

RIPHAH INTERNATIONAL UNIVERSITY
ISLAMABAD



SELF ASSESSMENT REPORT

M.A English

Department of English (Literature and Linguistics)

Prepared by: Department of English (Literature and Linguistics)

Reviewed and Edited by: Quality Enhancement Cell

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1.0 Executive Summary

This report is being prepared almost at the end of the assessment cycle for selected programs of Riphah International University, as per requirements of Higher Education Commission (HEC). Quality Enhancement Cell (QEC) was formed in Riphah International University in Oct 2009. Program Team Members of all three 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 this report, Department of English Literature and Linguistics, **M.A English 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:-

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

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. Dir QEC 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 (Annex-J).

The implementation plan indicates the resources required to improve the infrastructure, environment in the classes and E-Learning. The recommended target dates to complete the tasks observed by Assessment Team, presented in exit meeting and approved by Vice Chancellor have been indicated in the implementation plan. The tasks have been completed on fast track by the combined efforts of Head of Department and Registrar's Office.

At the completion of Self-Assessment cycle, QEC is going to submit the hard and soft copy of SAR to HEC before June 20, 2019

**Director
Quality Enhancement Cell**

Self Assessment Report

2.0 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 inculcation of Islamic ethical values

2.2 Department of English Literature & Linguistics

The establishment of English department at Riphah International University, Faisalabad (RIUF), envisages bridging the academic gap, following strictly educational standards set by the Higher Education Commission (HEC), Pakistan. To start with the department has opted to offer the following programs:

BS English
MA English
MPhil English (Linguistics)
MPhil English (Literature)

2.3 Program Selected

Riphah International University has selected the **MA English** program for Self Assessment Report (SAR) for the year 2017-18 under the directives of Higher Education Commission (HEC).

The selected program has been approved by the Board of Advance Studies & Research (BASR) and Academics Council of the University. The program has got inbuilt mechanism for the revision of syllabi, has competent faculty and adequate infrastructure. New and modern tools have been introduced in the program to conduct research and 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)

3.0 Criterion 1: Program Mission, Objectives and Outcomes

3.1 Standard 1-1

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

3.1.1 Program Mission Statement

English literature along with the studies of Linguistics pave the way for understanding and developing new modes of representation of life by introducing original and creative ways of communicating linguistic & literary content to the people. Since, literary trend ultimately affects the collective social thinking and ideologies of a society, research in literature, particularly in English literature and broad aspects of Language discussed in Linguistics are necessary for overall grooming of the participants in a society. M.A in English is an attempt to satisfy such linguistic, literary and socio-communicative needs of the society.

3.1.2 Program Objectives

Linguistics and Literature have been influential streams of academic disciplines in the evolutionary history of human knowledge. These disciplines describe intuitively the very phenomenon of human language, human existence, diversified aspects of social/religious, economic intricacies and the relation to the world of supernatural agency along-with practicality. Linguistics is the scientific way to cope up with the issues regarding language and 2nd language learning/ESL. Literature has the tremendous potential to motivate human beings for anything seemingly impossible; it redirects the human emotions and human reasoning, while, at the same time, satisfying humans' refined sense of aesthetics, which at times can be viewed as their unexplainable desire to escape into the world of non-reality to get themselves prepared to face the harsh aspects of reality.

Literature defines life whereas, Linguistics presents the essence of socio-communicative purposes. When these two disciplines are joined together to teach at the same time, these:

- i) Aim to make the students able to communicate and use 2nd language.
- ii) The life of the humans proving to be fuel for other streams of academic disciplines of human knowledge.
- iii) Making the students able to achieve academic excellence.
- iv) Both of these disciplines broaden the vision of physical sciences discussing human existence and linguistically scientific ways.
- v) Making the students able to cope up with the challenges in current socio-economic scenario.
- vi) The local & international job market offers thousands of job opportunities for the teachers of English literature and Linguistics, all over the world. It is highly demanded career with multidimensional job scenarios, since the thinkers of relevant philosophical content are highly needed in every kind of national and international organizations. Moreover, the teachers of English (Linguistics & Literature) are a basic need in the departments of English in Pakistani as well as international institutes all over the globe, in addition to their need for teaching English at college and school level. However, mere possession of degree is not enough; this career requires a strong competence to excel in the job market. RIUF not only provides traditional education but also trains its students to stay ahead confidently in the international market.

3.1.3 Alignment of Program Objectives with Program & University Mission Statements

Program objectives intend to impart not only theoretical information to students but moral and ethical information as well. Riphah International University provides a platform to students to get knowledge of their desired field and learn the Islamic ways in order to carry out their duties.

3.1.4 Main Elements of Strategic Plan

3.1.4.1 Curriculum Design

M.A in English (Literature & Linguistics) is a degree program in the field of English language. The overall program covers total 72 credit hours, i.e. 18 credit hours/

semester, 3 credit hours/course weekly. After successfully completing two years of course the students are awarded with the degree.

3.1.4.2 Practical Work

Not Applicable

3.1.4.3 Projects

The thesis of 6 credit hours in the 4th semester with 4 courses of 12 credit hours can be taken as a second option after the completion of 66 credit hours in 3.5 semesters.

3.1.4.4 Seminars/Conferences/Visual Demonstrations

University arranges Seminars/Lectures for students at defined stages during the execution of program to carry out their studies and research in more conducive environment. The university keeps in touch with the potential Educational institutions and other teaching opportunities for the proper guidance and further placement of students in jobs after their degree.

3.2 Standard 1-2

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

The graduates of the Department of English (Literature and Linguistics) are highly employable and are targeted by print and electronic media and NGOs. Most of our graduates appear in Competitive examinations and secure high profile jobs such as Foreign Service, District Management Groups etc. Some of the graduates get teaching jobs in colleges through Punjab Public Service Commission or in the universities. The students of language and literature are also more likely to find jobs as translators and interpreters.

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 Performa number 1 and 10. The students of the program evaluated the courses and teachers in the program.

3.3.1 Course Evaluation

Courses evaluation is shown in the following graphical chart:

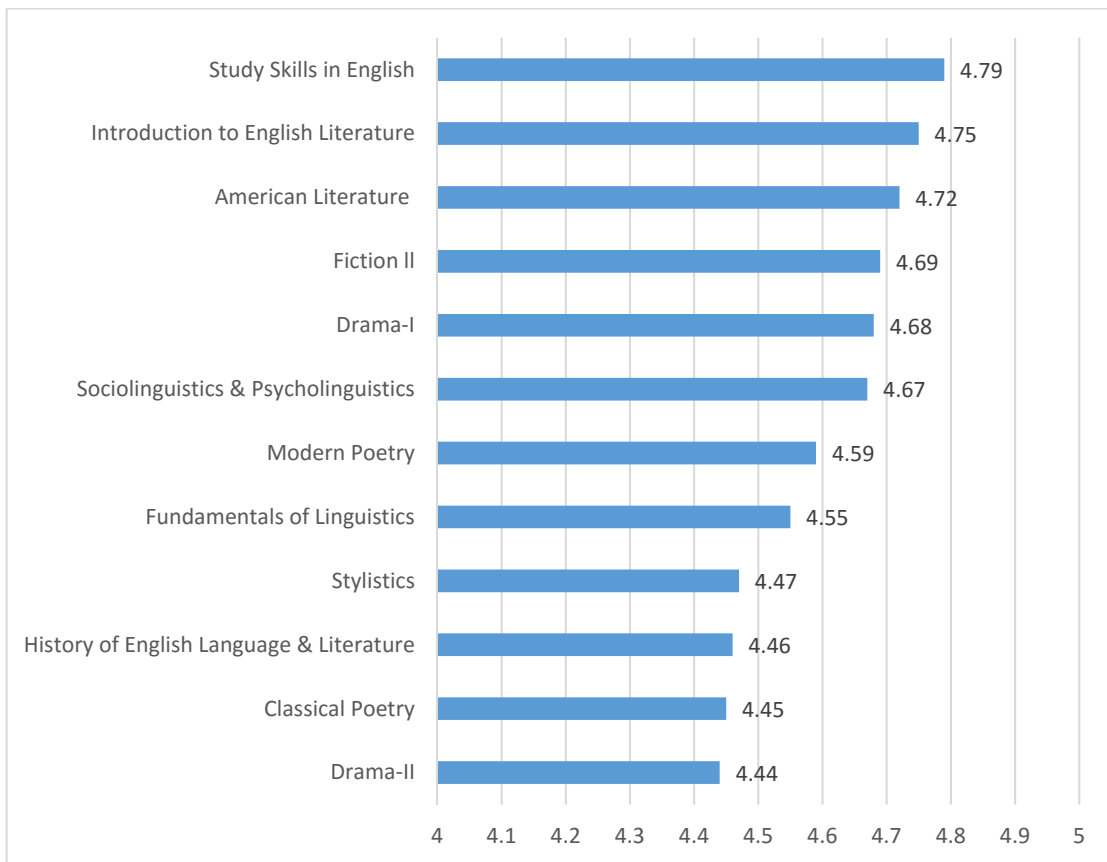


Figure 1: Course Evaluation Bar Chart

Through this evaluation, students have graded the courses against the structure, method of teaching, learning outcomes, objectives and practical implementation of theory. The total graded marks are 5. `

Following is the list of courses that are being evaluated by the students along with their course code and graded scores.

Sr. No	Course Name	Score
1	Classical Poetry	4.45
2	Introduction to English Literature	4.75
3	Drama-I	4.68
4	Fundamentals of Linguistics	4.55
5	History of English Language & Literature	4.46
6	Study Skills in English	4.79
7	Fiction II	4.69
8	Modern Poetry	4.59
9	Drama-II	4.44
10	Stylistics	4.47
11	Sociolinguistics & Psycholinguistics	4.67
12	American Literature	4.72

3.3.2 Teachers Evaluation

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

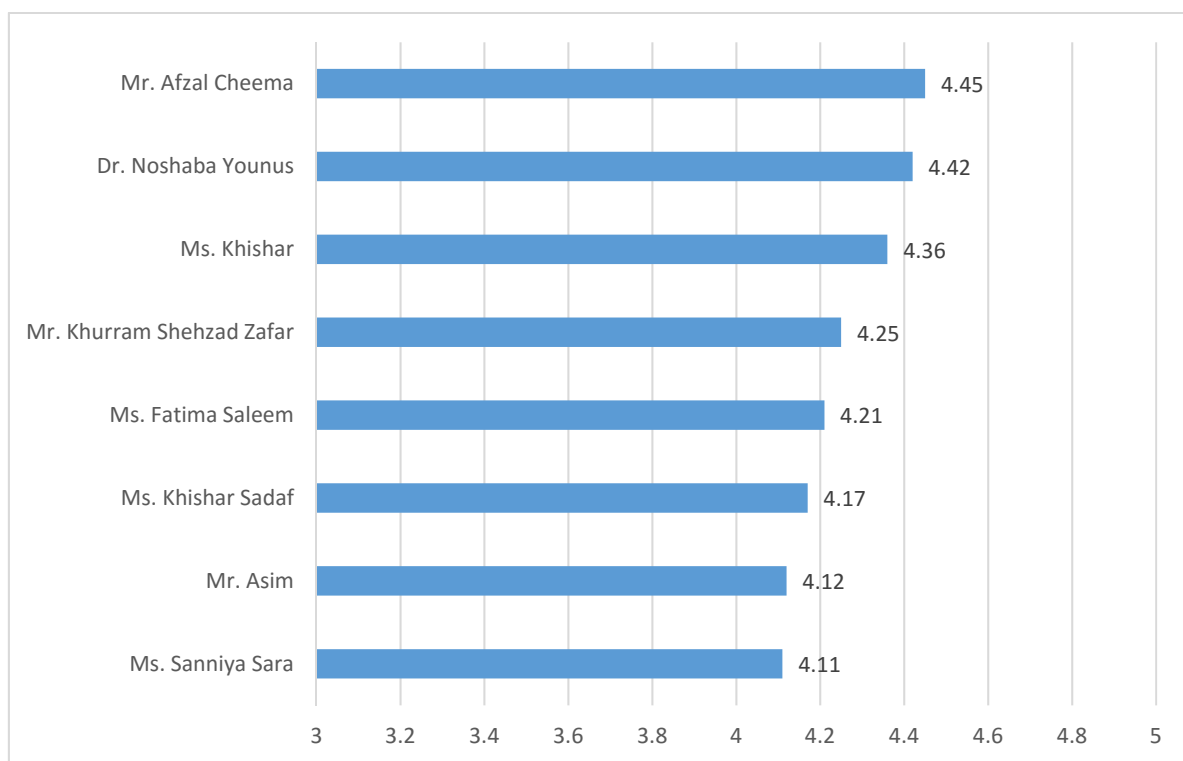


Figure 2: Teachers Evaluation Graph

Through this evaluation, students have graded the teachers against lecture preparation, punctuality, general behavior, subject knowledge and teaching method. The total graded marks are 5.

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	Score
1	Ms. Sanniya Sara	4.11
2	Mr. Asim	4.12
3	Ms. Khishar Sadaf	4.17
4	Ms. Fatima Saleem	4.21
5	Mr. Khurram Shehzad Zafar	4.25
6	Ms. Khishar	4.36
7	Dr. Noshaba Younus	4.42
8	Mr. Afzal Cheema	4.45

Faculty carried out in house discussion and analyzed the feedback and identified the areas of improvement. A discussion with In-charge graduate stream was also held. They decided to go through the identified areas in Board of Studies to finalize the recommendations for improvement to be presented in Board of Faculty and Academic Council.

The Dean and In-charge Program also discussed the teacher's evaluation results and decided to carry out counseling of teacher who are below par. It was also decided to conduct training sessions for teachers who are not performing at expected level.

The strengths and weaknesses of the program are:

Strengths

- a. The development and designed of curriculum is upon well-defined and approved criteria
- b. Academic outlines are fully prepared in advance
- c. The number of courses along with their titles and credit hours for each semester, course contents for degree program are fully planned
- d. Clear admission, registration and recruiting policy
- e. HEC rules are fully observed in true letter and spirit
- f. Proficient & qualified faculty
- g. Admirable Students-Teacher Ratio

Weaknesses

- a. Needs to have a common room for female students.
- b. Needs to add more library books.
- c. Needs to have separate washrooms for Faculty and students.

Significant future development plans for the program are categorized as short and long term arrangements which are as under:

- a. Short term arrangements include improvement of existing infrastructure to run the program in much better environment by replacing or adding curtains in classrooms, Prepare handouts, brochures and pamphlets for advisory services.
- b. While the long term arrangements include procurement of high value items like multimedia, improvement in sound systems and up and establishment of language training Lab facility . On the academic side, the future development plans for the programs include training programs for faculty members to enhance their teaching capabilities, revision of course syllabi and overall enhancement of knowledge and skills of all faculty members in relation to the latest global advancements in the field of English Language and Literature through exchange program, short trainings and collaborative research projects within and outside Pakistan.

3.4 Standard 1-4

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

3.4.1 Graduates/Undergraduates enrolled in last three years

A Total of 40 students (in M.A English Program) enrolled (fall 2016-fall 2018) during the last two year as per following yearly breakdown:

- Year 2016 09
- Year 2017 05
- Year 2018 26

3.4.2 Student Faculty Ratio:

06-1

3.4.3 Average GPA per semester:

Average GPA per semester for the batch enrolled in Fall, 2016 is as under:

Semester 1	3.00
Semester 2	3.20
Semester 3	3.25
Semester 4	3.30

3.4.4 Average Completion time

Average Completion time for graduate program is 2 years.

3.4.5 Employer Satisfaction

Not Applicable

3.4.6 Students Course Evaluation Average Response Rate

Students course evaluation average response rate for all courses is 18.50.

3.4.7 Students Faculty Evaluation

Students evaluated faculty. The feedback was taken by QEC staff.

3.4.8 Research

The program faculty members published research papers in international and national journals.

3.4.9 Community Service

Not Applicable

3.4.10 Students/Teachers Satisfaction

The department maintains a ratio of 3:1 for the academic (technical) and administrative non-technical staff which fulfills the standard set by the HEC.

Students: In person discussion in classes by QEC staff with students while taking the feedback, indicated highly positive reactions. The students were extremely satisfied with the standard of teaching and teacher's behavior. The students awarded to the teachers in response to the evaluation Performa. A reasonably good percentage was happy with university environment and administrative support services of the department, while, a few gave suggestion for improvements in administrative facilities like canteen and games etc.

Teachers: Teachers have mix reactions about the prevailing environment in the department. However, teachers were extremely satisfied with the support they are getting from the department, their future promotion in the department and general environment in the university.

4.0 Criterion 2: Curriculum Design and Organization

4.1 Title of Degree Program

M.A English

4.2 Definition of credit hour:

Three credit hour are 3 hours of theory lecture in a week.

4.3 Degree plan

Following is the list of courses taught in the selected program. Section 4.5 shows the details about these course including pre-requisites.

Semester wise Proposed Course Offering Fall 2017-18 (M.A) (Students have to opt four courses in first & second semesters)

1st Year Semester-I			1st Year Semester-II		
Course Title	Course code	Cr. Hr.	Course Title	Course code	Cr. Hr.
Introduction to English Literature	ENG-401	3	Romantic Poetry	ENG-501	3
Fundamentals of Linguistics	ENG-402	3	Drama	ENG-502	3
Study Skills in English	ENG-403	3	Fiction	ENG-503	3
History of English	ENG-404	3	Prose 1	ENG-504	3

Language and Literature		
Classical Poetry	ENG-405	3
Drama 1	ENG-406	3
Total		18

Applied Linguistics	ENG-505	3
Phonetics & Phonology	ENG-506	3
Total		18

4.4 Curriculum Breakdown

Semester	Course Number	Category (Credit Hours)				
		English Literature & Linguistics		Core Courses	Humanities and Social Sciences	Technical Electives / Others
1	ENG-401 ENG-402 ENG-403 ENG-404 ENG-405 ENG-406	18		3	1	2
2	ENG-501 ENG-502 ENG-503 ENG-504 ENG-505 ENG-506	18		2		4

3	ENG-601 ENG-602 ENG-603 ENG-604 ENG-605 ENG-606	18		3	1	2
4	ENG-701 ENG-702 ENG-703 ENG-706 ENG-708 ENG-709 Research Thesis, and final defense with 4 courses	18 or 12+6		3		3

Table 3: Curriculum Course Requirements (table 4.3)

Note: Total Credit Hours = 72

4.5 Courses Information

1) INTRODUCTION TO ENGLISH LITERATURE

1. Defining Literature: Major Genres in Literature

2. Studying poetry:

Major Genres in poetry: Narrative(i.e. epic) vs. Lyric (i.e. sonnet) poetry Lexical-thematic dimension: looking at words, simile and metaphor, conceit, personification, symbols, image and imagery, paradox and ambiguity Rhythmic-acoustic dimension: Meter and variations in meter, rhyme and rhyme schemes, Stanza forms, end stopped and run on lines, rhythm. Alliteration, consonance, assonance, onomatopoeia Studying poem as a whole (chapter from Mastering English Literature)

3. Studying Drama Major Genres in Drama Text, transformation and performance Conventions of drama Character and plot The language of drama

4. Studying Fiction Major forms of fiction Narration and point of view Characters Plot, Story and Setting Themes

5. Theoretical Approaches to Literature (Introduction to Literary Studies)
6. Interpretation of Literature (Mastering English Literature)

Recommended Books:

Richard Gill Mastering English Literature
Mario Clarer Introduction to Literary Studies
W. H. Hudson Introduction to the Study of Literature
J. A. Cuddons Penguin Dictionary of Literary Terms

2) CLASSICAL POETRY

Geoffrey Chaucer: The Prologue to the Canterbury Tales
John Milton: The Paradise Lost Book 1
Alexander Pope: The Rape of the Lock
John Donne: Good Morrow, The Sun Rising, Go and Catch a Falling Star, Extasie,

Recommended Readings:

Bowden, Muriel. *A Commentary on the General Prologue to the Canterbury Tales*. New York: Macmillan.
Coghill, Nevil. *The Poet Chaucer*. Oxford.
Gargner, Helen. Ed. *John Donne: Twentieth Century View Series*
Tillotson, G. *On the Poetry of Pope*
Bowden, M. 1967 *The Metaphysical Poets*. MacMillan
Dyson, AE (ed) 1974 *The Metaphysical Poets*. MacMillan
Kermode, F. 1971 *Shakespeare, Spenser, Donne (introduction)*. Routledge & Kegan Paul

3) HISTORY OF ENGLISH LANGUAGE AND LITERATURE

1. Brief Introduction to Anglo Saxon & Medieval English Literature till 1400.
2. Age of Chaucer
 - Salient features of the age of Chaucer
 - Chaucer as representative of his age
 - Chaucer's contribution to English language and literature
3. Renaissance and Reformation
4. University Wits
5. Elizabethan drama
6. Milton
7. Metaphysical School of Poetry
8. Restoration Comedy
9. 18th Century: Age of Prose Reason and Satire (Neo-Classical Era)
10. Rise of English Novel.

11. Romantic age
12. Victorian Age
13. Modern age

Recommended Readings:

Evans, IFFOR. A Short History of English Literature. England Penguin Books, 1976
Leguis, Emile. A Short History of English Literature. Oxford, Oxford University, Press, 1978
Rogers, Pat (edit) the Oxford History of English Literature. Oxford, Oxford University Press, 2001
Carter, Roland and McRae John. The Routledge History of Literature in English London. Routledge, 2001
Sampson, George. The Concise History of English Literature. Cambridge, Cambridge University, Press, 1975

4) DRAMA 1

Sophocles: Oedipus Rex
Christopher Marlowe: Dr. Faustus
William Shakespeare: Othello
William Shakespeare: Hamlet

Recommended Readings:

Justina Gregory. A Companion to Greek Tragedy. Blackwell.2005
H. D. Kitto. Greek Tragedy. Condon : New York: Routledge.2002
Bradley, A. C. Shakespearean Tragedy. London.
Chambers, E. K. Shakespeare: A survey. New York: Hill and Wang, Macmillan.
Shawn O' Brian. Greek and Roman Comedy: Translations and Interpretations of Four Representative Plays. University of Texas Press.2002.

5) STUDY SKILLS IN ENGLISH

1. Reading Comprehension Identify Main Idea/Topic Sentence Find Specific Information quickly Recognize and Interpret Cohesive Devices Distinguish Between Fact and Opinion Skimming and scanning Analyzing paragraph structure Making appropriate notes using strategies such as mind maps, tables, lists, lists, graphs.
2. Enhancing Vocabulary Through Reading
3. General Study Skills Like Time Management, Finding Learning Style, Developing Reading Keys And Systems
4. Getting organized and knowing one's target
5. Dictionary skills
6. Using the library
7. Remembering and learning
8. Techniques for reading

Recommended Reading:

Wallace Catherine: Study Skills: CUP

Yorky R.: Study Skills.

Smazler. : Write to be Read: reading, reflection and writing. CUP

Wallace, M. 1980 Study Skills in English. CUP

Langan, J. 1981 English Skills McGraw Hill Book Co.

6) FUNDAMENTALS OF LINGUISTICS

Language: Definitions, origin and history. Overview of language, animal communication & human language, the human brain & language development Structure and Characteristics of Language Linguistics: Definitions and its scope Linguists and their work Theoretical and General Linguistics: Applied Linguistics and Linguistics Applied Modern Descriptive Linguistics vs Traditional Grammar Various Levels of Linguistic Analysis Phonetics & Phonology Morphology Syntax Semantics Discourse Pragmatics Linguistics with Other Subjects Sociolinguistics Psycholinguistics Applied Linguistics Computational Linguistics Corpus Linguistics

RECOMMENDED READINGS:

Adrian Akmajian, Richard A. Demers, Ann K. Farmer, and Robert M. Harnish.

Linguistics: *An Introduction to Language and Communication*. (2001).

Aitchison.J. (2000). Linguistics (Teach Yourself Books).

Andrew Carnie. *Syntax: A Generative Introduction*. (2006).

Andrew Radford, Martin Atkinson, David Britain, Harald Clahsen, Andrew Spencer. *Linguistics: An Introduction*. (2009).

Bruce Hayes - *Introductory Linguistics*. (2010).

Claudia Maienborn, Klaus von Heusinger, Paul Portner. *Semantics: An International Handbook of Natural Language Meaning*. (2011).

David Crystal. *How language works*. (2006).

Formkin, V.A; Roadman, R and Hymas, M. (2002). *Introduction to Language*. Heinly: New York

Hans Henrich Hock, Brian D. Joseph. *Language History, Language Change, and Language Relationship: An Introduction to Historical and Comparative Linguistics*. (1996)

7) ROMANTIC POETRY

Wordsworth: Ode to Intimation, Prelude Book 1 First 100 lines

Keats: Ode on a Grecian Urn, Ode to Nightingale, Ode to Autumn

Shelley: Ode to the West Wind, Ode to Dejection

Blake : Auguries of innocence, a Cradle Song, a Divine Image, Tyger

S.T Coleridge: The Rime of ancient Mariner

Recommended Readings:

Bloom, H. And Trilling, L. (eds) 1973 Romantic Poetry and Prose. New York: OUP

Bowra, G.M The Romantic Imagination

Ford, B. Ed. 1982 From Blake to Byron. London: Penguin Books

Kennedy, X. J. 1994 An introduction to Poetry, 8th Ed. New York: HarperCollins. The Case Book Series

8) FICTION I

Daniel Defoe: Robinson Crusoe

George Eliot: The Mill on the Floss

Hardy: Tess of the D'Urbervilles

Recommended Readings:

Allen, Walter. The rise of the novel. London: Penguin.

Allen, Walter. The English novel. London: Penguin.

Bloom, H. Ed. Modern critical views: Thomas Hardy

Peak, J. 1983 How to Study A Novel MacMillan

Pinion, FB 1981 A George Eliot Comparison. MacMillan

9) DRAMA-II

Henrik Ibsen : Hedda Gabbler

G B Shaw: Arms and the Man

Bertolt Brecht: Galileo Galili

Becket: Waiting for Godot

Recommended Readings:

Steiner, G. 1961 The Death of Tragedy. Faber

Fjelde, R. 1965 (ed) Ibsen: Twentieth Century Views. Prentice Hall

Egan. M. 1972 Ibsen: The Critical Heritage. Routledge and Kegan Paul

Evans P.F. 1976 Shaw: The Critical Heritage. Routledge and Kegan Paul

10) APPLIED LINGUISTICS

Applied Linguistics: History and Definitions; Subject to Discipline? Linguistics

Applied or Applied Linguistics?

Applied Linguistics and Language Learning/Teaching

Second Language Acquisition Theory: The Nature of Approaches and Methods in Language Learning

- Grammar Translation
- Audio-lingualism
- Cognitive code
- The Direct Method
- The Natural Approach
- The Eclectic Approach

Error Analysis

English for Specific Purposes

(English) Language Teacher Education

Challenges and Emerging Trends in Applied Linguistics

Recommended Readings:

The Handbook of Applied Linguistics” by Alan Davies and Catherine Elder (Editors);
“Principles and Practice in Second Language Acquisition” by Stephen D Krashen;
“An Introduction to Applied Linguistics 2nd ed” by Alan Davie

11)PROSE I

Bacon : Essays

Of Truth

Of Death

Of Studies

Of Parents and Children

Swift : Gulliver’s Travels

B. Russell: Conquest of Happiness

Recommended Readings:

Gravil, Richard, ed. Gulliver’s Travels (Case. Book Series). Macmillan .1974.

Leavis, John. Bertrand Russell, Philosopher and Humanist. New World Paperbacks.

Hawkins, M.J. 1972 Introduction to Francis Bacon: Essays. JM. Dent and Sons

Vickers, B. 1978 Francis Bacon and Renaissance Prose. Longman

Speck, WA. 1970 Swift. Arco

12)PHONETICS AND PHONOLOGY

1. Introduction to Phonetics & Phonology Branches of Phonetics Difference between Phonetics and Phonology
2. Stages in the production of speech Speech organs Manner of articulation
3. Segmental Phonology Phonemes and allophones Consonants Vowels Diphthongs and triphthongs Word stress: nouns, verbs, and adjectives
4. Suprasegmental Phonology Sounds in connected speech Weak forms Assimilation, elision and liaison Sentence stress and intonation
5. Contrastive Phonology Teaching of pronunciation

Recommended Readings

Kenworthy, J. (1987). Teaching English Pronunciation. London: Longman.

Knowles, G. (1987). Patterns of Spoken English. London: Longman.

Kreidler, C. W. (1989). The Pronunciation of English. Oxford: Basil Blackwell.

Roach, P. (2000). English Phonetics and Phonology: A Practical Course. Cambridge.

Rocca, I & Johnson, W. (2005). A Course in Phonetics. Oxford: Basil Blackwell.

13)MODERN POETRY

T S Eliot: The Wasteland,
W B Yeats: Second Coming, Sailing to Byzantium , Easter 1916
Philip Larkin: Mr Bleany, Church Going,
Seamus Heaney: The Tollund Man, Toome Road, A Constable Calls
Ted Hughes: Thought Fox, That Morning, Jaguar

Recommended Readings:

Comel, R (ed) 1971 Critics on Yeats. London
Southern, B.C. 1972 A students' Guide to the Selected Poems of T. S. Eliot
T.H. Waite Anthony 1985 Poetry today: A Critical Guide to British Poetry (1960-1984)
King P. R. 1979 Nine Contemporary Poets: A Critical Introduction

14) FICTION II

James Joyce: Portrait of an Artist as A Young Man
D. H. Lawrence: Sons and Lovers
George Orwell: 1984

Recommended Readings:

Beach, J W. The Twentieth Century Novel.
Ellmann, Richard. James Joyce
Harold Bloom Critical Intrepretations : James Joyce
Harold Bloom Critical Intrepretations : George Orwell
Harold Bloom Critical Intrepretations : D H Lawerence

15) DRAMA III

Oscar Wilde: The importance of being Earnest
Eugene O, Neil: Long Day's Journey into Night
Pinter: The Caretaker

Recommended Readings:

Modern Critical Interpretation on each dramatist and work. Edited by Harold Bloom.
Eugene O Neil As a dramatist Critical Study Edited By Harold Bloom.

16) AMERICAN LITERATURE

Robert Frost: Birches, The Road Not Taken, After Apple Picking, Mending Walls, Stopping
by Woods
Sylvia Plath; Morning Song, Bee Meeting, Arrival of the Bee Box, Daddy
Arthur Miller: The Crucible
Tony Morrison: Beloved

Recommended Readings:

Chase, R. The American Novel and its Traditions 1958

Gray, R. American Fiction: New Reading, 1983

The Norton Anthology: American Literature. New York, 1994 (4th Edition)

American Literature since 1900, M. Bradbury ed. Sphere Book, 1987

Contemporary American Literature, I.H. Milwaukie, 1972

The Oxford Companion to American Literature. James D. Hart. The Oxford University Press, 1995.

17) PSYCHO-LINGUISTICS AND SOCIO-LINGUISTICS

1. Psycholinguistics

Brain functioning and its relationship with Language

The biological basis of language: language and the brain. General brain structure and function.

The cognitive basis of language and its function

Human speech Perception and understanding

Words and meaning formation

Early semantic and syntactic development. Bilingualism and second language learning

Language disorders: aphasias and dyslexias.

The structure and content of the 'mental lexicon'

Sentence Processing with accurate syntax

Creation of text and discourse

Issues and problems related with speech production

Theories of language acquisition: Behaviorism and Mentalism

Speech perception: Lexical Access and Syntactic Analysis, Lexical axis and word Recognition, Forster's Model for word recognition.

2. Sociolinguistics:

Introduction, main concepts and ideas

Functions of language in society

Domains of language use

Speech Community

Multilingualism and Bilingualism

Dimensions of bilingualism

Bilingualism and Diglossia

Causes of bilingualism

Manifestations of bilingualism

loan-words

borrowing

Lingua Franca, Pidgin and Creole, Standard Language, National Language

Recommended Readings:

Aitchison, J. (1977). *The articulate mammal: an introduction to psycholinguistics*. New York: Universe Books.

Berko Gleason, J. & Bernstein Ratner, N. (1993). *Psycholinguistics*. Harcourt Brace College Publishers.

Borden, G., Harris, K.S., & Raphael, L.J. (1994). *Speech science primer: physiology, acoustics, and perception of speech*. Baltimore: Williams & Wilkins

Titone, R. & Danesi, M. (1985). *Applied psycholinguistics: an introduction to the psychology of language learning and teaching*. Toronto: University of Toronto Press.

Wardhaugh, R. 2006. *An Introduction to Sociolinguistics*. Oxford: Basil Blackwell.

Carmen Llamas, Louise Mullany & Peter Stockwell (2007). *The Routledge Companion to sociolinguistics*. Routledge

18) STYLISTICS

Stylistics as a branch of linguistics

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

Recommended Readings:

Bolinger, Dwight (1980) *Language, the Loaded Weapon*, London:
Crystal, D. and Davy, D. 1969. *Investigating English Style*. London: Longman.
Epstein, Edmund L (1978) *Language and Style*, London: Methuen, chapter 3
Fowler, R. 1996. *Linguistic Criticism* (2nd ed.). Oxford: Oxford University Press.
Halliday, M.A.K. 1990. *Spoken and Written Language*. Oxford: Oxford University Press
Hoey, M. 2003. *Textual Interaction*. London: Routledge

19)CRITICISM

Aristotle: Poetics

Wordsworth: Preface to Lyrical Ballads

Matthew Arnold: Touchstone method, Grand style, Role of a critic,

T S Eliot: Tradition and Individual Talent, What is classic?

Raymond William: Modern Tragedy (Tragedy and The Tradition, Tragedy and experience, Tragedy and Contemporary Experience)

Recommended Readings:

Scott-James. R. A . Making of Literature

Daiches, David. Critical Approaches to Literature

Wimsat and Brooks. Critical History of Criticism

Vincent B. Leitch (General Editor) . The Norton Anthology of Theory and Criticism.

20)FICTION III

Joseph Conrad: Heart of Darkness

Virginia Woolf: To the Lighthouse

Chinua Achebe : Things Fall Apart

Recommended Readings:

Allen, W. 1954 *The English Novel: A short Critical History*, Penguin

Allot, M. 1959 *Novelists on the Novel*. Routledge and Kegan Paul

Bradbury, M. 1973 *Possibilities: Essay on the State of Novel*. OUP

Dyson, A.E. (ed) 1978 *The English Novel: Developments in Criticism Since Henry*

Harold Bloom *Critical Interpretations: Achebe*

Harold Bloom *Critical Interpretations: Woolf*

Harold Bloom *Critical Interpretations: Conrad*

21)TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

Orientation
Culture and Acculturation
Theories of Second Language Acquisition
ELT methods
Class Room Management
Lesson Planning
Teaching Vocabulary
Use of A.V aids
Error Analysis and Testing
Teaching through Drama
Teaching through literature

The purpose of this course to familiarize the students with the basic concepts and techniques in teaching of English as foreign language. At the end of the course the learners would have gained the skill to manage an English language class in our environment. The general objectives of the course require each student to be able to:

Demonstrate a general understanding of, and familiarity with the world of teaching English as a Foreign Language including general terminology, the profession's qualifications, further training options and career opportunities.

Demonstrate a good grasp and a basic understanding of the communicative approach to teaching English as a Foreign Language.

Write objectives and appropriate lesson plans

22) RESEARCH METHODOLOGY

Philosophy of Research
Kinds of Research
Process of Research
Writing Research Proposals
Preparing a Research Design
Documentation of Research
Research Ethics
Use of Technology in Research

2. Mechanics of Thesis Writing

Writing Abstract, Literature Review, Methodology
Writing Textual Analysis
Following Structure and Argument in Thesis Writing

Bibliography Writing

Recommended Readings:

Bryman, A. *Research Methods for Social Sciences*. Second edition. Oxford: Oxford University Press.

Creswell, J.W. *Quality Inquiry and Research Design: Choosing among five approaches*. (2nd ed). Thousand Oaks; Sage publications

Miles, M. & M. Huberman. *Qualitative Data analysis*. CA; Sage.

Scholfied, P. *Qualitative and quantitative research*.

Silverman, David. Ed. 1998. *Qualitative research; theory, method and practice*. London; Sage.

23) PAKISTANI LITERATURE IN ENGLISH

Taufiq Rafat : *Kitchen , Time to Love, Reflection*

Aamir Hussain: *Sweet Rice* (poem)

Tahira Naqvi: *Attar of Roses* (poem)

Daud Kamal : *An Ode to Death*

Alamgir Hashmi: *In Cordoba*

Mohsin Hamid : *Reluctant Fundamentalist*

Bapsi Sidhwa: *Ice Candy Man*

Sara Suleri: *Meatless Days (Excellent Things in Women, Papa and Pakistan)*

RECOMMENDED READINGS:

Bose, Sujata & Jalal Ayesha. *Modern South Asia: History, Culture, Politics and Economy*. OUP. 2nd edition. 2004

Hashmi, Alamghir. *Kamal Daud's Entry in Encyclopedia of Post-colonial Literatures in English*. Volume 1. Ed Benson. E. & Connolly, L.W. London: Routledge.

Jameson, Fredrick. *Third World Literature in the era of multinational capital in social text* 15, Fall 1986.

Khawaja Waqas, A. *Morning in the Wilderness: Reading in Pakistani Literature*. Sang-e-meel Publications, Lahore.

Rehman, Tariq A. *History of Pakistani Literature in English*. Vanguard press (pvt) Ltd, Lahore. 1991.

24) SHORT STORIES

Naguib Mahfuz: *The Mummy*

E. Allen Poe: *The Man of the Crowd*

Doris Lessing: *African Short Story*

Flannery O'Connor: *Everything that Rises Must Converge*

J. Joyce: The Dead
Nadine Gordimer: Ultimate Safari Once upon a time
Kafka: The Judgement
Achebe: Civil Peace
Ben Okri: What the Tapster Saw
Hanif Qureshi: My Son the Fanatic
D. H. Lawrence: The Man who Loved Islands
W. Trevor: The Day
Alice Walker: Strong Horse Tea
V.S. Pritchett: The Voice
Amy Tan: The Voice from the Wall
A. Chekov: The Man who lived in a Shell
Braithwaite: Dream Hatii
E. Hemingway: A Clean Well-Lighted Place

25)DISCOURSE ANALYSIS

Introduction to Discourse Analysis
What is discourse?
Level of discourse in language
Linguistics forms and functions
Transactional VS Interactional view
Sentence and utterance
Product Vs process
Text
Context
Genre
Issues in Critical Discourse Analysis
Language and ideology
Language and power
Language and identity
Language and culture
Language and gender
Multimodality and Semiotics

Recommended Readings:

Brown, G. and Yule, G. (1983) Discourse Analysis, Cambridge: CUP
Cutting, J. (23002) Pragmatics and Discourse: A Resource book for students,
London: Routledge.
Fairclough, N. (1995) Critical Discourse Analysis: The Critical study of Language,
London, Longman.

4.6

4.7 Standard 2-1

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

Program Objectives	Courses			
	1	2	3	4
1	x			x
2				x
3		x		x
4			x	x
5	x		x	X
6		x		

Table 4: Courses versus Program Objectives (table 4.4)

4.8 Standard 2-2

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

Elements	Courses
Theoretical Background (Critical practices theory and Literature)	Eng-401 Eng-402 Eng-404 Eng-502 Eng.-504
Experimental (Research and potential Research Topics and Ideas)	Eng-501 Eng-503 Eng-601 Eng-602 Eng-605

4.9 Standard 2-3

The Curriculum must satisfy the core requirements for the program as

specified by the respective accreditation body.

M.A English program is recognized by Higher Education Commission has no deviation from the given syllabi. Minimum Requirements for each program (Program Semester Credit Hours)

Program	English Literature & Linguistics
M.A English	72 Credit hours

4.10 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.

4.11 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 stated.

4.12 Standard 2-6

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

Not Applicable

4.13 Standard 2-7

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

Workshops and seminar series are arranged on regular basis. It develops the oral and written communication skills of the students as well as computer expertise.

5.0 Criterion 3: Laboratories and Computing Facilities

Not Applicable

5.1 Standard 3-1

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

Not Applicable

5.2 Standard 3-2

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

Not Applicable

5.3 Standard 3-3

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

Not Applicable

6.0 Criterion 4: Student Support and Advising

Since the launch of Riphah Faisalabad in year 2013, all its programs have started and finished on schedule. The culture in Riphah is that teachers and students have facility of frequent interaction, even after classes, for any professional and academic advice. This aspect is even highlighted and indicated by the students in the feedback on HEC Performa number 10, taken by the Quality Enhancement Cell (QEC) in the university.

6.1 Standard 4-1

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

The department strategy to offer courses (core and electives) for the subject program is based on schedule approved by Board of Studies in the guidance of HEC instructions. The required and elective courses are offered in a logical

sequence that grooms the students to obtain the program's defined objectives and outcomes. The courses offered outside the department belongs to Faculty of Social Sciences & Humanities. The Social Sciences program coordinator coordinates with the respective faculty and accommodates the desired course in program's time table. This is done well in advance prior to the commencement of classes to avoid any clashes in the schedule.

6.2 Standard 4-2

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

All courses in the program are taught by the single faculty member. Courses are structured in the board of studies before commencement of each semester. Faculty members interact frequently among themselves and with students. Students are encouraged to participate in providing feedback and their views about course contents during and after the classes.

6.3 Standard 4-3

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 start of the session during orientation week by in-charge program and QEC staff. In-Charge Program acts as advisor to guide students to choose appropriate courses and also provide guidance on different issues. He also maintains a list of guidance points provided to students during the semester and program, which is being evaluated at the end of the program to take necessary improvement.

In-charge student's affair provides professional counseling to students when needed. Students can get in touch directly with him/her for any advice.

Program coordinator maintains a list of professional societies and technical

bodies, that is provided to students on demand and students can get membership of such organizations on individual basis.

7.0 Criterion 5: Process Control

7.1 Standard 5-1

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 include evaluation of student's marks at different levels and admission test results. The admission is done twice a year, in spring and fall semesters.

The Students with BA and equivalent Degree, who qualify the entry test of the university, are eligible for entry into M.A English Literature program. Admission is granted strictly on the basis of result of the admission test.

Students from accredited universities are eligible to transfer their credits to Riphah. Students have to submit complete course curriculum and internal evaluation certificate of each subject from his/her previous institution duly signed by head of department/principal. Student's applications in this regard are dealt on case to case basis. Such applications are discussed in Board of Studies to evaluate them and make decision. Head of the English Department and Dean is the final authority to make decision regarding credit transfers.

This admission criterion is evaluated every 2 years by the board of faculties and academic council in the light of instructions issued by HEC. Minor internal adjustments regarding admission test result weightings or test contents are made.

7.2 Standard 5-2

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

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, sessional, mid term tests and final examinations at the end of each semester. Only qualified students in each semester are allowed to join the next semester.

7.3 Standard 5-3

The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

Vacant and newly created positions are advertised in the national newspapers, applications are received by the Registrar office, scrutinized by the respective Deans, and call letters are issued to the short-listed candidates on the basis of experience, qualification, publications and other qualities/activities as determined by the University 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. HEC also helps Riphah in enrolling the foreign

faculty.

Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support.

On yearly basis faculty performance is evaluated basing on HEC Performa number 10 by the students, Deans recommendations and with the counter signature of vice chancellor and pro chancellor. The annual increment is based on the recommendations of the Dean and the Vice chancellor.

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, In Charge program 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 general conduct in the class, the environment, he, maintains and extra efforts, he makes to satisfy students, thirst for knowledge.

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

This exercise is done once a year. The feedback is discussed with Dean and In charge program, who focus 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 of 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 first, second, third and fourth semesters examinations are held to evaluate the student's progress in that semester.

Requirements of this standard are met through 3 Performa issued by HEC. The feedback is documented and its evaluation indicates degree of satisfaction of the graduates. Three forms (Performa 3, Survey of Graduating Students, Performs 7, Alumni Survey and Performa 8, Employer Survey) are extremely good instruments to measure the program outcomes.

The feedback is taken on yearly basis. The suggestions given by the graduating students and graduates working in various fields are given due weightage. For example a few graduates through Alumni survey indicated that emphasis on applied Research Skills be enhanced. The proposal is being evaluated by Board of Faculty of the Department of English and recommendations are being made to Academic Council to grant approval for change in syllabi.

The feedback of employers has been achieved. Generally, they are satisfied;

however, they have recommended that graduates be given more practice in technical and research writing. This is also being processed to make changes in syllabi.

8.0 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.

Program Area of Specialization	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with Ph.D Degree
English	Eng-601, Eng-602, Eng-603, Eng-604, Eng-605, Eng-606, Eng-607, Eng-608.	6	3
Total	8	6	3

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 Performa number 9 (Faculty Resume) once a year. This information is compared with the existing criterion set by university for the concurrency of the post.

All full time faculty members are allocated teaching hours as per HEC defined limit which enables the faculty to have enough spare time to perform scholarly activities and improve their knowledge and skills.

Faculty members are provided with adequate resources for research and academic activities. Every faculty members has been provided with computer system and access to internet. Faculty members have also access to library materials for academic and research activities. Professional training is also provided to faculty if required to enhance their capabilities.

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 year the development program is analyzed in Deans Council for its effectiveness and necessary improvements.

The university encourages the faculty to participate in research activities by providing them sufficient financial support within or outside university.

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 public appreciation and documented appreciation (annual performance evaluation report) by the In-Charge Program and Dean on regular basis.

The faculty survey of the program using HEC Performa number 5 indicates the mix reactions of the faculty, which indicates that teaching load be distributed evenly and more relaxed environment be generated.

9.0 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.

The university has provided e-learning facilities to faculty members and students. Each faculty member has a computer system with access to internet and e-learning library section.

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 responsive. The university has provided enough funding to support the 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 enough technical books in hard copies to support the program learning. The internet access to the external universities libraries provides opportunities to the students and faculty to obtain knowledge from their technical resources.

The library is staffed with more than 5 professionals to help students and faculty members to get access to required book or learning material efficiently.

9.3 Standard 7-3

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

Enough class rooms are available to run the program as per desired schedule. In few class rooms, there is a need of up-gradation of multimedia and other resources. The work orders have been initiated and procurement process is in progress

10.0 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.

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 adequate resources for research and academic activities to maintain their competence. Every faculty members has been provided with computer system and access to internet. Faculty

members have also access to library materials for academic and research activities. Professional training is also provided to faculty if required 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 Faisalabad holds more than 5000 books for all programs. Sufficient numbers of computers are available to be used by the students. Library is organized to accommodate 40 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.

11.0 Conclusion

The self assessment report of the M.A English, Riphah International University, and Faisalabad Campus is an important document, which 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 focused on imparting quality education, introduction of new and innovative techniques and conduct of quality research to produce competent graduates in the subject of Statistics. The 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 goal, which are again

measurable through definite standards. Teachers' evaluation revealed satisfactory standards. Alumni surveys revealed variable results with regards to knowledge, interpersonal skills, management and leadership skill. Weaknesses are identified which are related to space, laboratories and equipment. Improvements in curriculum design and infrastructure are suggested which are based upon set, well defined and approved criteria. 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 number of courses along with titles and credit hours for each semester, course contents for degree program, are thoroughly planned. Their efficacy was measured through different standards and it was found to be satisfactory.

The facilities and shortcomings in the infrastructure and syllabi have been discussed. It was concluded that laboratory facilities and class rooms need further improvement. The need of refresher courses for the fresh faculty on method of teaching cannot be over emphasized.

Proper steps are taken to guide the students for program requirements, communication, meetings, tutorial system, tours, students-teacher interaction etc. Some improvements have been suggested. As regards the process control covering admission, registration, recruiting policy, courses and delivery of material, academic requirements, performance and grading, university, as well as Higher Education Commission have set forth proper rules, which are properly followed. At present there are eleven faculty members who are highly qualified in their fields. However, faculty members need motivation for advanced knowledge, research and external training.

Institutional facilities were measured through Criterion 3; infrastructure, library, class room and faculty offices and in each case, short comings and limitation are highlighted. Institutional facilities need to be strengthened. Accordingly,

institutional support will greatly promote and strengthen academic, research, management and leadership capabilities.

In conclusion, the strong and weak areas of the program are as under:-

11.1 Strong Areas

- h. The development and designed of curriculum is upon well-defined and approved criteria
- i. Academic outlines are fully prepared in advance
- j. The number of courses along with their titles and credit hours for each semester, course contents for degree program are fully planned
- k. Clear admission, registration and recruiting policy
- l. HEC rules are fully observed in true letter and spirit
- m. Proficient & qualified faculty
- n. Admirable Students-Teacher Ratio

Weaknesses

- d. Needs to have a common room for female students.
- e. Needs to add more library books.
- f. Needs to have separate washrooms for Faculty and students.

Annexure-A: Alumni Survey

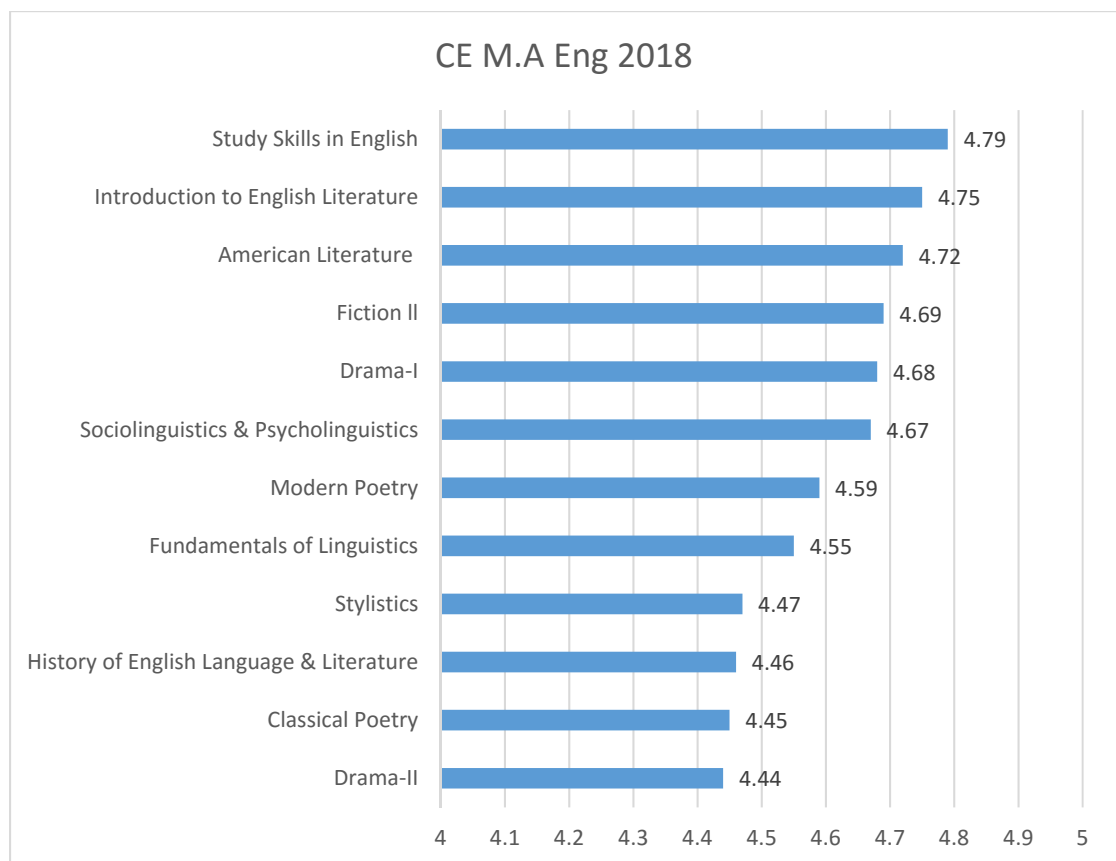
Not Applicable

Annexure-B: Employed Survey

Not Applicable

Annexure-C: Course Evaluation Survey

1. Students have graded the teachers for their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded marks are 5. This is an anonymous activity and students are not required to write their names on the evaluation Performa.
2. Course evaluation is shown in the following graphical chart/s:



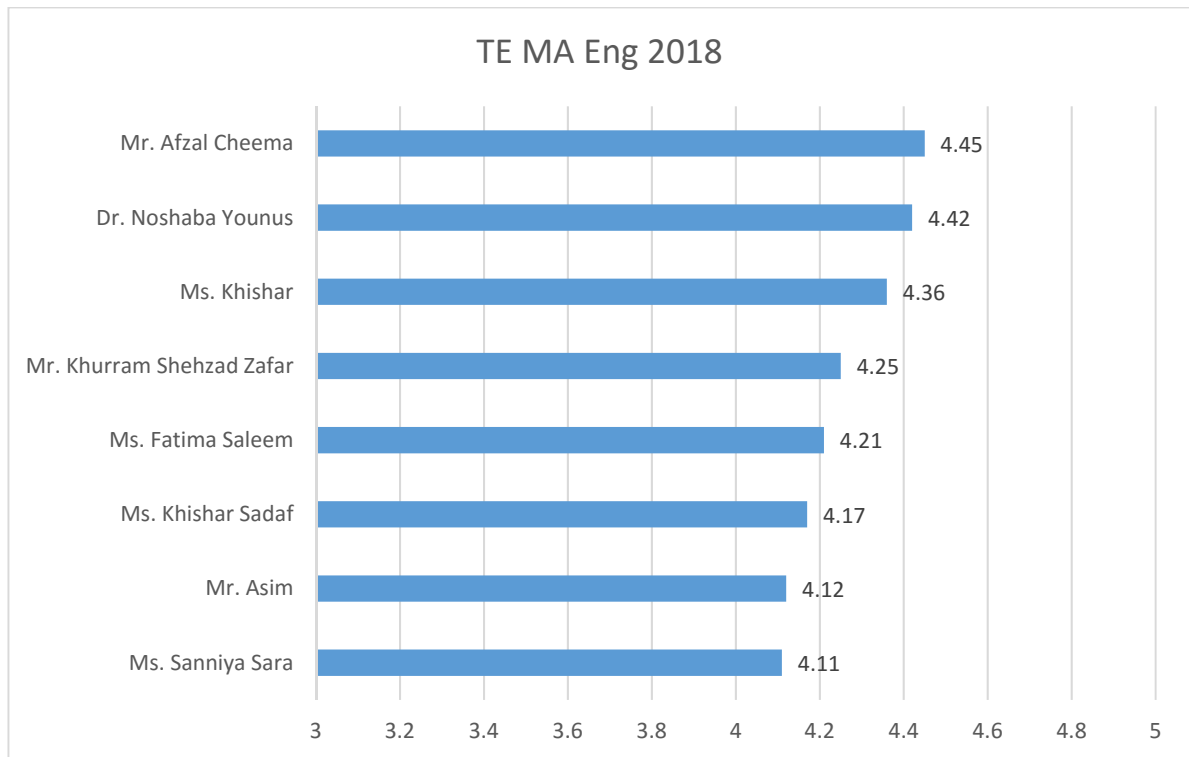
3. The processed results along with the comments of the students, course name, graded scores and number of respondents/enrolled students is shown below.

Sr. No	Course Name	Responses / Total Students	Marks
1st SEMESTER			
1	Classical Poetry	7/8	4.45
2	Introduction to English Literature	7/8	4.75
3	Drama-I	7/8	4.68
4	Fundamentals of Linguistics	7/8	4.55
5	History of English Language & Literature	7/8	4.46
6	Study Skills in English	7/8	4.79
2nd SEMESTER			
7	Fiction II	7/9	4.69
8	Modern Poetry	7/9	4.59
9	Drama-II	7/9	4.44
10	Stylistics	7/9	4.47
11	Sociolinguistics & Psycholinguistics	7/9	4.67
12	American Literature	7/9	4.72

Annexure- D:

Teachers Evaluation Survey

- Students have graded the teachers for their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded marks are 5. This is an anonymous activity and students are not required to write their names on the evaluation proforma.
- Teacher's evaluation is shown in the following graphical chart/s:

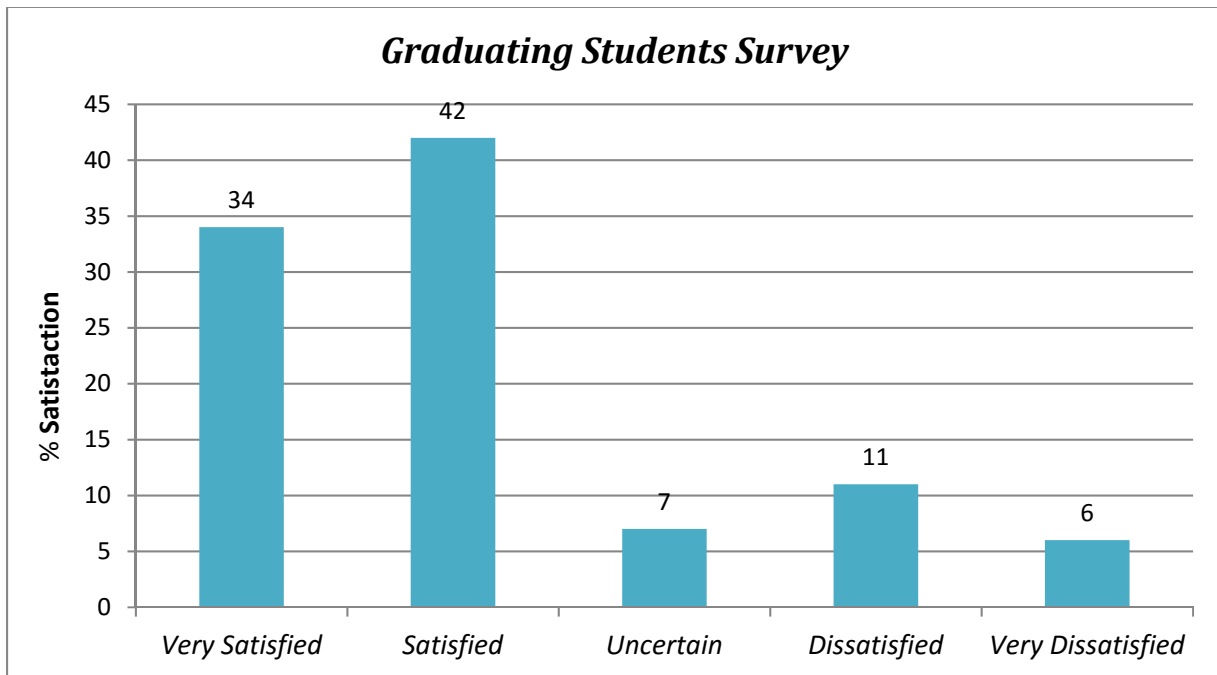


- The processed results along with the comments of the students, course name, graded scores and number of respondents/enrolled students is shown below. Since, some of the faculty members are teaching multiple courses, their feedback appears more than one time.

Sr. No	Teacher Name	Course Name	Responses / Total Students	Marks	Comments
1	Ms. Sanniya Sara	Classical Poetry	15/17	4.11	- Very Good Teacher - Very Good Motivate Behavior - Excellent
2	Mr. Asim	Introduction to English Literature	7/8	4.12	- Excellent Teacher - Deduct Less Marks - Supportive - Excellent - Hard Working
3	Ms. Khishar Sadaf	Modern Poetry	7/9	4.17	- Good Teacher - Very Good - Excellent
4	Ms. Fatima Saleem	Drama-I	15/17	4.21	- Excellent Teacher - Very good - Good - Excellent
5	Mr. Khurram Shehzad Zafar	Fundamentals of Linguistics	15/17	4.25	- Flexible ,polite and directed - work too - Best scholar best teach in the world
6	Ms. Khishar	History of English Language & Literature	7/8	4.36	- Very Good Teacher - Very Good Motivate Behavior - Excellent
7	Dr. Noshaba Younus	Sociolinguistics & Psycholinguistics	7/9	4.42	- Excellent Teacher - Deduct Less Marks - Supportive - Excellent - Hard Working
8	Mr. Afzal Cheema	Study Skills in English	15/17	4.45	- Good Teacher - Very Good - Excellent

Annexure-E: N/A

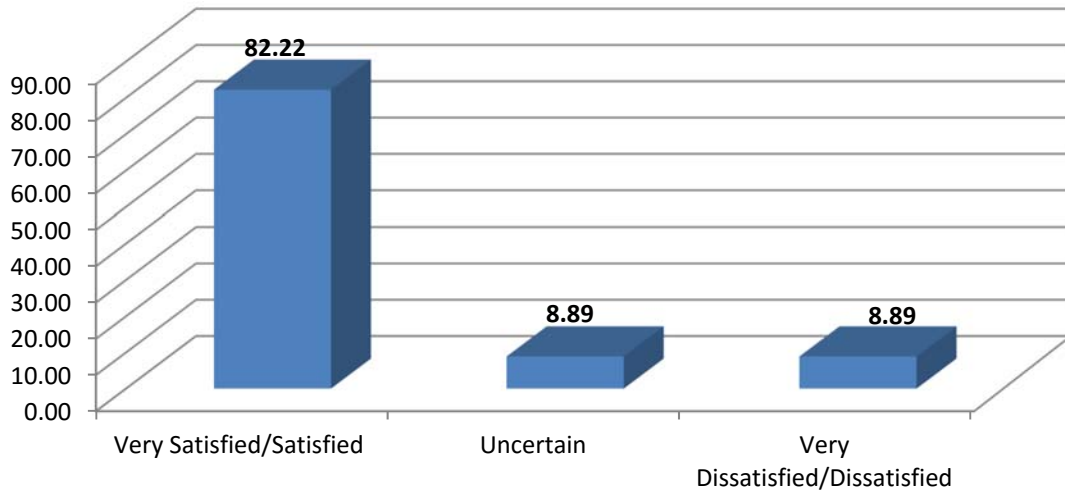
Annexure – F: Survey of Graduating Students



Annexure – G: Faculty Survey

No.		Questions	Percentage		
			Very Satisfied/Satisfied	Uncertain	Very Dissatisfied/Dissatisfied
1	-	Clarity of institution's goals/mission	83.33	16.67	0.00
2	-	Communications from/with peers and faculty/departmental leadership	100.00	0.00	0.00
3	-	Type of teaching/ research you currently do.	100.00	0.00	0.00
4	-	Your interaction with students in and outside classroom	100.00	0.00	0.00
5	-	Your satisfaction level regarding office and IT facilities available to you.	83.33	16.67	0.00
6	-	The mentoring available to you from seniors	83.33	16.67	0.00
7	-	Administrative support from the faculty/department.	83.33	0.00	16.67
8	-	Clarity and Satisfaction about the faculty promotion process.	66.67	16.67	16.67
9	-	Your prospects for advancement and progress through ranks.	66.67	16.67	16.67
10	-	Salary and compensation package.	50.00	0.00	50.00
11	-	Job security and stability at the faculty/department/university.	50.00	33.33	16.67
12	-	Amount of time you have for yourself and family.	83.33	0.00	16.67
13	-	The overall environment in the department.	100.00	0.00	0.00
14	-	Adequacy of technological & multimedia instructional resources in classrooms	50.00	0.00	0.00
15		Whether the department is utilizing your experience and knowledge.	83.33	16.67	0.00
16		Recognition/appreciation of good teaching by seniors	50.00	0.00	0.00
17		Opportunities for research in your discipline and recognition of research accomplishment	50.00	0.00	0.00

Normalized – Faculty Average	82.22	8.89	8.89
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Annexure – H: Faculty Resume

	Name	Designation	Qualifications	Institititon	Specialization	Experience (years)		Utilization
						Teaching	Total	Dedicated / Shared
1	Dr.Noshaba Younas	Assistant Professor	PhD English	Islamia University BWP	Linguistics	09	09	
2	Mr. Afzal Cheema	Lecturer	M.Phil English	GC University FSD	Linguistics	08	08	
3	Ms. Khishar Sadaf	Lecturer	M.Phil English	GC University FSD	Literature	04	04	
4	Mr. Khurram Shahzad Zafar	Lecturer	MA English/ 18 year education	Syddansk University Denmark	Language & Literature	06	06	
5	Ms. Sanniya Sara	Lecturer	M.Phil English	RIU Islamabad	Literature	02	02	
6	Ms. Fatima Saleem	Lecturer	M.Phil English	RIU Islamabad	Literature	05	05	

Annexure – I: Lab Safety Precautions & Work Instructions

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 equipments 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 Clinical Psychology Department (Faisalabad) on 16 January, 2019

- | | |
|------------------------------|-------------|
| • Dr. Alia Sheeraz | Convener AT |
| • Dr. Asif Butt | Member |
| • Mr. Muhammad Waleed Ashraf | Member |

Exit Meeting - 18 January, 2019

Following attended the meeting:-




- | | |
|------------------------------|------------------------|
| • Prof. Dr. M. Mudassar | Chairman |
| • Dr. Alia Sheeraz | Convener AT |
| • Dr. Hameed Ullah | Dean FSSH |
| • Dr. Asif Butt | Member |
| • Mr. Muhammad Waleed Ashraf | Member |
| • Dr. Muhammad Saeed Akhtar | HOD English Department |
| • Mr. Shabeeb Ahmad Gill | QEC Officer |

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

- Needs to have a common room for female students.
- Needs to add more library books.
- Needs to have separate washrooms for Faculty and 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) – FMS (BBA) – Faisalabad Campus

AT Finding	Corrective Action	Implementation Date	Responsibility	Present Status
<ul style="list-style-type: none"> Needs to have a separate common room for female students. 	Room adjacent to the female mosque in the Masjid block is declared to be only meant for female students.	25 th Jan, 2019	Procurement officer	Completed
<ul style="list-style-type: none"> Needs to add more library books and provide internet facility 	Lists for purchase of new relevant books were demanded from the HOD of the concerned departments and later on purchased and added.	30 th Jan, 2019	Librarian	Completed
<ul style="list-style-type: none"> Needs to have separate washrooms for staff and students. 	Washrooms in front of Khadija-tul-Kubra Block are declared for the students and in <u>Zulfagar</u> Block for the staff.	20 th Jan 2019	Procurement officer	Completed
Convener AT Name and Signature			Dr. Alia Sheeraz Head, Department of Management Sciences Riphah International University, Faisalabad Campus	
Jean's Comments Name and Signature				
QEC Comments Name and Signature			Assistant Manager Quality Enhancement Cell Riphah International University Faisalabad	

Annexure – L: Faculty Course Review Report

Department of English is offering 24 courses for the M.A English program. All courses and the respective 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 points:

- a. Syllabi review to improve subject skills.
- b. Provision to interact more with Different Educational Institutions during study period.
- c. Reading Aptitude Building and critical thought patterns.
- d. Confidence Building Measures
- e. Exposure to Linguistics and Literature both in theory and Practice.

Board of Studies scrutinized these points and presented in the Board of Faculty that will review and suggest the implementation as deemed necessary.

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)	32				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.20	16				

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	5	4	3	2	1

instruction and maintaining the laboratories?					
3. Are the University's infrastructure and facilities adequate to support the program's objectives?	5	4	3	2	1
Total Encircled Value (TV)	15				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	10				

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)	13					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	8.66					

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)	48					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	13.09					

Criterion 6– Faculty		Weight = 0.15				
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)	32					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	13.71					

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)	12					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	8					

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					

$$\begin{aligned}
 \text{Overall Assessment Score} &= S1+S2+S3+S4+S5+S6+S7+S8 \\
 &= 4.16+16+10+8.66+13.09+13.71+8+8 \\
 &= 81.62
 \end{aligned}$$