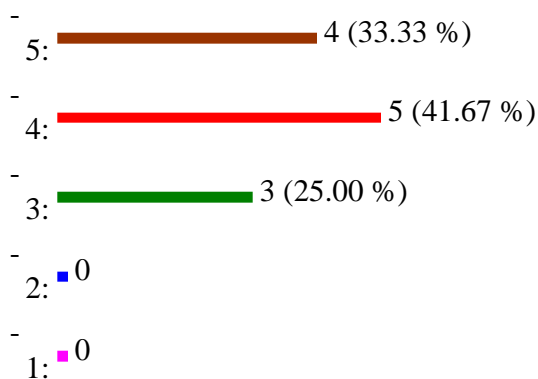
12. (12) As a result of taking this course my thinking is more focused and systematic, at least in this subject area.



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



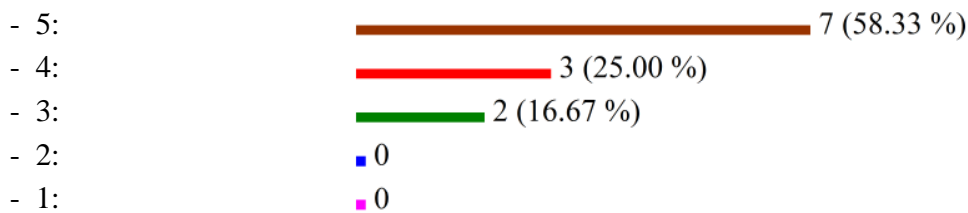
Annexure D: Students Teacher Evaluation

Teacher: S.M. Abdur Rauf

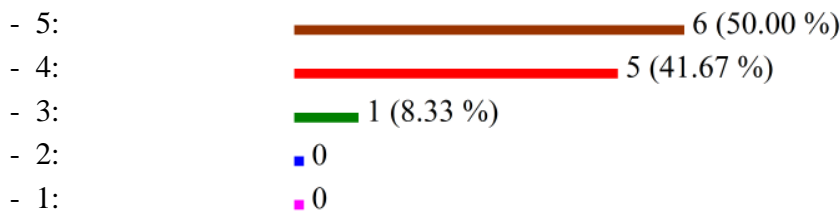
Undertaking) I confirm that evaluation being done by me is all correct



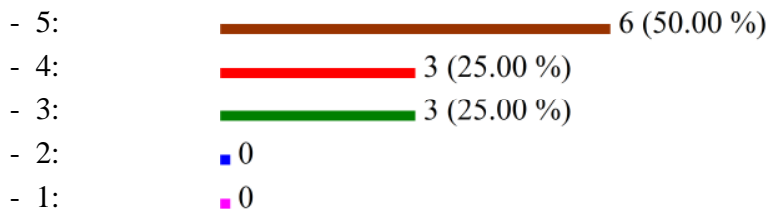
2. (1) The Teacher starts and finishes class on time



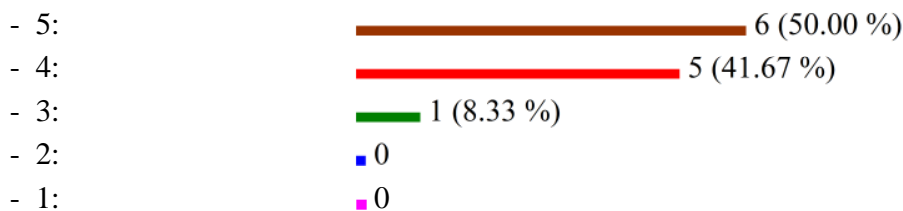
3. (2) The Teacher comes duly prepared for the lecture in each class



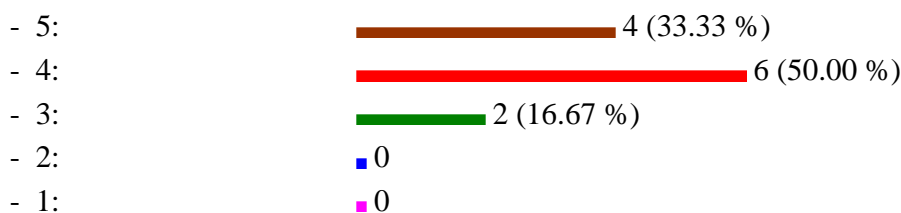
4. (3) The Teacher utilizes full time of class focusing on the subject matter



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

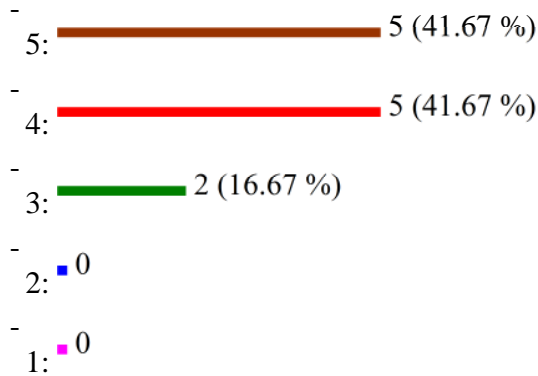


6. (5) The Teacher has covered the whole course

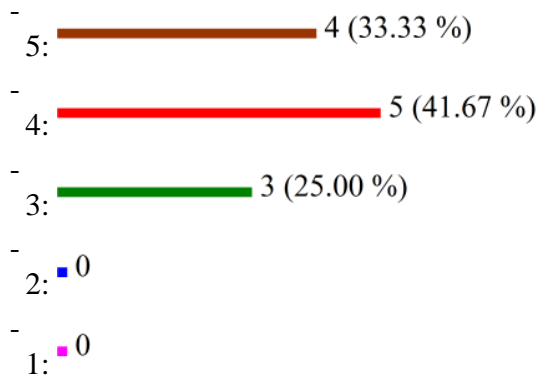


7. (6) The Teacher is available for after class consultations during the specified

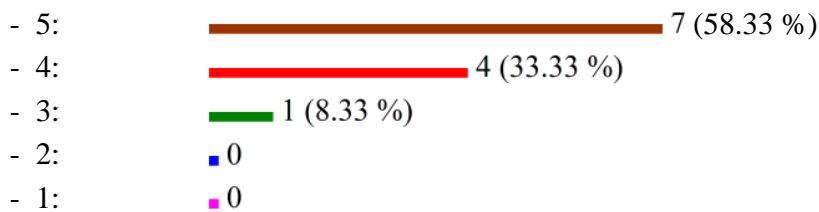
office hours.



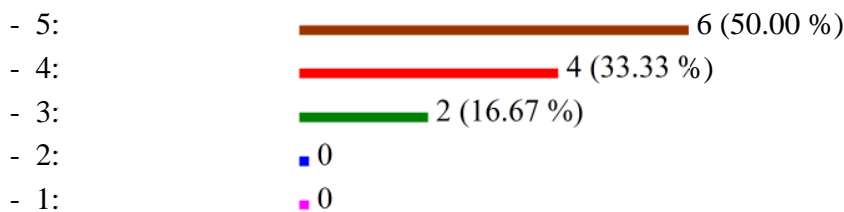
8. (7) The Teacher provides additional material/books/internet references apart from the text book



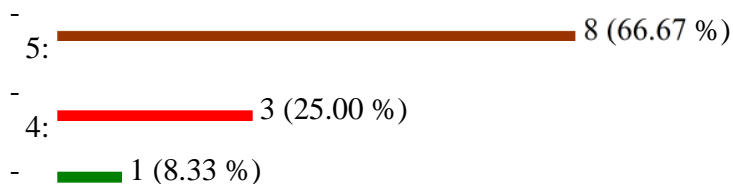
9. (8) The Teacher communicates the subject matter clearly and effectively



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

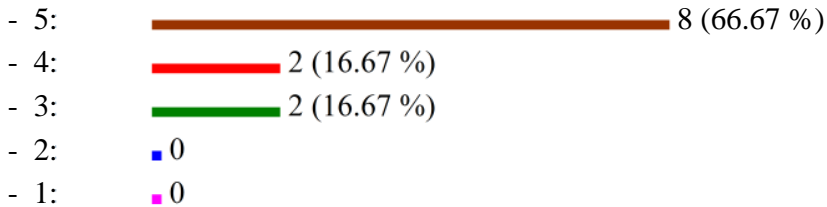


11. (10) The Teacher shows respect towards students and encourages class participation

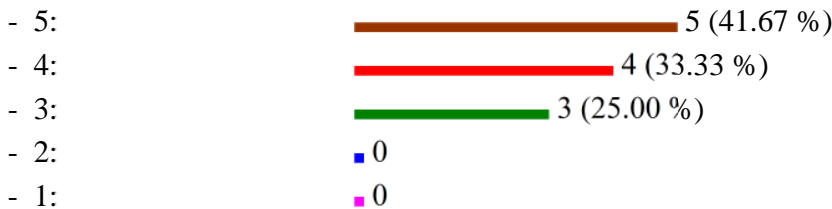


3:
- 2: 0
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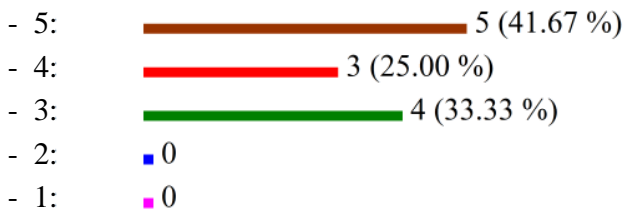
12. (11) The Teacher ensures equitable participation of the students in the class



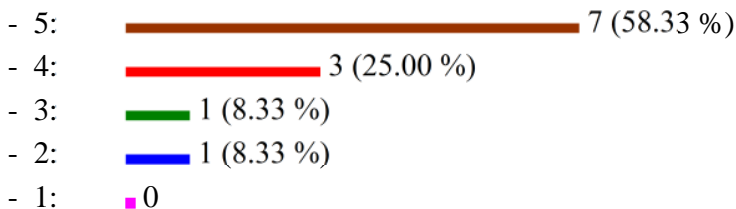
13. (12) The Teacher is fair in exams and grading



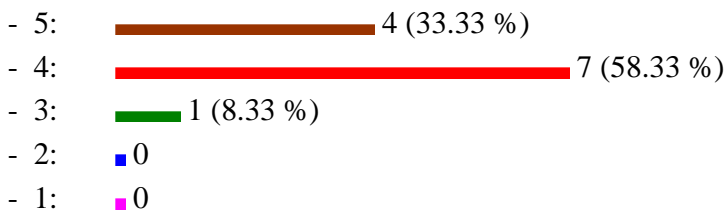
14. (13) The Teacher checks and returns assignments/exams and scripts, in time



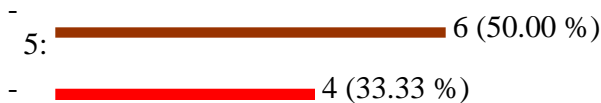
15. (14) The Teacher relates current lesson content to previous and future lessons

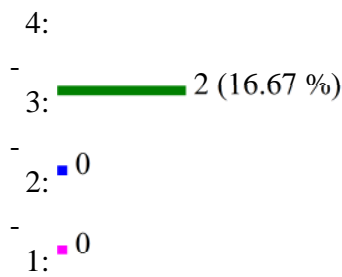


16. (15) The teacher takes extra steps to elevate competency level of weak students

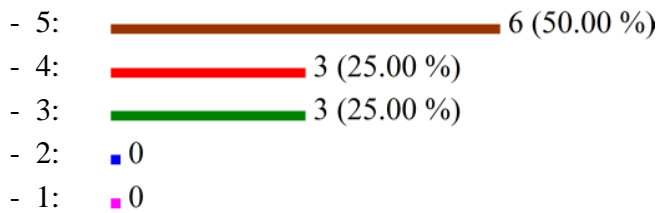


17. (16) The Teacher accepts and incorporates student's ideas, questions and responses.

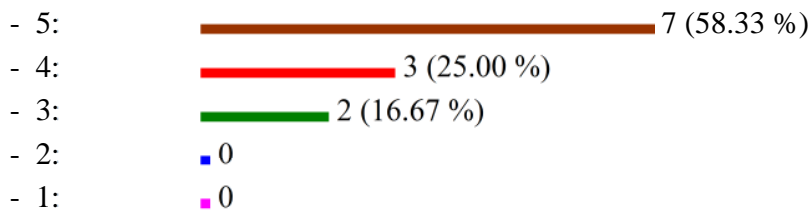




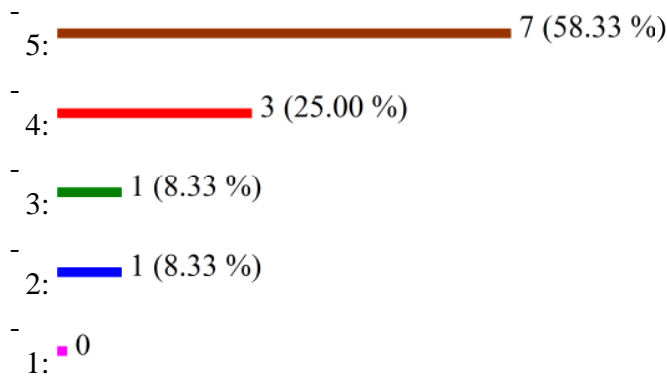
18. (17) The Teacher make use of audio/visual aids to make the lectures interesting



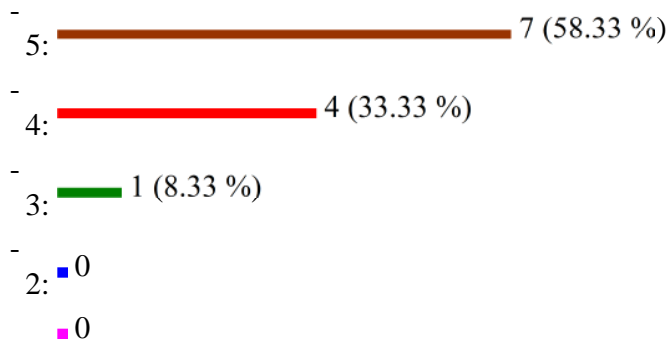
19. (18) The Teacher uses easy and understandable vocabulary for students



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)



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 XXVI</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).
- “تَشَاةٌ وَتَارِيخٌ عِلْمِ الْحُرُوفِ وَالْأَعْدَادِ وَمَشْرُوعِيَّتُهَا” 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.

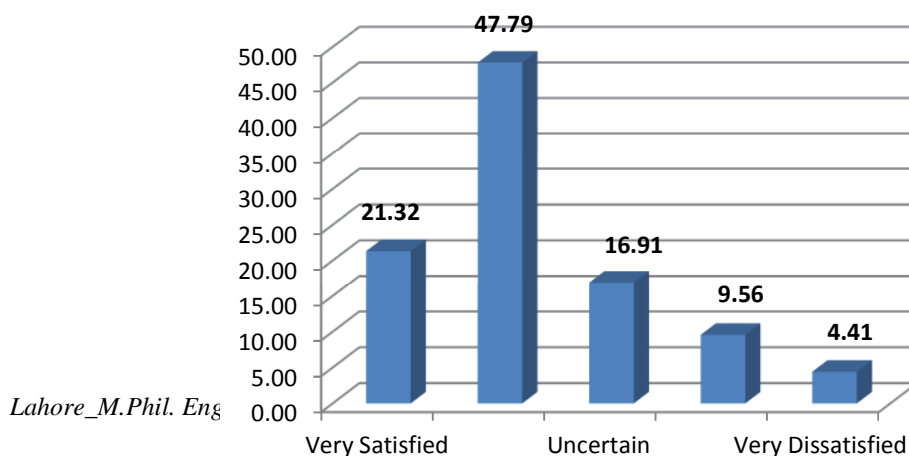
Annexure F: Graduating Students

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 Literature	NUML Islamabad	Literature 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 RILL on 26 Jan, 2017

- | | |
|---|-----------------|
| ▪ Prof.Dr. Faqir Muhammad Bhatti | Chairman |
| ▪ Dr.Waqas Iqbal | Member |
| ▪ Dr. Umair Ahmad | Member |

Exit Meeting – 26 Jan, 2017

Following attended the meeting:-

- | | |
|---|------------------------|
| ▪ Mr. Umer Farooq | Campus Director |
| ▪ Dr. Muhammad Islam | HOD RILL |
| ▪ Prof.Dr. Faqir Muhammad Bhatti | Chairman |
| ▪ Dr.Waqas Iqbal | Member |
| ▪ Dr. Umair Ahmad | Member |
| ▪ Mr. Jalal Akbar | Member |

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

- Inadequate space for faculty members.
- Inadequate multimedia facility in class rooms.
- Excessive light in class rooms

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

Annexure – K

Implementation Plan (Summary)-RILL (M-Phil English Literature)Lahore-Campus

AT Finding	Corrective Action	Implementation Date	Responsibility	Present Status
Inadequate space for faculty members	Provision 4x faculty offices.	29 th March, 2017	RILL/Administrator Township Campus	Completed
Requirement of digital Library access of specified journals	Provide digital library access through Riphah's I portal.	29 th March, 2017	Director ISD	Completed
Excessive light in class rooms	Add curtains in the class rooms.	31 st April 2017	RILL/Administrator	Completed
AT Chairman's Comments Name and Signature  F.M. Bhatti				
Dean's Comments Name and Signature  M. Iqbal Hussain				
QEC Comments Name and Signature  M. JALAL AKBAR 				

Annexure L: Faculty Course Review

MPhil English program is comprised of 30 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				
Factors	Score					
1. Are there enough full time faculty members to provide	5	4	3	2	1	

adequate coverage of the program areas/courses with continuity and stability?					
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					

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