Self-Assessment Report

Bachelor of Science in English (BS English)

Department of English

فاؤنڈیشن یونیورسٹی اسلام آباد

FOUNDATION UNIVERSITY ISLAMABAD

2019-2020

Prepared by: **DEPARTMENT OF ENGLISH**

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Executive Summary

This current report is being prepared almost at the end of the assessment cycle for selected programs of Foundation University Islamabad, as per requirements of the Higher Education Commission (HEC). Quality Enhancement Cell (QEC) currently renamed as Department of Quality Assurance (DQA) was formed in FUI in November 19, 2015. Program Team Members of all remaining faculties, notified by University, worked with Director QA to pursue the application of Self-Assessment Manual in their respective departments.

Objectives

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

a. To implement the Self-Assessment Manual in the selected program with a view to improving quality in higher education.

b. To identify the areas requiring improvements to achieve objectives through desired outcomes.

Execution

A soft copy of the 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 DQA completed the SAR and forwarded to DQA in a given time frame.

After reviewing SAR, DQA arranged a visit of Assessment Team to the selected program. Director Quality Assurance accompanied the AT Team and participated in discussions with In-charge Program / Program Team members and available faculty members.

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

The implementation plan basing on the discussions in the exit meeting have been made by Director QA and External Expert.

The implementation plan indicates the resources required to improve the infrastructure, environment in the classes and E-Learning. The tasks have been completed on a fast track by the combined efforts of Head of Department, DQA and Registrar's Office.

After Self-Assessment cycle, DQA is going to submit the hard and soft copy of SAR to HEC

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Introduction

The Foundation University Islamabad (FUI), a project of Fauji Foundation was established under a federal charter in October 2002. The University's programmes of study have been duly accredited by Higher Education Commission (HEC), National Computing Education Accreditation Council (NCEAC), Pakistan Engineering Council (PEC), College of Physicians and Surgeons of Pakistan (CPSP) and Pakistan Medical and Dental Council (PM&DC). The University has been rated as category 'W4' (the highest rating category) by the HEC and is also ISO 9001:2008 Quality Management System Certified by the United Kingdom Accreditation Service. The Foundation University aims to become a research-led University. For this purpose, the University has established the Office of Research, Innovation, and Commercialization (ORIC). FUI is vigorously pursuing academic and research collaborations with the Universities of repute both in-country and abroad. The University is also developing and promoting academia-industry linkages and is in the process of initiating various projects with different organizations including Industries of its parent organization, the Fauji Foundation.

The University faculty at its two campuses is highly qualified and dedicated to achieving academic excellence. The FUI has state-of-the-art academic blocks having fully equipped Labs, libraries, lecture halls, video conferencing hall, digital library, students' hub, medical laboratories, museums, auditorium, seminar halls and conference rooms etc. Besides, the FUI has launched its unique Campus Management System to help students, faculty and the administration to work in a homogenous paperless environment to enhance efficiency. Foundation University is a quality conscious institution and following a viable Quality Assurance mechanism. Department of Quality Assurance (DQA) at FUI has also been revamped to constantly monitor the assessment of students' learning outcome, evaluate existing programs for relevance and effectiveness and regularly carrying out faculty assessment. Besides quality education and research, the FUI is also focused on the students' counselling, career guidance and serves as a bridge between University graduates and employers. The University regularly organizes the open houses and job fairs to facilitate its students in choosing the right direction for their professional grooming.

Foundation University Islamabad Campus consists of a Medical College, College of Dentistry, Institute of Rehabilitation Sciences, the University Secretariat and 750 bedded Fauji Foundation Hospital, which serves as the Teaching Hospital for the Trainees.

The Foundation University Rawalpindi Campus is providing quality education in the fields of Electrical Engineering, Software Engineering, Business, Economics, Psychology, Education, Humanities and English from Bachelor to Doctoral level. The campus is an excellent technological platform to provide a congenial educational environment to its students and researchers.

University Vision Statement

The university aspires to be among the leading institutions of higher learning, which contributes towards the development of the nation through excellence in education, research and innovation.

University Mission Statement

- *Inspire creative inquiry and research to foster the personal and professional development of its students.*
- *The FUI is committed to providing equitable access to holistic education in diverse disciplines to produce a valuable human resource for national and global communities.*

Departmental Mission

The Department of English FUI is committed to advancing knowledge and creativity by providing optimum opportunities for professional and personal development to its students with quality teaching and research-based learning. We believe that sound basis in theories in linguistics and literature, critical reading and writing and research-based learning provides a foundation for specialized study and research.

Program Selected

Department of English is currently running the following programs:

a. **Bachelor of Science in English**
b. MS English (Linguistics & Literature)
c. PhD English

FURC has selected the **BS English** for Self-Assessment Report (SAR) for the year 2019-20 under the directives of HEC.

The programs have got an inbuilt mechanism for the revision of syllabi, have competent faculty and adequate infrastructure. New and modern tools have been introduced in the programs to conduct research and quality teaching.

Programs Evaluation

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

Criterion 1: Program Mission, Objectives and Outcomes

Standard 1-1

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

BS English was designed as a replacement for the MA English programme making use of the lessons learnt from the successful run of the MA programme to create a programme that was more attuned to the contemporary trends. In the third year of its launch, the BS programme is already firmly established as a key programme for the department of English and the students who want to venture in the field of English. The present review is aimed at both consolidating the gains made in the last three years and sustaining the growth of the programme in the years ahead. The programme is particularly important for it is being built up to be the feeder programme for the department's MS and PhD programmes.

Program Objectives

The key aims and objectives of the BS English programme are to:

- Introduce the learners to a variety of courses in linguistics and literature to promote transdisciplinary thinking.
- Offer a structured path with a sound basis in theories to exploring issues in linguistics and literature.
- Nurture a culture of critical thinking and research-based learning
- Help the students form a sound basis for higher learning

Alignment of Program Objectives with Program & University Mission Statement

The objectives of BS English program are defined in the light of program and university mission statement that fosters creative inquiry and research skills to enable the students in making a valuable contribution in their respective field in particular and the society in general.

Program Objectives Assessment

The following table shows the program objectives assessment. It identifies the criterion, its measurement and improvements identified through this mechanism.

Table# 1 Program Objectives Assessment

Objectives	How Measured	When Measured	Improvement Identified	Improvement Made
1 Introduce the learners to a variety of courses in linguistics and literature to promote transdisciplinary thinking	Final and mid-term exams, assignments, presentations, and student interaction	Throughout the semester	Lack of transdisciplinary thinking	More transdisciplinary thinking activities were incorporated in the syllabus
2 Offer a structured path with a sound basis in theories to explore issues in linguistics and literature	Viva voce	Before final-term exams	Lack of theoretical knowledge in students' mental repertoire	Incorporation of theoretical aspect in various subjects
3 Nurture a culture of critical thinking and research-based learning	Students are assigned different research-based assignments	Throughout the semester	Lack of interest in research-related activities	Incorporation of extensive research activities in various courses
4 Help the students form a sound basis for higher learning	Autonomous learning activities	Throughout the semester	Students need to be more independent to take responsibility of their own learning	Along with the group projects, students were also given individual assignments

Strategic Plan

The strategic plan of the department follows the strategic plan of the institute. The areas covered under the strategic plan are curriculum, professionalism, stands of program assessment and measurements.

Category	Credit Hours in Semester								Total
	1	2	3	4	5	6	7	8	
Compulsory Courses	6	5	6	6	-	-	-	-	23
General Education Courses	6	6	6	6	-	-	-	-	24
Discipline Specific Foundation Courses	6	6	6	6	-	-	-	-	24
Major/Core Courses	-	-	-	-	15	15	9	9	48
Elective Courses	-	-	-	-	-	-	6	6	12
Total	18	17	18	18	15	15	15	15	131

Main Elements of Strategic Plan

Strategic plan for BS English Program defines the overall layout of the areas/elements that are included in the program to impart education to the students at the BS level. These elements prepare students through theory and research work. These elements are Program Contents, Program Delivery Methodology and Program Output Evaluation.

Program Contents

- Duration: 8-12 Semesters (4-6 years)
- Total Credit Hours: 124-136 credit hours
- Thesis/Project: Major assignment in every major and elective course as per the 2017 HEC guidelines

Program Delivery Methodology

Program delivery methodology includes lectures and discussion by the subject teachers and presentations, tutorials, assignments, quizzes and research projects by

the students. Seminars are also arranged for imparting knowledge by inviting experts in the field of linguistics and literature, regularly to the campus.

Program Output Evaluation

The program output is measured through regular examinations, assignment's results and final thesis results.

Assessment of the students for each course (other than the thesis) in the BS English programme is carried out according to the following formula:

Sr. #	Assessment Tool	Marks
1.	Assignments, Projects, Quizzes, Presentations spread through the semester	25
2.	Midterm examination of 1.5 hours duration	25
3.	Final Term examination of 3 hours duration	50
Total		100

Standard 1-2

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

Program Outcomes

On the completion of the degree in BS English students will be able to:

1. Critically and analytically read works of literature produced in many different cultures and historical periods.
2. Demonstrate, through discussion and writing, an understanding of significant cultural and social issues presented in the literature.
3. Apply critical and technical vocabulary to describe and analyze, and formulate an argument about, literary texts.
4. Demonstrate in-depth knowledge of selected areas of linguistics such as language variation, language development, language learning
5. Compare and contrast language structures and explain relationships between language and culture.
6. Apply the knowledge gained of the selected areas of linguistics in other academic contexts

Program Objectives	Program Outcomes					
	1	2	3	4	5	6
1.Introduce the learners to a variety of courses in linguistics and literature to promote transdisciplinary thinking.	✓		✓	✓		✓
2.Offer a structured path with a sound basis in theories to exploring issues in linguistics and literature.	✓	✓		✓	✓	✓
3.Nurture a culture of critical thinking and research-based learning	✓	✓				✓
4.Help the students form a sound basis for higher learning		✓			✓	✓

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

Graduating Student Survey (Not Available)

Alumni Survey (Not Available)

Employer Survey (Not Available)

Standard 1-3

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

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

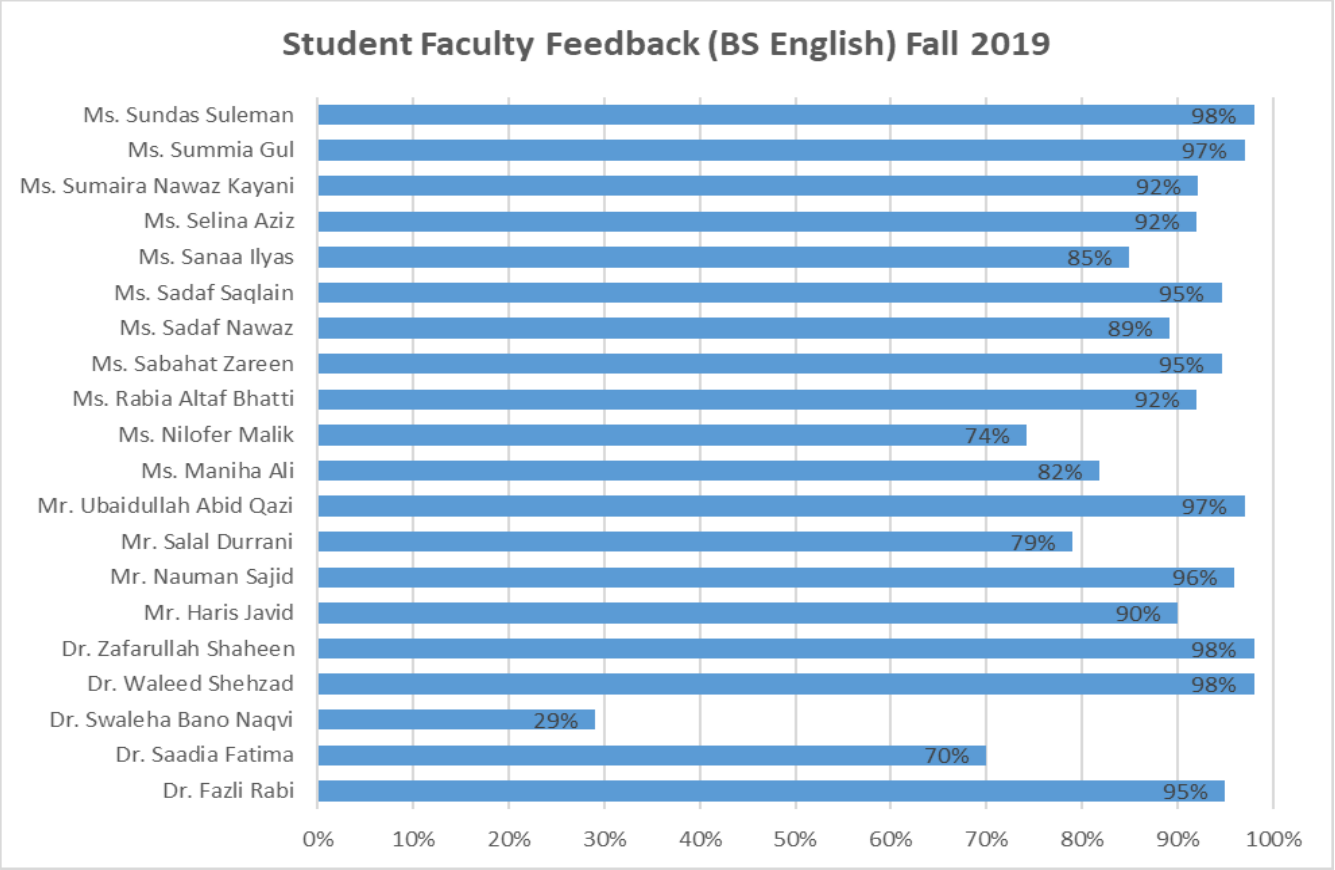
Student Faculty Evaluation:

Date of Survey **=** ***03-02-2020***

Average Respondent **=** ***65.7%***

Overall Departmental Student Satisfaction for Fall -2019 **=** ***90.8%***

Faculty Members	Overall
Dr. Fazli Rabi	95%
Dr. Saadia Fatima	70%
Dr. Swaleha Bano Naqvi	29%
Dr. Waleed Shehzad	98%
Dr. Zafarullah Shaheen	98%
Mr. Haris Javid	90%
Mr. Nauman Sajid	96%
Mr. Salal Durrani	79%
Mr. Ubaidullah Abid Qazi	97%
Ms. Maniha Ali	82%
Ms. Nilofer Malik	74%
Ms. Rabia Altaf Bhatti	92%
Ms. Sabahat Zareen	95%
Ms. Sadaf Nawaz	89%
Ms. Sadaf Saqlain	95%
Ms. Sanaa Ilyas	85%
Ms. Selina Aziz	92%
Ms. Sumaira Nawaz Kayani	92%
Ms. Summia Gul	97%
Ms. Sundas Suleman	98%



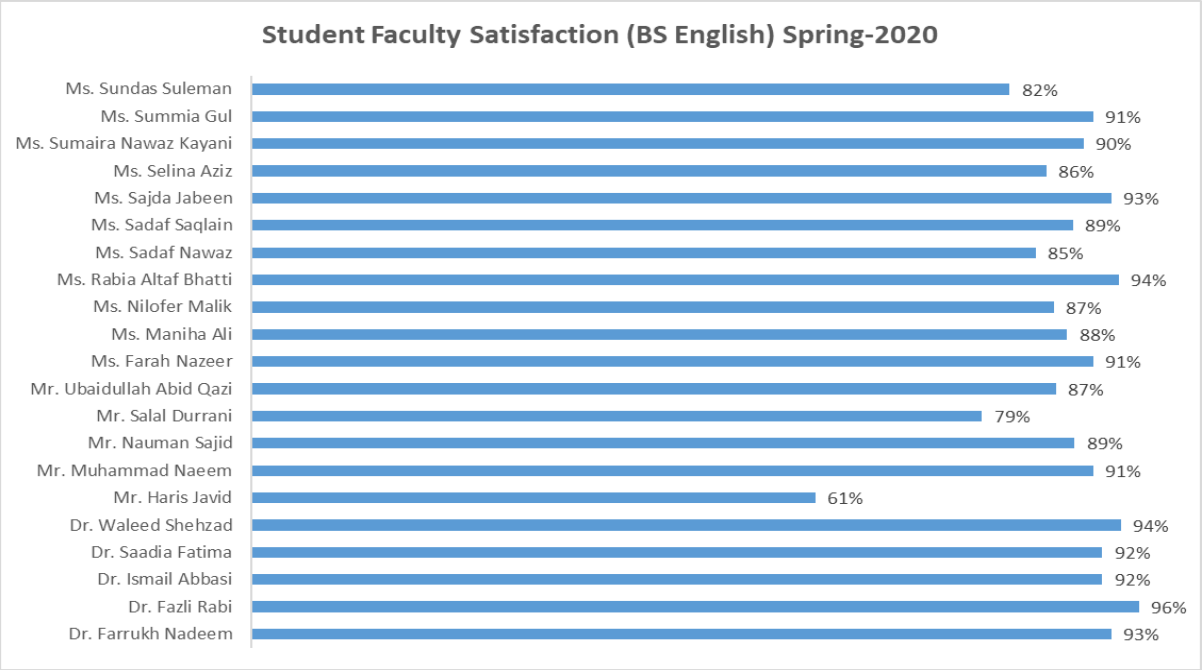
Survey Dated: 08-10-2020

Average Respondent = 80.1%

Overall Departmental Student Faculty Satisfaction Rate for Sp-2020 = 90.6%

Student Faculty Feedback (BS Program) Spring 2019

Faculty Member	Overall
Dr. Farrukh Nadeem	93%
Dr. Fazli Rabi	96%
Dr. Ismail Abbasi	92%
Dr. Saadia Fatima	92%
Dr. Waleed Shehzad	94%
Mr. Haris Javid	61%
Mr. Muhammad Naeem	91%
Mr. Nauman Sajid	89%
Mr. Salal Durrani	79%
Mr. Ubaidullah Abid Qazi	87%
Ms. Farah Nazeer	91%
Ms. Maniha Ali	88%
Ms. Nilofer Malik	87%
Ms. Rabia Altaf Bhatti	94%
Ms. Sadaf Nawaz	85%
Ms. Sadaf Saqlain	89%
Ms. Sajda Jabeen	93%
Ms. Selina Aziz	86%
Ms. Sumaira Nawaz Kayani	90%
Ms. Summia Gul	91%
Ms. Sundas Suleman	82%



Student Course Evaluation:

Student Course Feedback (BS Program) Spring 2019		
Faculty Member	**Course Name**	**Feedback**
Dr. Farrukh Nadeem	Literary Criticism	98%
Dr. Fazli Rabi	Islamic Studies and Ethics	100%
Dr. Ismail Abbasi	Drama II	95%
	History of English Literature I	99%
Dr. Saadia Fatima	English Phonology	98%
	Sociolinguistics	96%
Dr. Waleed Shehzad	Pragmatics	99%
Mr. Haris Javid	Human Rights and Citizenship	66%
Mr. Muhammad Naeem	Introduction to Psychology	96%
Mr. Nauman Sajid	Computers in English Studies	96%
	Introduction to Logic	92%
Mr. Salal Durrani	Principles of Management	84%
Mr. Ubaidullah Abid Qazi	Introduction to Morphology and Syntax	92%
Ms. Farah Nazeer	Essays and Short Stories	94%
	History of English Literature II	96%
	Introduction to Literature	95%
	Novel I	98%
Ms. Maniha Ali	Introduction to International Relations	93%
Ms. Nilofer Malik	Introduction to Philosophy	92%
Ms. Rabia Altaf Bhatti	Introduction to Mass Communication	99%
Ms. Sadaf Nawaz	Mathematics	90%
Ms. Sadaf Saqlain	Introduction to Sociology	94%
Ms. Sajda Jabeen	Introduction to Linguistics	98%
	Psycholinguistics	98%
	Semantics	96%
Ms. Selina Aziz	Drama I	99%
	Literary Theory	95%
	Poetry I	80%
Ms. Sumaira Nawaz Kayani	Pakistan Studies	95%
Ms. Summia Gul	English II - Reading and Writing	100%
	English III –Listening and Speaking	96%
	Introduction to English Grammar	98%
	Study Skills-Presenting Academic Content	88%
Ms. Sundas Suleman	Poetry II	87%

Student Course Feedback (BS Program) for Fall-2019		
Faculty Member	**Course Name**	**Feedback**
Dr. Fazli Rabi	Islamic Studies and Ethics	97%
Dr. Saadia Fatima	English Phonology	63%
	Sociolinguistics	80%
Dr. Swaleha Bano Naqvi	Research Methodology	31%
Dr. Waleed Shehzad	Pragmatics	99%
	Semantics	99%
	Teaching of English as Second/Foreign Language	100%
Dr. Zafarullah Shaheen	Essays and Short Stories	100%
	History of English Literature II	98%
Mr. Haris Javid	Human Rights and Citizenship	92%
Mr. Nauman Sajid	Computers in English Studies	97%
	Introduction to Logic	99%
Mr. Salal Durrani	Principles of Management	81%
Mr. Ubaidullah Abid Qazi	Introduction to Linguistics	98%
	Introduction to Morphology and Syntax	100%
Ms. Maniha Ali	Introduction to International Relations	84%
Ms. Nilofer Malik	Introduction to Philosophy	76%
Ms. Rabia Altaf Bhatti	Introduction to Mass Communication	94%
Ms. Sabahat Zareen	Introduction to Psychology	97%
Ms. Sadaf Nawaz	Mathematics	91%
Ms. Sadaf Saqlain	Introduction to Sociology	97%
Ms. Sanaa Ilyas	History of English Literature	76%
	Introduction to Literature	97%
Ms. Selina Aziz	Drama I	93%
	Literary Theory	93%
	Novel I	92%
	Poetry I	99%
Ms. Sumaira Nawaz Kayani	Pakistan Studies	94%
Ms. Summia Gul	English II - Reading and Writing	100%
	English III –Listening and Speaking	99%
	Pakistan Studies	100%
	Study Skills-Presenting Academic Content	96%
Ms. Sundas Suleman	American Literature	100%
	Literary Criticism	96%
	Poetry II	100%

Major Future Program Improvement Plans

BS English Program Strong and Weak Points

BS English program is designed to educate students to meet the challenges of the modern world and present market needs. During the execution of the program, several observations were made that can be categorized as strong and weak points of the program. These points are listed below:

BS English Program Strong Points:

- Competent and expert faculty
- Curated courses for linguistics and literature
- Follows HEC guidelines

BS English Program Weak Points:

- Comparatively higher fee structure.
- Quality of input due to generally poor standard at HSSC level

Significant Future Development Plans

- Plan to arrange longer workshops in areas such as corpus, forensic linguistics
- Establishment of a writing lab
- Launch a creative writing online magazine

Standard 1-4

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

Enrolment in BS (English) in last Three (03) years:

Enrolment	2018	2019	2020
BS (English)	60	65	80

Student Faculty Ratio:

BS

1:9.75 (Including visiting faculty for allied courses)

Average GPA per Semester:

The Program has average GPA of 3.35 per semester.

Average Completion time:

The program has average completion time of 4 years.

Faculty Research Publications and Award:

The program faculty published research papers in different journals. List attached in Annexure A.

Community Service

Department of English has been engaged in a number of activities. Some of these activities are as under.

A- Supporting the Initiative of the Government of Pakistan as Social responsibility

1) Clean and Green Pakistan
2) Tree Plantation
3) Say no to Corruption
4) Save Water Campaign

B- International Day

1) World Peace Day
2) United Nations Day
3) Kashmir Day
4) Human Rights Day
5) Pakistan Day

C- Continuing Series of Workshops and Activities

Drama Club
Debate Club
Literature-based Project Presentations

Students/Teachers Satisfaction

Students and teachers' satisfaction are judged in different ways. For students this is done by faculty as well as DQA staff by conducting in-class discussions to know students' views and through feedback provided by them on HEC Proforma number 1 & 10. While, teachers' satisfaction is judged using the HEC defined Performa number 5 and their views during in-person discussion with DQA staff.

Criterion 2: Curriculum Design and Organization

Title of Degree Program

BS English

Definition of Credit Hour

1 credit hour is 1 hour of lecture. 3 credit hours each subject per week.

Degree plan

Following is the list of core courses taught in BS English Program.

Table: Curriculum Course Requirements

Category	Credit Hours in Semester								Total
	1	2	3	4	5	6	7	8	
Compulsory Courses	6	5	6	6	-	-	-	-	23
General Education Courses	6	6	6	6	-	-	-	-	24
Discipline Specific Foundation Courses	6	6	6	6	-	-	-	-	24
Major/Core Courses	-	-	-	-	15	15	9	9	48
Elective Courses	-	-	-	-	-	-	6	6	12
Total	18	17	18	18	15	15	15	15	131

Following is the List of Compulsory Courses (to be offered in first 4 semesters)

ENG 1101	English I - Introduction to English Grammar
HUM 1001	Islamic Studies
ENG 1201	English II - Reading and Writing

HUM 1002	Pakistan Studies
ENG 2301	English III –Listening and Speaking
CSC1001	Computers in English Studies
ENG 2401	Study Skills-Presenting Academic Content
HRC 2401	Human Rights and Citizenship

List of General Courses (to be offered in first 4 semesters)

As per HEC guidelines, the following general courses will be offered in the first four semesters (2 general courses per semester). A semester-wise breakdown in not provided, as these courses will be offered as and when the resources and/or faculty are available.

- MCO. 1021 Introduction to International Relations
- MCO-1011 Introduction to Mass Communication
- MTS-1004 Mathematics
- PHI-1101 Introduction to Philosophy
- PSY-1101 Introduction to Psychology
- SOC. 1101 Introduction to Sociology
- PMT. 1101 Principles of Management
- LOG. 2101 Introduction to Logic
- ETH 2101 Ethics and Tolerance
- GEO 1101 Introduction to Geography
- HUM 2001 Introduction to Critical Thinking

List of Discipline Specific Foundation Courses (to be offered in first 4 semesters)

- RES 4011 Introduction to Research Methodology

- LIT 1001 Introduction to Literature
- LIN 1001 Introduction to Linguistics
- LIT 1011 History of English Literature I
- LIN 1011 English Phonology
- LIT 2012 History of English Literature II
- LIN 2021 Introduction to Morphology and Syntax
- LIT 2021 Poetry I
- LIN 2043 Introduction to Semantics

List of major / core courses (to be offered in last 4 semesters)

- LIT 3051 Literary Criticism
- LIT 3041 Novel I
- LIT 3031 Drama I
- LIN 3045 Introduction to Pragmatics
- LIN 3061 Introduction to Sociolinguistics
- LIT 3053 Literary Theory
- LIT 3022 Poetry II
- LIT 3032 Drama II
- LIN 3071 Introduction to Psycholinguistics
- LIT 3061 Introduction to Stylistics
- LIT 4042 Novel II
- LIT 4071 American Literature
- LIN 4041 Introduction to Discourse Analysis
- LIT 4073 World Literature in English
- LIT 4095 Introduction to Postmodern Literature

List of Elective Courses (to be offered in 7th& 8th semester)

- LIT 4081 Essays and Short Stories
- LIT 4082 Short Story Writing
- LIN 4051 Teaching of English as Second/Foreign Language
- LIN 4007 History of English Language
- LIN 4025 Advanced Syntax
- LIN 4071 Introduction to Corpus Linguistics
- LIT. 4093 Introduction to South Asian Literature
- LIN 4053 Testing and Assessment
- LIN 4049 Introduction to Computational Linguistics
- LIN 4059 ELT Practicum

- LIN 4081 Introduction to Translation Studies
- LIN4057 Computer Assisted Language Learning
- LIT4075 African Literature
- LIT 4077 Postcolonial Women's Writing
- LIT 4076 Pakistani Folk Literature
- LIN 3069 Emerging Trends in Sociolinguistics
- LIN 4056 English for Specific Purposes
- LIN 4052 Pakistani English
- LIN 4054 Second Language Acquisition
- LIN 4072 Introduction to Forensic Linguistics
- LIN 4073 Introduction to Clinical Linguistics
- LIN 4044 Language and Gender
- LIN 4058 Introduction to Critical Pedagogy

Curriculum Breakdown

Semester One

Compulsory Courses			**General Education Courses**		**Discipline Specific Foundation Courses**		
Course Code	Course Title	Credit Hours	Course Title	Credit Hours	Course Code	Course Title	Credit Hours
ENG 1101	English I - Introduction to English Grammar	3	General Course 1	3	LIT 1001	Introduction to Literature	3
HUM-1001	Islamic Studies	3	General Course 2	3	LIN 1001	Introduction to Linguistics	3
Total		6	Total	6	Total		6
Total Credit Hours for the Semester							18

Semester Two

Compulsory Courses			**General Education Courses**		**Discipline Specific Foundation Courses**		
Course Code	Course Title	Credit Hours	Course Title	Credit Hours	Course Code	Course Title	Credit Hours
ENG. 1201	English II - Reading and Writing	3	General Course 3	3	LIT 1011	History of English Literature I	3
HUM-1002	Pakistan Studies	2	General Course 4	3	LIN 1011	English Phonology	3
Total		5	Total	6	Total		6
Total Credit Hours for the Semester							17

Semester Three

Compulsory Courses			**General Education Courses**		**Discipline Specific Foundation Courses**		
Course Code	Course Title	Credit Hours	Course Title	Credit Hours	Course Code	Course Title	Credit Hours
ENG 2301	English III – Listening and Speaking	3	General Course 5	3	LIT 2012	History of English Literature II	3
CSC-1001	Introduction to Computers	3	General Course 6	3	LIN 2021	Introduction to Morphology and Syntax	3
Total		6	Total	6	Total		6
Total Credit Hours for the Semester							18

Semester Four

Compulsory Courses			**General Education Courses**		**Discipline Specific Foundation Courses**		
Course Code	Course Title	Credit Hours	Course Title	Credit Hours	Course Code	Course Title	Credit Hours
ENG 2401	Study Skills-Presenting Academic Content	3	General Course 7	3	LIT 2021	Poetry I	3
HRC-2401	Human Rights and Citizenship	3	General Course 8	3	LIN 2043	Introduction to Semantics	3
Total		6	Total	6	Total		6
Total Credit Hours for the Semester							18

* The general courses will be offered from the List of General Courses, given below in the next section.

Semester Five

Major/Core Courses		
Course Code	**Course Title**	**Credit Hours**
LIT3051	Literary Criticism	3
LIT3041	Novel I	3
LIT3031	Drama I	3
LIN3045	Introduction to Pragmatics	3
LIN3061	Introduction to Sociolinguistics	3
Total		15
Total Credit Hours for the Semester		15

Semester Six

Major/Core Courses		
Course Code	**Course Title**	**Credit Hours**
LIT3053	Literary Theory	3
LIT3022	Poetry II	3
LIT3032	Drama II	3
LIN3071	Introduction to Psycholinguistics	3
LIT3061	Introduction to Stylistics	3
Total		15
Total Credit Hours for the Semester		15

Semester Seven

Major/Core Courses			**Elective Courses**		
Course Code	Course Title	Credit Hours	Course Code	Course Title	Credit Hours
LIT4042	Novel II	3		Elective 1	3
ENG 4011	Introduction to Research Methodology	3		Elective 2	3
LIT4071	American Literature	3			
Total		9	Total		6
Total Credit Hours for the Semester					15

Semester Eight

Major/Core Courses			**Elective Courses**		
Course Code	Course Title	Credit Hours	Course Code	Course Title	Credit Hours
LIN4041	Introduction to Discourse Analysis	3		Elective 1	3
LIT4073	World Literature in English	3		Elective 2	3
LIT4095	Introduction to Postmodern Literature	3			
Total		9	Total		6
Total Credit Hours for the semester					15

Scheme of Studies

Semester I

Course Title: English I - Introduction TO ENGLISH GRAMMAR
COURSE CODE: ENG. 1101

Aims:

1. To develop the ability to communicate effectively
2. To enable the students to read effectively and independently any intermediate level text
3. To make the experience of learning English more meaningful and enjoyable
4. To enable the students to use grammar and language structure in context

Content:

Listening and Speaking Skills*

Towards the end of the successful completion of the course, the following objects have to be achieved: [To develop the ability to]:

- To understand and use English to express ideas and opinions related to students" real life experiences inside and outside the classroom.
- To give reasons (substantiating) justifying their view
- To understand and use signal markers
- To extract information and make notes from lectures
- To ask and answer relevant questions to seek information, clarification etc.

Reading Comprehension Skills

To enable the students to read a text to:

- identify main idea/topic sentences
- find specific information quickly
- distinguish between relevant and irrelevant information according to purpose for reading
- recognize and interpret cohesive devices
- distinguish between fact and opinion

Vocabulary Building Skills

To enable the students to:

- guess the meanings of unfamiliar words using context clues
- use word formation rules for enhancing vocabulary
  - use the dictionary for finding out meanings and use of unfamiliar words

Writing skills

- To enable students to write descriptive, narrative and argumentative texts with and without stimulus input

GRAMMAR in context

- Tenses: meaning & use
- Modals
- Use of active and passive voice

COURSE Title: Islamic Studies (3 Credit hours)
Course code: HUM-1001

The Islamic Studies course is a compulsory course for the BS students with the aim to build on their knowledge of Islamiat and acquaint them with the range of topics in Islamic Studies. The course intends to give the students the theoretical knowledge which the students may use to become practicing, informed Muslim and which the students may use to develop a deeper understanding of the faith and religion. The course has been augmented to include content on ethics, tolerance, peace building and conflict resolution. These areas will be covered through seminars and talks by renowned impartial and non-partisan speakers.

Aims:

1. To provide Basic information about Islamic Studies
2. To enhance understanding of the students regarding Islamic Civilization
3. To improve Students skill to perform prayers and other worships
4. To enhance the skill of the students for understanding of issues related to faith and religious life**.**

Contents:

Introduction to Quranic Studies

- Basic Concepts of Quran
- History of Quran
- Uloom-ul -Quran

Study of Selected Text of Holy Quran

- Verses of Surah Al-Baqra Related to Faith(Verse No-284-286)
- Verses of Surah Al-Hujrat Related to Adab Al-Nabi (Verse No-1-18)
- Verses of Surah Al-Mumanoon Related to Characteristics of faithful (Verse No-1-11)
- Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)
- Verses of Surah Al-Inam Related to Ihkam(Verse No-152-154)

Study of Selected Text of Holy Quran

- Verses of Surah Al-Ihzab Related to Adab al-Nabi (Verse No.6, 21, 40, 56, 57, 58.)
- Verses of Surah Al-Hashar (18,19, 20) Related to thinking, Day of Judgment

- Verses of Surah Al-Saf Related to Tafakar, Tadabar (Verse No-1,14)

Seerat of Holy Prophet (S.A.W) I

- Life of Muhammad Bin Abdullah (Before Prophet Hood)
- Life of Holy Prophet (S.A.W) in Makkah
- Important Lessons Derived from the life of Holy Prophet in Makkah

Seerat of Holy Prophet (S.A.W) II

- Life of Holy Prophet (S.A.W) in Madina
- Important Events of Life Holy Prophet in Madina
- Important Lessons Derived from the life of Holy Prophet in Madina

Introduction to Sunnah

- Basic Concepts of Hadith
- History of Hadith
- Kinds of Hadith
- Uloom-ul-Hadith
- Sunnah& Hadith
- Legal Position of Sunnah

Introduction to Islamic Law & Jurisprudence

- Basic Concepts of Islamic Law & Jurisprudence
- History & Importance of Islamic Law & Jurisprudence
- Sources of Islamic Law & Jurisprudence
- Nature of Differences in Islamic Law
- Islam and Sectarianism

Islamic Culture & Civilization

- Basic Concepts of Islamic Culture & Civilization
- Historical Development of Islamic Culture & Civilization
- Characteristics of Islamic Culture & Civilization
- Islamic Culture & Civilization and Contemporary Issues

Islam & Science

- Basic Concepts of Islam & Science
- Contributions of Muslims in the Development of Science
- Quranic& Science

Islamic Economic System

- Basic Concepts of Islamic Economic System
- Means of Distribution of wealth in Islamic Economics
- Islamic Concept of Riba
- Islamic Ways of Trade & Commerce

Political System of Islam

- Basic Concepts of Islamic Political System
- Islamic Concept of Sovereignty
- Basic Institutions of Govt. in Islam

Islamic History

- Period of khlaft-e-rashida
- Period of Umayyads
- Period of Abbasids

Social System of Islam

- Basic concepts of social system of Islam
- Elements of family
- Ethical values of Islam

Augmentation for Ethics

Seminars by renowned non-partisan, a-political guest speakers on the following topicswill be a regular feature of the course

- Tolerance
- Patience
- Inter Sect Harmony
- Radicalization

Reference Books:

1) Hameed ullah Muhammad, "Emergence of Islam" , IRI, Islamabad

2) Hameed ullah Muhammad, "Muslim Conduct of State"

3) Hameed ullah Muhammad, 'Introduction to Islam

1) Mulana Muhammad YousafIslahi,"

5) Hussain Hamid Hassan, "An Introduction to the Study of Islamic Law" leaf Publication Islamabad, Pakistan.

6) Ahmad Hasan, "Principles of Islamic Jurisprudence" Islamic Research Institute, International Islamic University, Islamabad (1993)

7) Mir Waliullah, "Muslim Jrisprudence and the Quranic Law of Crimes" Islamic Book Service (1982)

8) H.S. Bhatia, "Studies in Islamic Law, Religion and Society" Deep & Deep Publications New Delhi (1989)

Course Title: Introduction to LINGUISTICS
Course code: LIN 1001

The aim of this course is to introduce students to the basic concepts of language which have immediate relation to their ordinary as well as academic life, and to sensitize students to the various shades & aspects of language, to show that it is not a monolithic whole but something that can be looked at in detail. Serious theoretical discussions about these aspects have been differed to subsequent studies of language at advanced level. The core components of linguistics like phonology, morphology, syntax, semantics, discourse and pragmatics will also be introduced through this course.

COURSE CONTENTS

- Basic terms and concepts in Linguistics
- What is language (e.g. design features, nature and functions of language)?
- What is Linguistics (e.g. diachronic/synchronic; paradigmatic/syntagmatic relations)?
- Elements of Language
- Phonology
- Morphology
- Syntax
- Semantics
- Scope of Linguistics: an introduction to major branches of linguistics
- Schools of Linguistics (Historicism, Structuralism, Generativism, Functionalism)

Course Title: Introduction to Literature
Course code: LIT 1001

The course builds on students' previous interaction with literature and formalizes the interaction in terms of equipping the students with the tools and strategies to read and understand and comment on literary texts.

COURSE CONTENTS

- How to study a poem *TheSolitaryReaper*,
- How to study a novel *Emma*
- How to study a drama One Act each from *Midsummer Night's Dream*, *King Lear*
- How to study an essay Of Adversity, Of Truth or How to Kill an Elephant
- How to study a short story Selections from Somerset Maugham's short stories

Course Title: Introduction to International relations
Course code: MCO. 1021

Objectives:

This course focuses on studying the dynamics of relations among sovereign states in perspective of various theoretical approaches. The scope of the course also

seeks to understand how states formulate their foreign policies, set objectives and pursue them through various means to further their national interest. Besides, the basic but significant concepts of the subject, role of Non-State actors in world politics and new trends in International Relations will also form part of the course. Overall, the course has been designed to meet the learning needs of the students at graduate level.

The course aims at preparing the students to understand the need and contemporary nature of international relations while equipping them with the appropriate tools to analyze the factors that influence the policies and rules of conduct of inter-state relations. Studying of the course will enable the students to participate in the theoretical debates and discussions pertaining to various issues of the world politics. Moreover, at the end of the course the students will be able to identify, analyze, compare and critically evaluate the socio-political, economic and security dynamics of international Relations and related literature.

By the end of this course, students will be able to:

1. To develop an awareness of the underlying concepts and theories of the relations between states;
2. To understand how to apply these concepts and theories to contemporary and historical case studies.
3. Tell exact locations of major countries on the world map and explain what problems those countries are facing;
4. Demonstrate understanding of the causes and processes of modern international issues;
5. Differentiate the concept of internationalization from that of globalization;
6. Demonstrate critical thinking skills through research paper writing and discussion.

Contents:

- Introduction to the course, description, objectives, evaluation processes.
- Introduction to the Subject of IR
- International Relations (IR)- Its Development, Nature, and Scope
- Decline of Colonial Rule and Emergence of Nationalism and Sovereign State System
- Theoretical Approaches to International Relations
    - The Concept of National Power: Elements and Factors affecting Balance of Power
    - Foreign Policy: Managing Relations Among States
    - Diplomacy As an Instrument of Foreign Policy and Statecraft
- The Era of Cold War: Characteristics, Contributions and Implications
- Warfare: Theory and Types of War
- Disarmament and Arms Control
- International Security: Managing and Controlling Conflicts; Law of Use of Force and Intervention
- Role of International Law in Governing Relations Among Nations

- Role of International Organizations in International Relations
- Factors of Globalization of International Relations: Economic, Technology, Human Rights, and Terrorism.
- New World Order. Wave of Terrorism: Causes, dimensions, Objectives and Implications

Course Title: Introduction to Mass Communication

Course code: MCO-1011

Objectives:

- This course focuses on the role of Mass Communication in contemporary society and the relationships between the Social Sciences and the Mass Media.
- This course is aimed at introducing the students with basic concept of communication and mass communication.
- This course further enables the students to understand the communication process and distinguish among various mass media.

Contents:

- Introduction to mass communication,
- Communication History, Definitions, types and significance.
- Process of Communication, Barriers in communication. Essentials of effective communication.
- Communication settings
- Nature of Mass Communication
- Uses and Functions of Mass Communication
- How people use mass media
- Media Audience
- What is media audience, categories of audience, pre-condition for media exposure, the social context of media audience
- Mid Term
- Mass media Feedback system
- What is feedback, forms of feedback, criteria for effective feedback, receiving feedback, characteristics of feedback, message and channel, collecting and expressing data
- Print Media: newspapers, magazines, periodicals, books, pamphlets, etc.
- Communication technologies
- Satellite TV and the concept of global village: Satellite TV in Pakistan, response and effect of satellite TV, Cable television in Pakistan and introduction to all latest technologies of communication.
- Broadcast media: radio, TV, film.
- New Media
- Comparative study of mass media, their components, functions and effects.
- A brief historical perspective, freedom of expression, definition and its kinds, code of censorship of TV and Radio programs.

- Concept of Global village
- Mass media as cultural story tellers

Course Title: Ethics and Tolerance
Course Code: ETH 2101

Course description

The course is meant to help the youth circumvent some of the key societal problems and pressures in the current scenario such as radicalization, frustration, teenage bullying, suicide, and intolerance. The course attempts to familiarise the students with key debates in ethics on contemporary issues to mature the thinking of the students and to make them tolerant, moderate and listening citizens who can respect difference of opinion and also know the ethical way to deal with societal issues. A key desire that went into making the course is to include the Islamic perspective on ethics along with that of the western and the eastern philosophers. Conflict resolution and peace building are also key concernsof the course.

Learning Outcomes

At the end of the course the students will be able to:

- demonstrate their understanding of ethics in resolving ethics-based problems
- show their understanding of the historical evolution of concepts in ethics in writing and verbally
- show their awareness of the issues in ethics in written essays
- outline a course of action to promote ethical and value-laden approach to social living
- evaluate filmic representation of real life issues through ethical theories
- present a journal containing their analysis of behavior and the improvements they would like to make therein

Contents

- Introduction to important theories on nature of the good in human conduct.
- Plato, Aristotle, Kant, Mill, and others. theories of justice, especially those related to questions of economic, criminal, political, and social justice.
- Contemporary issues of teenage suicide, capital punishment, and affirmative action Media Ethics
- Conflict resolution and peace building
- Professional Ethics
- Feminist Ethics
- economic imperatives versus environmental concerns,
- Development and social class
- Connect abstract theory with “real life” through story analysis
- Ethics through literature
- Confucius and the ethical life

- Buddha's thoughts on ethics
- Islamic Perspective on ethics
- Alavudeen, A., Rahman, R. K., and Jayakumaran, M. (2015). Professional Ethics and Human Values (New Delhi: Laxmi Publications Pvt. Limited
- Allhoff, Fritz, and Anand J. Vaidya, eds. (2008). PROFESSIONS IN ETHICAL FOCUS: AN ANTHOLOGY. Peterborough, ON: Broadview Press.
- Babu, S. Dhinesh. (2007). *Professional Ethics and Human Values*. New Delhi: Laxmi Publications Pvt. Limited.
- Govidarajan, M., Natarajan, S., and Senthilkumar, V. S. (2013). *Professional Ethics and Human Values*. New Delhi: PHI Learning Private Limited.
- LaFollette, H. (ed.) (2003). *The Oxford Handbook of Ethical Practice*, Oxford: OUP
- Saxena, A., and Sharma, S. K. (2011). *Human Values and Professional Ethics*.India: Vayu Publication
- Simon, B. (2009). *Ethics: A Very Short Introduction*. India: Oxford University Press, W. W. & Company, Inc.

- The Journal of Ethics http://link.springer.com/journal/10892

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- http://brandscaping.ca/why-do-we-need-ethics/
- https://opentextbc.ca/ethicsinlawenforcement/chapter/1-1-the-importance-of-ethical-behavior/
- http://www.managementstudyguide.com/importance-of-ethics.htm
- http://www.miamiherald.com/news/local/community/miami-dade/community-voices/article17030966.html
- https://www.education.com/magazine/article/cheating-ethics/
- https://www.rroij.com/open-access/importance-of-ethics-in-todays-society-special-emphasis-on-medical-ethics.php?aid=52779
- https://www.ukessays.com/essays/philosophy/ethics-is-important-to-every-society-philosophy-essay.php
- http://peopleof.oureverydaylife.com/ethics-religious-beliefs-2449.html
- http://lang-8.com/43833/journals/145451
- https://www.boundless.com/management/textbooks/boundless-management-textbook/ethics-in-business-13/ethics-an-overview-95/culture-and-ethics-448-8309/
- http://www.leadersinstitute.com/ethical-conflict-resolution/
- http://smallbusiness.chron.com/ways-promote-ethical-conduct-24132.html
- http://www.businessnewsdaily.com/5537-how-to-be-ethical-leader.html
- https://www.med.uottawa.ca/sim/data/Ethics_e.htm
- https://en.wikibooks.org/wiki/Ethics_for_IT_Professionals/Professional_Code_of_Ethics
- http://www.pec.org.pk/code_of_ethics.aspx

- http://www.apa.org/monitor/jan03/principles.aspx
- http://webcache.googleusercontent.com/search?q=cache:http://www.conserve-energy-future.com/environmental-ethics.php
- http://www.civilserviceindia.com/subject/General-Studies/notes/human-values.html
- https://soapboxie.com/social-issues/Teaching-Moral-Values-in-School-A-Necessary-Part-of-the-Curriculum
- http://iasscore.in/pdf/samplenotes/ROLE%20OF%20FAMILY,%20SOCIETY%20AND%20EDUCATIONAL%20INSTITUTIONS%20IN%20INCULCATING%20VALUES.

Course Title: Introduction to Critical Thinking
Course Code: HUM 2001

Critical thinking is assuming greater importance because of the ever increasing flood of information that a person comes across in everyday life. Critical thinking is even more important for young learners as they are forming their views. The course has been devised to equip the students with the tools to think logically and to critically scrutinize the content they come across.

Learning Outcomes

At the end of the course the students will be able to

- Discuss the skills involved in critical thinking
- identify principles underlying different types of good reasoning.
- spot mistakes in reasoning.
- Evaluate content for its reasoning value
- Create content that builds on a premise and justifies it through arguments and examples

Course Contents

- What is critical reasoning? What is a logical argument?
- The principle of charity. Ambiguity and vagueness. Distinguishing arguments from explanations and rhetoric
- Process of critical thinking
- Critical thinking abilities
- Certainty versus probability: the distinction between deductive and inductive reasoning
- Deductive validity and logical form.
- A closer look at probability
- Two riddles of induction. Reasoning from samples
- Reasoning about causes. Inference to the best explanation
- Practical reasoning: Reasoning about what to do
- Using premises in reasoning
- Authenticating information
- Putting it all together: analysing and assessing longer passages of reasoning

Course Title: Introduction to Research METHODOLOGY
Course code: res 4011

The course is meant to equip the learners in the theoretical grounding of research, research design, types of research and the presentation of research using conventions of academic writing.

COURSE CONTENTS

- Introduction: Qualitative and Quantitative Research Paradigms
- Identifying and Defining a Research Problem
- Ethical considerations
- Sampling Techniques
- Tools for Data Collection: Questionnaires, Interviews, Observations & Documents
- Data analysis and Interpretation
- Some Aspects of the Research Report
- Review of literature
- Transcription and Transliteration

Referencing and Citation

Semester II

Course Title: English II - Reading and Writing
Course code: ENG 1201

Aims:
To enable the students to Read he text for:

1. a literal understanding
2. interpretation &
3. the general assimilation & integration of knowledge
4. Write well organized academic texts including examination answers with topic/thesis statement & supporting details.
5. Write argumentative essays and course assignments

Reading and Critical Thinking

1. Read academic texts effectively by:
    a. Using appropriate strategies for extracting information and salient points according to a given purpose
    b. Identifying the main points supporting details, conclusions in a text of intermediate level
    c. Identifying the writer's intent such as cause and effect, reasons, comparison and contrast, exemplification
    d. Interpreting charts and diagrams
    e. Making appropriate notes using strategies such as mind maps, tables, lists, graphs.
    f. Reading and carrying out instructions for tasks, assignments and examination questions

2. Enhance academic vocabulary using skills learnt in Compulsory English I course
3. Acquire efficient dictionary skills such as locating guide words, entry words, choosing appropriate definition, and identifying pronunciation through pronunciation key, identifying part of speech, identifying syllable division and stress patterns

Writing Academic Texts:

1. Students will be able to:
4. Plan their writing: identify audience, purpose and message (content)
5. Collect information in various forms such as mind maps, tables, charts, lists
6. Order information such as:
    a. Chronology for a narrative
    b. Stages of a process
    c. From general to specific and vice versa
    d. From most important to least important
    e. Advantages and disadvantages
    f. Comparison and contrast
    g. Problem solution pattern
7. Write argumentative and descriptive forms of writing using different methods of developing ideas like listing, comparison, and contrast, cause and effect, for and against
    a. Write good topic and supporting sentences and effective conclusions
    b. Use appropriate cohesive devices such as reference words and signal markers
8. Redraft checking content, structure and language.
9. Edit and proof read

Grammar in Context

a. Phrase, clause and sentence structure
b. Combining sentences
c. Reported Speech

Course Title: Pakistan Studies
Course code:HUM 1002

Aims:

1. Develop vision of historical perspective, government, politics, contemporary Pakistan, ideological background of Pakistan.
2. Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

Contents:

1. Historical Perspective

a. Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-i-Azam Muhammad Ali Jinnah.
b. Factors leading to Muslim separatism
c. People and Land
d. Indus Civilization
e. Muslim advent Location and geo-physical features.

2. Government and Politics in Pakistan
    a. Political and constitutional phases:
        i. 1947-58
        ii. 1958-71
        iii. 1971-77
        iv. 1977-88
        v. 1988-99
        vi. 1999 onward
3. Contemporary Pakistan
        i. Economic institutions and issues
        ii. Society and social structure
        iii. Ethnicity
        iv. Foreign policy of Pakistan and challenges
4. Futuristic outlook of Pakistan

Course Title: English Phonology
Course code: LIN 1011

The course aims to build on the background knowledge of phonological description & theory in order to explain the theories & the principles regulating the use of sounds in spoken language; train students in the skill of transcribing spoken languages particularly English; & examine cross linguistic similarities & variation in sounds particularly English & Urdu.

COURSE CONTENTS

- Introduction to Phonetics & Phonology
- Stages in the production of speech
- Speech organs
- Manner of articulation
- Segmental Phonology
- Phonemes and allophones
- Consonants
- Vowels
- Diphthongs and triphthongs
- Syllable and syllabic structure
- Consonant clusters
- Syllable
- Word stress: nouns, verbs, and adjectives
- Suprasegmental Phonology
- Sounds in connected speech
- Weak forms
- Assimilation, elision and liaison ii. Sentence stress and intonation

Course Title: History of English Literature I
(Anglo-Saxon to Puritan Age)
Course code: LIT 1011

The course introduces the students to the origin and early evolution of English literature. It is broad in its scope and looks at all the genres of literature as they emerged and highlights their salient characteristics. A major focus of the course is the representative writers of the ages, major movements and chief works.

The course is meant to make the students aware of the key moments, persons and works in the origin and evolution of English literature

The course is meant to equip the learners with the historical background to help them decipher works against

The course is also meant to help the students ferment an understanding of literature as a flow conditioned by cultural and historical events

COURSE CONTENT

- Anglo-Saxon Poetry
- Origin of Prose and its later development in Bacon
- Norman Conquest and its Impact on English Literature
- Geoffrey Chaucer's Contribution to English Literature
- Edward Spenser
- Origin of English Drama with background of Classical Greek Drama
- The University Wits and Christopher Marlowe
- Shakespearean Drama
- Metaphysical Poets
- Reformation and Milton

Course Title: Mathematics
Course code: MTS-1004

Aims : To give the basic knowledge of Mathematics and prepare the students not majoring in mathematics.

Objectives : After completion of this course the student should be able to:

- Understand the use of the essential tools of basic mathematics;
- Apply the concepts and the techniques in their respective disciplines;
- Model the effects non-isothermal problems through different domains;

Contents :

1. *Algebra* : *Preliminaries:* Real and complex numbers, Introduction to sets, set operations, functions, types of functions. *Matrices:* Introduction to matrices, types of matrices, inverse of matrices, determinants, system of linear equations, Cramer's rule. *Quadratic equations:* Solution of quadratic equations, nature of roots of quadratic equations, equations reducible to quadratic equations. *Sequence and Series:* Arithmetic, geometric and harmonic progressions. *Permutation and combinations*: Introduction to permutation and combinations, *Binomial Theorem:* Introduction to binomial theorem. *Trigonometry:* Fundamentals of trigonometry, trigonometric identities. *Graphs:* Graph of straight line, circle and trigonometric functions.
2. *Statistics* : *Introduction*: Meaning and definition of statistics, relationship of statistics with social science, characteristics of statistics, limitations of statistics and main division of statistics. *Frequency distribution*: Organisation of data, array, ungrouped and grouped data, types of frequency series, individual, discrete and continuous series, tally

sheet method, graphic presentation of the frequency distribution, bar frequency diagram histogram, frequency polygon, cumulative frequency curve. *Measures of central tendency*: Mean medium and modes, quartiles, deciles and percentiles. *Measures of dispersion*: Range, inter quartile deviation mean deviation, standard deviation, variance, moments, skewness and kurtosis.

Course Title: Introduction to Geography

Course Code: GEO 1101

The course introduces the students to the basic concepts in geography such as the physical structure of the earth's surface, including landforms, weather, climate, and biogeography. It intends to develop an understanding of what makes each point on Earth unique and how humans interact with physical systems in multiple ways.

Learning Outcomes

At the end of the course the students should be able to:

● Explain the causes of seasons
● Discuss the formation of major landforms.
● Discuss the function, temperature profile and composition of the atmosphere.
● Discuss the hydrologic cycle, and the distribution and allocation of water resources for humans.
● Analyze patterns and consequences of human environment interaction.

Course Contents

UNIT 1: DEFINING GEOGRAPHY 1.1 Definition of Geography 1.2 Scope of Geography 1.3 Trends in evolution of Geography as a science 1.4 Geography and its relationships with other sciences

UNIT 2: GEOGRAPHY AND ITS MAJOR BRANCHES 2.1 Physical Geography 2.2 Human Geography 2.2.1 Economic Geography 2.2.2 Urban Geography 2.2.3 Population Geography

UNIT 3: PLANET EARTH 3.1 Earth within the solar system 3.2 Shape, size and movements of the earth 3.3 Location and time on earth 3.3.1 Latitude, longitude network 3.3.2 Local Time, Standard time 3.3.3 Time zones and International Date Line

UNIT 4: KNOWLEDGE OF DIFFERENT SPHERES ON AND AROUND EARTH 4.1 Lithosphere and its main characteristics 4.2 Hydrosphere and its main characteristics 4.3 Atmosphere and its main characteristics 4.4 Biosphere and its main characteristics

UNIT 5: RELATIONSHIP BETWEEN PHYSICAL ENVIRONMENT AND MAN 5.1 Man-environment interaction 5.2 Introduction to theories of Environmental Determinism/Possibilism

5.3 Human activities in relationship with environment 5.4 Human activities and their impact on environment 5.5 Human activities, utilization of environmental resources and concept of Sustainability

Suggested Readings 1. Modern Physical Geography By A.N. Strahler 2004 2. Human Geography: Culture, Society And space By H.J.D. Bliji 2002 3. Environment, Resources and Conservation by S. Owen and P. Owen 1990

Course Title: Introduction to Philosophy
Course code: PHI-1101

A study of the variety of ways of thinking about such fundamental issues as knowledge and belief, human nature, the nature of reality, the existence of supernatural being(s) and the relationship between self, mind and the body. It aims to developphilosophical thinking skills and awareness of world philosophies.

Course Content:

- What is Philosophy?
- Human Nature
- Metaphysics
- Philosophy of Religion
- Ethics
- Enlightenment Thinkers

Semester III

Course Title: English III –Listening and Speaking
Course code: ENG 2301

Aims & Objectives:

To enable the students to meet their real life communication needs

Contents:

- Oral presentation skills (prepared and unprepared talks)
- Preparing for interviews (scholarship, job, placement for internship, etc.)
- Writing formal letters
- Writing different kinds of applications (leave, job, complaint, etc.)
- Preparing a Curriculum Vitae (CV), (bio-data)
- Writing short reports

Course Title: Computers in English Studies
Course code: CSC 1001

Objectives:

This course focuses on a breadth-first coverage of computer science discipline, introducing computing environments, general application software, basic computing hardware, operating systems, desktop publishing, Internet, software applications and tools and computer usage concepts; Introducing Software engineering and Information technology within the broader domain of computing, Social issues of computing.

Course Outline:

Number Systems, Binary numbers, Boolean logic, History computer system, basic machine organization, Von Neumann Architecture, Algorithm definition, design, and implementation, Programming paradigms and languages, Graphical programming, Overview of Software Engineering and Information Technology, Operating system, Compiler, Computer networks and internet, Computer graphics, AI, Social and legal issues.

Course Title: History of English Literature II (Restoration to 21st Century)
Course code: LIT 2012

The course is a continuation of History of English Literature II and takes the students through to the literature from the Augustan Age to the 21st century. The course has the same objectives as History of English Literature I.

COURSE CONTENTS

- Ben Johnson (Comedy of Humours)
- Restoration Comedy (Comedy of Manners)
- Augustan Satire of Jonathan Swift, Addison
- Augustan and Victorian Prose with reference to Richard Steele, Lamb, Hazlitt, Ruskin
- Origin of Novel with reference to Saavedra, Defoe, Richardson and Fielding, characteristics of English novel with reference to Fielding, Smollett, Tobias and Jane Austen
- Neo-Classical Poetry of Dryden and Pope
- Romantic Poetry of Blake, Wordsworth, Coleridge, Shelley, Keats and Byron
- Victorian Novel, Thackeray, Charles Dickens, Thomas Hardy, George Eliot, Charlotte Bronte
- Victorian Poetry with reference to Robert Browning and Alfred Tennyson, Matthew Arnold
- Revival of Drama and 20th Century Drama including Theatre of the Absurd
- Modern Novel including Stream of Consciousness Novel

- Modern Poetry with reference to Yeats, Eliot, Pound and Auden

Course Title: Introduction to Morphology and Syntax
Course code: Lin 2021

The course includes study of the basic concepts of morphology, structure of words, inflectional and derivational morphology, neologism / word formation process, sentence structure, structural relation among sentences, methods of syntactic analysis and sentence phrase / structure rules.

COURSE CONTENTS

- Word formation process
- Morphological systems
- Derivational and inflectional morphemes
- Lexicons
- Morpho-syntactic analysis
- Issues in borrowing
- Argument structure
- Different kinds of Movements
- Subjects
- Predicates
- Introduction to Government and Binding theory
- Minimalism

Course Title: Introduction to Psychology
Course code: PSY-1101

Course Objectives:
Describe psychology with major areas in the field, and identify the parameters of this discipline. Distinguish between the major perspectives on human thought and behaviour. Appreciate the variety of ways psychological data are gathered and evaluated. Gain insight into human behaviour and into one's own personality or personal relationships. Explore the ways that psychological theories are used to describe, understand, predict, and control or modify behaviour.

Course Contents

- Introduction to Psychology
- Methods of Psychology
- Biological Basis of Behaviour
- Sensation, Perception and Attention
- Motives
- Emotions
- Learning
- Memory
- Thinking
- Individual differences

Course Title: Introduction to Sociology
Course code: SOC. 1101

Objective:
The course is designed to introduce the students with sociological concepts and the discipline. The focus of the course shall be on significant concepts like social systems and structures, socio-economic changes and social processes. The course will provide due foundation for further studies in the field of sociology.

Course Outline

1. Introduction
    a. Definition, Scope, and Subject Matter
    b. Sociology as a Science
    c. Historical back ground of Sociology
2. Basic Concepts
    a. Group, Community, Society
    b. Associations
    c. Organization
    d. Social Interaction
3. Social Groups
    a. Definition & Functions
    b. Types of social groups
4. Culture
    a. Definition, aspects and characteristics of Culture
    b. Elements of culture
    c. Organizations of culture
    d. Other related concepts
5. Socialization & Personality
    a. Personality, Factors in Personality Formation
    b. Socialization, Agencies of Socialization
    c. Role & Status
6. Deviance and Social Control
    a. Deviance and its types
    b. Social control and its need
    c. Forms of Social control
    d. Methods & Agencies of Social control
7. Collective Behaviour
    a. Collective behaviour, its types
    b. Crowd behaviour
    c. Public opinion
    d. Propaganda
    e. Social movements
    f. Leadership

Semester IV

Course Title: Study Skills-Presenting Academic Content
Course code: ENG 2401

Aims & Objectives:

To enable the students to:

- Read Academics text critically
- Write well organized academic text e.g. assignments, examination answers
- Write narrative, descriptive, argumentative essays and reports (assignments)

Contents:

Critical Reading

Advanced reading skills and strategies building on Foundations of English I & II courses in semesters I and II of a range of text types e.g. description, argumentation, comparison and contrast.

Advanced Academic Writing

Advanced writing skills and strategies building on English I & II in semesters I and II respectively

- Writing summaries of articles
- report writing
- Analysis and synthesis of academic material in writing
- Presenting an argument in assignments/term-papers and examination answers

Course Title: Human Rights and Citizenship
Course code: HRC 2401

This particular course deals with good citizenship values and human rights components. Although the course does not strictly or necessarily fall under the category of English curriculum and syllabi, the contents/ topics designed for this course must be studied and used by the teachers of English language and literature to offer a comparative study with the textbooks they use for their classes.

Aims:

- To promote human values, in particular religious tolerance for others
- To promote HR, in particular those of the minorities and ethnic groups

- To develop a cross-cultural understanding, to recognize the value of difference
- To relate human progress through a sense of diversity, good citizenship & tolerance for social harmony.

Contents:

- The Last address of the Holy Prophet (Peace be upon Him)
- The United Nations Human Rights Charter.

The above may be studied for the understanding of the following:

- What is Human Rights (HR)?
- Evolution of the Concept of HR
- Four Fundamentals in HR: freedom, equality, justice, and human dignity
- Universal Declaration of HR
- Three Key Principles in HR: inalienability, indivisibility and universality
- Are HR Universal? (debate/ discussion etc.)
- HR in South Asia: Issues
- Rights of Women
  - Rights of Children (debate/ discussion on child labour, etc.)

Course Title: Poetry I

Chaucer to Pope/Medieval to Augustan
Course code: LIT 2021

The course provides an overview of the development of English poetry from the Middle Ages to the 18th century. Representative works of the poets of the specific age form part of the study with reference to the poet's thought pattern, aesthetics, literary style and poetic devices used. At the end of the course students will be able to demonstrate their understanding of the concepts through analyzing the prescribed or similar poems for their themes, stylistic aspects etc.

COURSE CONTENTS

- Early English Poetry
- Chaucer and Spenser: Selections from *The Prologue to the Canterbury Tales*, *Fairy Queene*
- Metaphysical Poetry
- Donne and Marvell: Selections from Love and Divine Poems, To His Coy Mistress
- Puritan and Restoration Poetry
- Milton and Dryden: Selections from *Paradise Lost Book I*, *Absalom and Achitophel*
- Augustan Poetry

- Alexander Pope: Selections from *The Rape of the Lock*

Course Title: Introduction to Semantics
Course code: Lin 2043

The aim of this course is to introduce students to the basic concepts of semantics. By the end of the course the students will be able to conceptualize the relationship between words and their meaning. The students will be able to demonstrate their understanding through completing practical exercises and by citing examples from authentic language.

COURSE CONTENTS

- Early theories of meaning (Ogden and Richards; Ferdinand de Saussure)
- Types of meaning
- Semantic field
- Componential analysis
- Sense Relations/ Lexical Relations (Hyponymy; Synonymy; Antonymy; Homonymy and Polysemy)
- Syntactic Semantics (Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition)

Course Title: Principles of Management
Course code: PMT. 1101

This course is designed to be an overview of the major functions of management. Emphasis is on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.

COURSE CONTENTS

- Managers and management
- The changing face of management
- Foundations of planning
- Planning tools and techniques
- Foundations of decision making A.The decision-making process
- Technology and the design of work processes
- Basic organization designs
- Staffing and human resource management
- Managing change and innovation
- Foundation of individual and group behaviour
- Understand work teams
- Motivating and rewarding employees
- Leadership and supervision
- Communication and interpersonal skills
- Foundations of control

- Control tools and techniques

Course Title: Introduction to Logic
Course code: LOG. 2101

Logic is fundamental to the way humans communicate. Our public debates and private reasoning are shaped by logical principles, even though most of us would struggle to spell them out. Logic I will teach you the basics of formal logic, which provides symbolic methods for representing and assessing the logical form of arguments. No previous experience with symbolic methods or mathematics is assumed. There are no prerequisites, but many students find that Argument and Critical Thinking is a useful preliminary.

COURSE CONTENT:

- Arguments, Formal and Informal logic
- Validity and Soundness, Sentential, Truth Tables
- English to Sentential, WFF in Sentential
- Testing for Validity,
- Predicate, English to Predicate
- Syllogisms, Universes, WFF in Predicate
- Simple Deduction, Deduction Strategy
- Sentential Deduction, Sentential Strategy
- Predicate Deduction
- Predicate Strategy
- Deduction with Identity,
- The Logic of Paradox, Where Next?

Semester V

Course Title: Literary Criticism
Course code: LIT 3051

The course provides a survey of major works in literary criticism, critical and historical approaches to literature from early Greeks to the early 20th century literary critics. The course also trains students in the art of practical evaluation of a piece of literature. The main purpose of the course is to show the learners how theorists look at the process of creating works and what they feel works should be like. The course also aims to enable students to look at literary works in light of the criticism and analyse the works accordingly.

COURSE CONTENTS

- Plato *Theory of Mimesis*
- Aristotle *Poetics*
- John Dryden *An Essay on Dramatic Poesy*
- Longinus *On the Sublime*
- Wordsworth *Preface to Lyrical Ballads*

- Coleridge *BiographiaLitereria*
- T. S. Eliot *Tradition and Individual Talent* or *The Metaphysical Poets*

Course Title: Novel I (Origin to Victorian)
Course code: LIT 3041

The course traces development of the English novel and includes study of the representative works of the pioneers of English novel and representative novelists of the Augustan and Victorian Ages. Emphasis is laid on critical analysis of the prescribed novels for an effective grasp of the authors' viewpoint through the perspective of the ages concerned. At the end of the course the students are expected to be able to demonstrate their understanding of the strategies of reading novels for their themes, cultural and historical information, developing insight into characters through commenting on the given novels through essay type answers. The broader aim of the course is to equip the learners with strategies and techniques and to give them practice in reading novels typical of the Augustan and Victorian ages.

COURSE CONTENTS

- Henry Fielding *Joseph Andrews*
- Jane Austen *Pride and Prejudice* or *Persuasion* or *Emma*
- Charles Dickens *Hard Times* or *A Tale of Two Cities*
- George Eliot's *The Mill on the Floss* or Charlotte Bronte's *Wuthering Heights*

Course Title: Drama I
Origin to the Elizabethan Age
Course code: LIT 3031

Selected plays chosen to provide an understanding of the Elizabethan drama. This is achieved partly through establishing the link between English and Greek drama. The main foci of the course are Marlowe and Shakespeare and the course attempts to show what and how these writers represented in their works. Special emphasis is given to the historical background; concepts of tragedy and comedy, art of plot construction, characterization and the study of themes. At the end of the course the students will be able to demonstrate their understanding of Elizabethan drama, its themes, characters, style etc. through essay type answers.

COURSE CONTENTS

- Sophocles'*Oedipus Rex*
- Christopher Marlowe *Dr.Faustus* or *The Jew of Malta*
- William Shakespeare: *Macbeth*, *Othello*, or *Hamlet*, *A Winter's Tale or TheMerchant of Venice*, *The Taming of the Shrew* (Any two)

Course Title: Introduction to Pragmatics
Course code: LIN 3045

The course aims at introducing students to the basics of Pragmatics. Through this course, students will be able to study factors that govern choice of language in social interaction and the effects of these choices on others. At the end of the course the students will be able to demonstrate their understanding of the taught content through essay type items and projects that require them to apply the concepts to authentic language.

COURSE CONTENTS

- Deixis
- Speech act theory
- Complex speech acts
- Felicity conditions
- Conversational implicature
- The cooperative principle
- Conversational maxims
- Politeness
- Phatic tokens

Course Title: Introduction to Sociolinguistics
Course code: LIN 3061

The course talks about the key concepts in sociolinguistics and equips the learners with the basic elements to evolve their understanding of language vis a vis society. The course aims to enable the learners to look at the issues of what constitutes language, how it changes over regions, classes, genders and how it is used to create promote or negate identities.

COURSE CONTENTS

- Sociolinguistics & its scope
- Language and Language Varieties
- Dialect, Code, Idiolect, Sociolect, Isogloss, Register, Style, Jargon
- Language Variation, Diglosia, Pidgin and Creole
- Language and Social Class
- Multilingualism and Bilingualism
- Manifestations of bilingualism (borrowing, code-switching, code-mixing)
- Language and Gender
- Language and Power

Semester VI

Course Title: Literary Theory
Course code: LIT 3053

The course looks at the trends in literary/critical thought prevalent in the twentieth century. It will help the learners approach literature from the stand point of a number of literary theories and theorists. The course has a practical component to make it more interactive and learner focused. A major concern of the course to equip the learners with the basic concepts in the field of literary theory to prepare them to take up similar courses at a higher level. The course also intends to provide the learners practice in analyzing works from the perspective of particular theories to make it easier for them to conduct analysis of literary works at a higher academic level.

COURSE CONTENTS

- Formalism
- New Criticism
- Structuralism
- Post Structuralism
- Deconstruction
- Psychoanalytic Criticism
- Feminism
- Marxism
- Postcolonialism
- New Historicism
- Post Modernism

Course Title: Poetry II

Romantic and Modern

Course code: LIT 3022

The course offers a study of the selected works of the Romantic and Modern ages. Attention is focused on the poets' thought and expression with special emphasis on the poetic devices used. At the end of the course the students will be able to appreciate the development in the genre and comment on the themes, style and cultural and historical context of similar works through written essays.

COURSE CONTENTS

- Romantic Poetry
    - *The Prelude*, *Lines Composed a Few Miles above Tintern Abbey*, *Rime of the Ancient Mariner*, Shelley's *Ozymandias* and *Ode to the West Wind*, Keats any three Odes
    - Robert Browning:*The Last Ride*, *Porphyria's Lover*, *My Last Duchess*, *Precipice*
    - Lord Alfred Tennyson: *Charge of the Light Brigade, Break BreakBreak, All Things Will Die*
- Modern Poetry
    - W. B. Yeats: Selections from *The Second Coming*, *Byzantium*, *Sailing to Byzantium*, *Among School Children*, *Wild Swans at Coole*,

- T. S. Eliot: Selections from *The Love Song of J. Alfred Prufrock*, *The Hollow Men*, *The Wasteland*
- W. H. Auden Selections from *As I Walked out One Evening*, *The More Loving One*, *Lullaby*
- Edgar Allan Poe: *Annabel Lee, In Youth I Have Known One, The Forest Reverie*
- Amy Lowell: *A Fairy Tale, New York at Night, Before the Altar*

Course Title: Drama II
Restoration to The Theatre of the Absurd
Course code: lit 3032

The course aims at acquainting students with the literary trends in the modern drama by critically examining the selected works of the modern playwrights. Authors' general outlook toward life and society and the technique of its presentation in their works will form the basis for classroom discussions in this course. A key aspect of the course is to show how modern drama differs in its style and themes from Elizabethan and Greek drama. At the end of the course the learners will be able to demonstrate their understanding of the differences between Elizabethan and modern drama through written essays. They will also be able to show their understanding of the themes, characters, style etc. of the prescribed or similar plays.

COURSE CONTENTS

- Ben Johnson: *Every Man in His Humour*
- George Bernard Shaw *You Never Can Tell* or *Arms and the Man* or *The Devil's Disciple*
- Harold Pinter: *The Birthday Party*, *The Room* or *The Caretaker*
- Beckett: *Waiting for Godot* or *Endgame*
- Edward Albee *The American Dream*

Course Title: Introduction to Psycholinguistics
Course code: lIN 3071

The course is meant to inculcate an understanding of the processes that are involved in the comprehension and production of speech. A key interest of the course is child language acquisition and the course guides the learners to explore the major theories about child language acquisition and goes on to discuss the implications of the theories for language learning. The course also talks about language disorders.

COURSE CONTENTS

- Psycholinguistics definition
- The scope of Psycholinguistics
- The connection between Psycholinguistics &Neurolinguistics
- Language, brain and mind
- Language Disorders

- Memory
- Speech Comprehension
- Speech Production
- Child language acquisition: Behaviorist and Cognitive explanations
- Learning and different forms of learning e.g. habituation, conditioning, operant conditioning
- Language learning for adults

Course Title: Introduction to Stylistics
Course code: lit 3061

Language and dialectical variations, style, register, medium, literary styles and their scope, syntax and vocabulary of literary discourse and literature in the EFL classrooms form the basis of study and discussions in this course. The course will peg all the concepts with practical demonstration and application of ability.

COURSE CONTENTS

- Stylistics as a meeting point of literature and linguistics
- Style and Register
- Deviation and Parallelism
- Foregrounding and backgrounding
- Narrative Point of View
- Stylistics Devices: Schemes and Tropes

Semester VII

Course Title: Novel II (20th Century and Contemporary Novel)
Course code: lit 4042

The course charts the development of novel in the 20th century and also looks at some contemporary works to allow the students to see how novel has evolved over the centuries and has grown mature in its form, style and themes. Discussions on the selected works of the representative modern age novelists will familiarize students with the influences on the development of modern novel. Study of the modern trends, movements and other literary features of the modern novel forms part of study in this course. A major aim of the course is to enable the learners to see the difference the between the early and 20th century novel and to also appreciate the maturity of the genre along with equipping the students with strategies and techniques to enable them to read similar works in the genre. At the end of the course the students will be able to demonstrate their understanding of the content in terms of themes, character analysis, style, symbols, stream of consciousness through commenting on the prescribed works or similar works from the genre.

COURSE CONTENTS

- Joseph Conrad: *LordJim* or *Heart of Darkness*

- Virginia Woolf's *Mrs. Dalloway* or *To the Lighthouse* or James Joyce's *A Portrait of the Artist as a Young Man*
- Ernest Hemmingway's *The Sun Also Rises* or *Farewell to Arms* or E M Forster's *A Passage to India*
- William Golding's *Lord of the Flies* or Cormac McCarthy's *The Road*
- Don DeLillo *White Noise* or *Falling Man*

Course Title: Teaching English as a Second Language
Course code: LIN 4051

The course has been designed with a specific purpose of preparing future teachers of English. Selected topics and issues in the teaching of English, pedagogical issues, advanced study of linguistic theory and applications to classroom practice of methods of teaching English, integration of language skills as a teaching technique, testing, introduction to syllabus designing, lesson planning, designing teaching materials, use of audio visual aids and practicum in ELT will be the main concerns of study in this course.

COURSE CONTENTS

- Key Terms: TEFL, TESL, ESL, ESP, Leaning, Acquisition
- Language Skills
- Approach, Method Technique
- Language Teaching Methods
- Contemporary Language Teaching Methods
- Lesson Planning
- Teaching Language Skills

Course Title: American Literature
Course code: lit 4071

The course provides a brief overview of the gradual evolution of American literature through historical perspective. The course will concentrate on selected works of the representative American poets, novelists and dramatists for the awareness of students about the features of American literature. A key feature of the course is that it also brings in Native American writers which provide a different voice that is usually not given much importance. The objectives of the course are to:

Equip the students with the historical and cultural background to understand American literature and its evolution

Introduce the students to the major works, writers, themes and movements in American literature

Show to the students that a voice of dissent against White dominance exists in the form of Native American literature

COURSE CONTENTS

- Short story Toni Morrison or Sherman Alexie
- *Tennesse Williams A Street Car Named Desire* or Arthur Miller *Death of a Salesman, Eugene O' Neil Morning becomes Electra*
- *Harper Lee To Kill a Mockingbird*, Fitzgerald *The Great Gatsby*, Hemingway*Farewell to Arms*, Sylvia Plath *The Bell Jar*, Mark Twain*HuckleberryFinn*, Nathaniel Hawthorne *The Scarlet Letter*, , William Faulkner *The Sound and the Fury or Absalom, Absalom!*
- Selected Poems of Robert Frost, Walt Whitman, Emily Dickinson, Sylvia Plath
- Ted Hughes, John Nash, e e cummings, Philip Larkin, Maya Angelou

Course Title: Essays and Short Stories
Course code: lit 4081

The course takes the students on a path of deciphering essays for thematic content and style and short stories for their plots, characters, settings and themes. The course helps the learners study works where writers explore thoughts in depth and present perspectives that the students may not readily think of. The students will also be introduced to short stories

COURSE CONTENTS

- Selections from
  - Francis Bacon *Of Ambition*, *Of Studies*
  - Jonathan Swift *A Modest Proposal* or Chapters from *Gulliver's Travels*
  - William Hazlitt *On the Feeling of Immortality of Youth*
  - Charles Lamb *A Bachelor's Complaint of the Behaviour of Married People*
  - Aldous Huxley *Words and Behaviour* or *Adonis and the Alphabet*
  - Bertrand Russel*Envy* or *Zest*
  - Ray Bradbury *The Sound of Thunder*
  - Gabriel Garcia Marquez *A Very Old Man with Enormous Wings*
  - Kurt Vonnegur, Jr*Harrison Bergeron*
  - Margaret Laurence's "Horses of the Night"
  - Grace Paley's "Wants"
  - Toni Morrison's "Recitatif"

Course Title: Introduction to Corpus Linguistics
Course code: lIN 4071

This course is an introduction to the fast-growing field of corpus linguistics. It aims to familiarise students with key concepts and common methods used in the construction of language corpora, as well as tools that have been developed for searching and using major corpora such as the British National Corpus. Students will be given hands-on experience in pre-editing, annotating, and searching corpora. Criteria and methods used for evaluating corpora and analytical tools will also be discussed.The main aim of this module is to master the uses of text corpora in linguistics research and applications.

COURSE CONTENTS

This course introduces basic corpus skills for linguists:

- What is Corpora?
- How are corpora developed?
- Issues in Corpus Design
- Types of Corpus?
- What are Corpora useful for?
- Marking up linguistic information
- The range of existing corpora
- How to build your own corpus
- Using corpora to test linguistic hypotheses
- Using corpora to train language tools

Course Title: Advanced Syntax
Course code: IIN 4025

The course aims to introducing students to the advanced concepts in current syntactic theory. Building on their knowledge from 'Morphology and Syntax' it introduces advanced theoretical concepts such as Government and Binding Theory and Minimalism.

COURSE CONTENTS

- Where do Rules Come From
- Modeling Syntax
- Generative Grammar
- Structural Relations
    - Domination
    - Precedence
    - C-Command
    - Grammatical Relations
- Binding Theory
    - Coindex& Antecedent
    - Binding
    - Locality Conditions
    - Distribution of Pronouns and R-Expressions
- X-Bar theory
    - Bar-Level Projections
    - X-bar schema
    - Complements, Adjuncts and Specifiers
    - Parameters of Word Order
    - Drawing Trees in X-Bar Notation
- Movement
    - Common Types
- Minimalism

- Introductory Topics

Course Title: ELT Practicum
Course code: LIN 4059

The course supplements the theoretical content of Teaching of English as a Second Language by guiding the learners through the practical implementation of the concepts.

COURSE CONTENTS

- Lesson planning
- Teaching the language skills
- Integrating the language skills
- Assessing Students' Progress
- Managing large classrooms

Course Title: History of English Language
Course code: LIN 4007

The course looks at the debate around the origin of language and discusses the various theories regarding the dawn of language and it evolution. The course particularly traces the development of the English language over the centuries and also looks at the current status and future of the language.

COURSE CONTENTS

- Dawn of Language
- Theories of Origin of Language
- Old English
- The Norman Conquest and the Subjection of English, 1066-1200
- Middle English
- The Renaissance, 1500-1650
- The Sounds of Language
- Origin of Words and Names
- Varieties of English
- Good English and Bad
- The Future of English

Semester VIII

Course Title: World Literature in English
Course code: LIT 4073

The course is an acknowledgement of the genius of the writers of different cultures who have chosen to write in English. It offers learners a chance to broaden their horizons and look at English literature as more than literature of the English.

COURSE CONTENTS

- Achebe *Things Fall Apart*

- Margaret Atwood Selected Short Stories
- Gabriel GarcíaMárquez*One Hundred Years of Solitude*
- V.S. Naipaul from Trinidad, *In a Free State*
- Kazuo Ishiguro *The Remains of the Day*

Course Title: Introduction to Translation Studies
Course code: LIN 4081

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 Urdu and from Urdu to English through studying translations. They will be expected to demonstrate their knowledge and skills in translation.

COURSE CONTENTS

- Language, culture and society
- The concept of universe of discourse
- Linguistic relativity
- Semantic competence
- Comparative Morphology, Syntax, and Semantics
- Translatability, Expressibility and Effability

Course Title: Introduction to Postmodern Literature
Course code: LIT 4095

The course introduces the students to works of postmodern literature in a number of genres. The purpose of the course is meant to familiarize the students with a type of literature that is recent and quite different from the literatures of other periods. At the end of the course the learners will be able to identify themes of the works as postmodern, point out and discuss the stylistic features of works that make them postmodern and comment on the themes of such works.

COURSE CONTENTS

- *American Graffiti*
- Matrix
- e-literature: *InanimateAlice*, *RedRidinghood*
- Thomas King *Green Grass, Running Water*
- Thomas Pynchon *Gravity'sRainbow*
- Don Delillo*White Noise*
- Joseph Heller *Catch22*
- Jorge Luis Borges *Labyrinths*
- Selected poems of Tom Mandel, Alan Davies,Karen Mac Cormack and Jessica Grim

Course Title: Introduction to Discourse Analysis
Course code: LIN 4041

This course aims to explain the theory of discourse analysis and to demonstrate its practical relevance to language learning and teaching. A key interest of the course is critical discourse analysis whereby discourses will be discussed as ideologically driven and ideologically invested. The processes whereby discourses are turned hegemonic and the discursive devices that are used to color the discourses will also be discussed.

COURSE CONTENTS

- What is discourse?
- Discourse and the sentence
- Grammar within and beyond the sentence
- Language in and out of context
- Spoken vs. written discourse
- Formal & contextual links Parallelism
- Referring expressions
- Repetition and lexical chains
- Substitution
- Ellipsis
- Conjunction
- Conversational principles
- Cooperative Principle
- Politeness Principle
- Speech Act Theory
- Discourse and Ideology
- Hegemony
- Domination by consent
- Creating Identities
- Discursive Devices: Lexical Choices, Structure,Othering,
- Resisting Hegemony or domination

Course Title: Computer Assisted Language Learning/Teaching
Course code: LIN 4057

The course offers a look at the concept of computer aided language learning and teaching. The course also looks at the applicability of CALL to the Pakistani context where technology is not readily available. The course guides the learners on how to incorporate CALL/T in their teaching and also offers learners ways to adapt the existing syllabi to the use of computers.

COURSE CONTENTS

- Origin of CALL/CALT
- CALL in the Pakistani Context
- Requisites of CALL/CALT

- Feasibility of CALL/CALT in Pakistan
- Dynamics of CALL/CALT Classroom
- Role of Teacher and Learners in CALL/CALT
- Online resources
- Adapting Existing Syllabi for CALL/CALT
- Social Media and language teaching
- e-literature
- Dedicated language learning Software

Course Title: Introduction to South Asian Literature
Course code: LIT.4093

The course is meant to showcase representative works from South Asia. It is meant to be a precursor to the later higher level interaction with South Asian literature in postcolonial studies.

COURSE CONTENTS

- Arundhati Roy *The God of Small Things*
- Mohsin Hamid *The Reluctant Fundamentalist*
- Stories from *Of Other Rooms Other Wonders*
- Poems from *The Dance of the Peacock: An Anthology of English Poetry from India*

Course Title: Testing AND ASSESSMENT
Course code: LIN 4053

The course introduces students to theory and practice of testing and evaluation process to develop in them deeper insight into the fundamentals and techniques of testing. In addition to discussing general principles of language testing, the course provides information to the students to construct a wide range of English language tests and test items in relation to language elements and skills. Also, the students are given practice to construct a variety of valid and reliable test items.

COURSE CONTENTS

- Test, definition, need
- Types of Test: objective-subjective, norm referenced—criterion referenced, types on the basis of purposes
- Anxiety and Tests
- Reliability
- Validity
- Backwash/Effects of testing on language learning
- Testing language skills

Course Title: Introduction to Computational linguistics
Course code: LIN 4049

This course will enable students to: understand important concepts and issues of computational linguistics and know applications of computational linguistics.

COURSE CONTENTS

- Introduction
- Computer in linguistics
- Parsing and generation strategies
- Implementation of strategies
- Computational complexity
- Computational phonetics and phonology
- Computational Morphology
- Computational Syntax
- Computational Lexicology
- Computational Semantics
- Applications of computational linguistics

Elective Courses

Course Title: African Literature
Course Code: LIT 4075

The course introduces students to a range of African writers writing across Africa by highlighting the diverse historical, postcolonial, and political realities that helped shape current African literary discourse. The people of Africa and Europe met in an unequal situation, in which Africans were rendered materially inferior and subjugated through colonialism and slavery. This is the only form of modernity Africans have known so far. This course will explore issues of slavery, colonization and post-colony. In discussing literatures produced in various countries in Africa, it will be focusing on the distinctive characteristics of each text and how it is different and also very similar with other literary texts produced in Africa. This course will also focus on how various ethnicities, and the creation of borders by 'former imperial powers' have created problems for countries even after the independence, and how these conflicts are affecting and shaping the narratives by African writers, both male and female.

COURSE CONTENTS

- Achebe, Chinua, Anthills of the Savannah (London: Pan Books Ltd., 1987)
- Aidoo, Ama Ata, Our Sister Killjoy (Essex: Longman Group Limited, 1977)
- Coetzee, J.M., Waiting for the Barbarians (1983)
- Head, Bessie, A Question of Power
- Nadine Gordimer (selective short stories)
- Nwapa, Flora, Efuru (1966) Salih, Tayeb, Season of Migration to the North (London: Penguin Books Ltd., 2003)

- Sembène, Ousmane, Xala, trans. Clive Wake (Chicago: Lawrence Hill Books, 1976)
- Soyinka, Wole, Death and the King's Horsemen (1975)
- waThiong'o, Ngũgĩ , A Grain of Wheat (London: Heinemann Educational Books Ltd., 1967)

Course Title: Postcolonial Women's Writing
Course Code: LIT 4077

This course introduces students to postcolonial women authors and their politics of gender and identity. The main corpus of Postcolonial writing has mostly been focused on the work of male authors; however, in order to understand the aesthetics and politics in the field of Post-colonial, it is extremely important to take into consideration the work of female author. This course will explain that how gender and class as separate and important categories affect the creative process of women writers and consequently, how their work distinguishes from the work of postcolonial male authors. This course will further elaborate that the creative work of Postcolonial women authors negotiate between their indigenous traditions and modernity, and how this negotiation becomes an important and integral element of their feminist discourses.

COURSE CONTENTS

Adichie, ChimamandaNgozi: Purple Hibiscus

Aboulela, Leila: The Translator

Emecheta, Buchi: The Joys of Motherhood

Abouzaid, Leila: The Year of Elephant

El Saadawi, Nawal: Woman at Point Zero

Gauhar, Feryal: No Space for Further Burials (2010)
Roy, Arundhati: The God of Small Things (1997)

Mosteghanemi, Ahlam: Memory in the Flesh (2003)

ShadabZeest Hashmi: (selected poems)

Kamla Das: (selected poems)

Aidoo, Ama Ata: Anowa (1970)

Gupta, Tanika: Skeleton (1997)

Ahmad, Rukhsana: River on the Fire (2000)

Course Title: Pakistani Folk Literature
Course Code: LIT 4076

Culturally, Pakistan is stunningly rich in diversity. Besides, Sindhi, Punjabi, Balochi, Pashto, Hindko, Kashmiri, Shina, and Burshuski literatures, there are Khowar, Kalasha, Bashgali, Gawarbati, Madaklashti, and Wakhi folktales and songs only in

one district, Chitral in KP. Based upon the availability of written sources, local colleges and universities are encouraged to develop courses on the locally available materials, especially folk tales and songs. This course is focused on Khowar folktales and songs found in district Chitral.

COURSE CONTENTS

- Abbasi, Muhammad Yusuf. 1992
- Pakistani Culture: A Profile Historical studies (Pakistan) series, 7 Islamabad: National Inst. of Historical and Cultural Research
- Abbas, ZainabGhulam. 1960. Folk Tales of Pakistan. Karachi: Pakistan Publications
- Banuazizi, Ali and Myron Weiner (eds.). 1994. The Politics of Social Transformation in Afghanistan, Iran, and Pakistan (Contemporary Issues in the Middle East), Syracuse University Press.
- Hanaway, William L., and Wilma Louise Heston. 1996. Studies in Pakistani Popular Culture. Lahore: Sang-e-Meel Publications, LokVirsa Pub. House
- Kamalu, Lachman, and Susan Harmer. 1990. Folk Tales of Pakistan. Basingstoke: Macmillan Education
- Knowles, James Hinton. 1981. Kashmiri Folk Tales. Islamabad: National Institute of Folk Heritage
- Korom, Frank J. 1988. Pakistani Folk Culture: A Select Annotated Bibliography. Islamabad: LokVirsa Research Centre.

Course Title: Emerging Trends in Sociolinguistics
Course Code: IIN 3069

The course aims at bringing about awareness of the dynamics of language and its social operations. The course will focus on the contemporary developments in sociolinguistics and the new dimensions of research in the area.

COURSE CONTENTS

- Societal multilingualism
- Language varieties: language and culture
- Bilingualism, diglossia
- Linguistics and social inequality
- The ongoing linguistic processes, controversies, and implications of language modernization
- Language planning ● language conflicts and politics in south Asia

Course Title: English for Specific Purposes (ESP)
Course Code: LIN 4056

The basic aim of this course is to teach the learners how to design and implement ESP programme for a group of students in a particular occupational or academic setting. The course will enable the students to examine classroom practices for

effective ESP instruction. The course will also talk about how to conduct needs analysis to tailor the course materials.

COURSE CONTENTS

- Introduction to ESP
- Historical and theoretical perspectives on ESP
- Conducting needs analysis (setting general goals and specific objectives)Course and Materials: evaluation, design and development
- Assessment and Evaluation of ESP programmes
- Issues in ESP
- Approaches to text analysis (register, discourse, and genre analysis)

Course Title: Introduction to Critical Pedagogy
Course Code: LIN 4058

The course builds on the students' knowledge of teaching methods in English to develop an awareness of critical pedagogy. It familiarises them with critical theory and similar radical thinking approaches to acquaint them with the need and the tools to develop critical thinking in students. The course establishes the role of critical thinking in the class room and then builds on it to take critical thinking to concepts and issues in all walks of life.

COURSE CONTENTS

Critical Pedagogy: Brief History of the Discipline

Paulo Freire, Giroux, Ira Shor, Kinchole

Past, Present and future (with special reference to Pakistan)

The role of Critical Pedagogy in Education

In Curriculum Development

In Character Building

The Need to develop Critical Pedagogy in Teacher education

The role of Critical Pedagogy in Literature

The role of Critical Pedagogy in Popular culture(Film, media, print)

The role of Critical Pedagogy in building international Culture

Theoretical understanding in the following areas: ● Critical Pedagogy and Ideology. ● Critical Pedagogy and freedom of Individual thought. ● Critical Pedagogy and Contemporary issues. ● Critical Pedagogy and issues in language ,culture and identity. ● Critical Pedagogy and Institutionalized Power (different types of power) ● Critical Pedagogy and Popular culture ● Critical Pedagogy and construction of an critical thought ● Critical Pedagogy and issues of gender

● Critical Pedagogy and our Limitations

Course Title: Pakistani English
Course Code: LIN 4052

This course is an attempt to present a link between the link between English as lingua Franca and International Englishes. This course is an introductory course for the students of Linguistics to show the historical background of the phenomenon of World Englishes. The application of linguistic knowledge gives an equal status to all varieties of English in the modern world.The course introduces the practical important features of Pakistani English (PE) as an emerging variety. It will highlight the use of PE as a vehicle of formal and informal communication in Pakistan.

Course Contents

- Introduction to the course & historical background
- Language Variation
- Levels of language variation
- Language change and language contact
- Ecology comes first
- Categorizing World Englishes
- Interrelationship of World Englishes to Sociolinguistics
- Major Trends in World Englishes specifically in ESL situation
- South Asian Englishes
- Pakistani English: Introduction
- Historical Background of Pakistani English
- A Short survey of British colonization
- Types of colonization
- Motives and consequences for communicative patterns
- Phonological variations in Pakistani English
- Morphological variations in Pakistani English
- Syntactic variations in Pakistani English
- Semantic and Pragmatic variations in Pakistani English
- Discoursal variations in Pakistani English
- Stylistic variations in Pakistani English
- Corpus based explorations of Pakistani English
- Pakistani English and cultural context
- Pedagogical impact of using Pakistani English in classroom
- Discussion on the practicality of training in language teaching methods for teachers and learners with special reference to Pakistani English
- Status of Pakistani English (Moag, Kachru, Schneider's Models)
- Language policy and planning
- Future prospectus
- Pedagogical Norms in PE

- Patterns in PE Pronunciation
- Problems of PE Pronunciation
- Patterns in PE writing
- Grammar
- Lexis
- Journalistic Language of Pakistani News Papers

Course Title: Second Language Acquisition
Course Code: LIN 4054

Course Description This course focuses on second language acquisition (SLA) aiming overall to introduce students to the major concepts and theories of SLA. It is divided into two parts. The first part outlines some general concepts concerning the field of SLA and the second part provides an overview of some of the most influential SLA theories.

Course Objectives The objectives of the course are to: ● Enable the students to explore and evaluate SLA theories from the point of view of second language learners ● Develop students' understanding of the cognitive and social dimensions of SLA ● Enable the students to gain an understanding of basic concepts of SLA.

Course Contents

Basic Concepts of SLA ● Key issues in second language acquisition ● Language, acquisition and learning ● First language acquisition ● Comparing and contrasting first and second language acquisition ● Factors affecting second language acquisition ● Social factors and second language acquisition ● Cognitive factors and second language acquisition ● Individual differences and second language acquisition ● Classroom second language acquisition ● Formal instruction and second language acquisition ● Classroom interaction and second language acquisition ● Input, interaction and second language acquisition ● Error analysis and second language acquisition Theories of SLA: ● The Monitor Model ● The Acquisition versus Learning Hypothesis. ● The Monitor Hypothesis. ● The Natural Order Hypothesis. ● The Input Hypothesis ● The Affective Filter Hypothesis Interlanguage Theories ● Overgeneralization ● Transfer of Training ● Strategies of Second Language Learning ● Strategies of Second Language Communication ● Language Transfer ● Stabilization and Fossilization in Interlanguage ● Language Socialization in SLA ● Acculturation/Pidginization Theory ● Sociocultural Theory ● Processability Theory ● Cognitive approaches to second language acquisition ● Cognitive Processes in Second Language Learners ● Universal grammar ● Role of Universal Grammar in First and Second Language acquisition ● Principle and Parameter Theory ● Projection Principle ● Language learning through association ● Connectionism

Course Title: Introduction to Forensic Linguistics
Course Code: LIN 4072

Course Description This course aims to present and identify the interface between linguistics and law. This course is an introductory course for the students of Linguistics. The application of Linguistic knowledge to help law officials is appreciated all over the world. The Text and process of law are very complex. This complexity is not only due to its procedures, but also due to its language. Keeping this in mind, this course investigates the use of Forensic Linguistics from Pedagogical point of view. It will help not only the students of language to find out new prospects of investigation other than language teaching, but will also benefit law students by making them understand the intricacies of the English language.

Learning Outcomes

At the end of the course, students are expected to understand: ● The link between Language and Law ● The historical background of Forensic Linguistics ● The role of linguists in law ● The use of Forensic linguistics, some benchmark studies ● The need of Forensic Linguistics in Pakistan

Course Contents ● Applied Linguistics and its diversity, Application of linguistics in the field of law ● Introduction to Forensic Linguistics ● Definition, Description of Forensic linguistics ● Forensic Linguistics as an important branch of Applied Linguistics ● Brief History of Forensic Linguistics ● The role of Linguistics in Law, in Text Analysis as well as in Process analysis.

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● The application of skills in different branches of Linguistics in Law ● The application of the knowledge of Phonetics and Phonology in Forensic analysis. ● The application of the knowledge of Morphology and Syntax in Forensic analysis. ● The application of the knowledge of Semantics and Discourse Analysis ● Some benchmark studies around the world ● Benchmark studies of linguists like Labov, Roger Shuy, Olsson, Mcmenamin, Tierisma, Leonard, Chaski. ● The need of developing forensic linguistics in Pakistan

Course Title: Introduction to Clinical Linguistics
Course Code: LIN 4073

Course Description This course is intended for graduates in linguistics, clinical linguistics, psychology, speech and language therapy or a related discipline with an interest in research in speech, language pathology, biomedical (Neurosciences), communication and language impairment. Course Objectives The objectives of the course are given as below: ● To enable students working or wishing to work with acquired communication disorders to have opportunity to further their career ● To understand acquired communication disorders, impact of these disorders on everyday life and how interaction can assist the person with disorders and their significant others ● To access research findings and methods and engage with

evidence based practice ● To enhance skills in the assessment teaching and management of people with the acquired communication disorders ● To maintain an interaction and cross linguistic perspective

Course Contents 1. Language storage in brain 2. Children's Learning 3. Spoken and Written Language Disorders 4. Developmental Disorders 5. Specific language impairment 6. Autistic spectrum disorders 7. Learning difficulties 8. Behavioural difficulties 9. Auditory processing difficulties 10. Dyslexia 11. Adolescence, 12. Dysarthria 13. Early years 14. Aphasia 15. Dementia 16. Pragmatic impairment 17. Acquired Language Disorders 18. Acquired Speech Disorders ● Methods in Clinical Linguistics ● Early Years ● Cleft Lip and Palate ● Developmental Communication Sciences ● Speech Difficulties – assessment and intervention

Course Title: Language and Gender
Course Code: LIN 4044

Learning Outcomes

The course aims to develop analytical thinking about gender, language and relations between them. It also aims to expose students to facts, theory and analytic tools to analyze issues related to gender and their relation to language. It is likely to provide an overview of gender related linguistic, social, political and moral issues. By the end of the course, the students will have learnt ● how members of each gender use language differently ● how culturally enshrined ideas about gender affect language and its use ● how linguistic conventions reinforce these ideas for the expression of gender differences ● what structure and usage patterns in language are exhibited by men and women ● how language treat the genders differently

Course Contents ● Relationship between language, gender and society ● In what ways do men and women use language differently? ● How do these differences reflect and/or maintain gender roles in society? ● The primary linguistic approaches to gender and language ● Historical and contemporary issues and controversies in the field of language and gender ● Different perspectives on language and gender: linguistic, anthropological, sociological, psychological, feminist.

Courses Information

Standard 2-1

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

The curriculum is based on the latest HEC guidelines. External Experts are invited to the Board of Studies meetings that are held at least twice a year to revise the curriculum and update or revise it as needs be.

Course Groups and Program Objectives

Courses Groups	Objectives			
	1	2	3	4
1				✓
2	✓			
3	✓	✓		
4		✓	✓	✓
5		✓	✓	✓

Standard 2-2

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

Elements	Courses
Theoretical background	Research Methodology Literary Theory
Problem analysis	Introduction to Critical Thinking Research Methodology
Solution design	ELT Practicum Thesis Writing

Standard 2-3

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

Program	Compulsory Requirements (the students has no choice)	General Courses from Other Department	Foundation Courses	Major Courses	Electives	Clinical Practicum & Report Writing	Thesis	Dissertation

BS English	**23**	**24**	**24**	**48**	12	**-**	-	*

***Major Assignment as per the HEC guidelines

Table 5: Program Credit Hours

Standard 2-4

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

There is no accreditation body. The program meets the regulatory body HEC's requirement.

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.

There is no accreditation body. The program meets the regulatory body HEC's requirement.

Standard 2-6

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

These courses are part of the programs to achieve specific level of IT related requirement.

Standard 2-7

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

These productive and receptive English language skills' courses are part of the program besides the degree requires some level of English language proficiency.

Criterion 3: Laboratories and Computing Facilities

FURC has established latest and fully equipped laboratories for students to facilitate them in their studies. Following is the list of available laboratories available to the students:

1. Computer Lab A
2. Computer Lab B

The details about these laboratories are provided as under:

Laboratory Title	Computer Lab A	Computer Lab B
Location & Area	Allama Iqbal Block	Allama Iqbal Block
Objectives	Provide students with IT Facility to practice software applications	Provide students with IT Facility to practice software applications
Adequacy for instruction	All of the necessary instructions are displayed in the lab at appropriate places for use to be taken care of.	All of the necessary instructions are displayed in the lab at appropriate places for use to be taken care of.
Courses taught	Data Analysis using SPSS/ AMOS/Mplus/Nvivo	Data Analysis using SPSS/ AMOS/Mplus/Nvivo
Software available if applicable	MS Office, SPSS, AMOS, Mplus, Nvivo	MS Office, SPSS, AMOS, Mplus, Nvivo
Major Equipment/ Apparatus	Computers, Scanners, Printers, Projectors	Computers, Scanners, Printers, Projectors
Safety Regulations	Safety rules are being followed strictly.	Safety rules are being followed strictly.

Table 7: Laboratories Details

Standard 3-1

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

There are several resource person available in the laboratories every time. The concern authorities have all the manuals and instructions booklet to guide the students. The manuals and instructions are available at all time for the immediate access if needed.

Laboratory services in the university are equally excellent and as good as to any highly reputed institution of the country

Standard 3-2

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

Course instructor is available all time during lecture. Computer staff is also available to assist students and faculty.

Standard 3-3

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

There is no separate computer laboratories for the English department. They use laboratories of engineering and software department to have assistance to carry out their tasks. Laboratory services in the university are equally excellent and as good as to any highly reputed institution of the country.

The computer laboratories of the university have the updated and latest computers and equipment to provide immediate assistance. The students have the fee access to the computer laboratories. As per the program objectives, the students are required to have IT skills to achieve the required goal. The software and equipment which fulfill the degree requirement are facilitated. Faculty members are given personal computers and required equipment to assist in the job related tasks.

Laboratory services in the university are equally excellent and as good as to any highly reputed institution of the country.

Criterion 4: Student Support and Advising

Since the launch of FURC in year 2002, all its programs have started and finished on schedule. The culture in FURC 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 Department of Quality Assurance (DQA) in the university.

The students on joining English department are given an orientation seminar that covers the following aspects: -

- Degree program

- Semester system
- Graduation requirements
- Course registration
- Examinations policy
- Retest policy
- Failure conditions
- Termination conditions
- Use of unfair means
- CMS
- Relevant program requirements

In addition to this, these instructions are also available to students on the university website as well as CMS. Class coordinators are designation from senior faculty who look after and maintain all the academic and personal matters of the students. Students have many sources to get their matters solved with professional guidance. Counseling builds confidence in the students and they never feel alone when facing any problem relating to academics or other matters.

Parental involvement is continuously encouraged to make the students to be more indulged in the academics. At the end of the semester, parents/guardians are informed of the student's performance. Attendance report is acknowledged to the parents/guardians to seek their full involvement in the student matters.

The Institute frequently arranges lectures /seminars/workshops on contemporary academic and social issues. Renowned scholars from Pakistan and abroad are invited to speak on a variety of topics.

Standard 4-1

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

The prerequisite courses are offered in a reasonable sequence that prepares the students to attain the program's defined outcomes and objectives.

- Courses are taught as per strategy and guidance provided by HEC.
- Subject courses are offered as per scheme of study of the department after approval of Academic Council of the university. Courses are offered by faculty trained in the relevant subject and as per their availability.

- Elective courses and minor courses are offered as per policy of HEC and University.
- Students are allowed to take courses in other programs on the basis of defined equivalency in course catalogue.

Students are allowed to take elective and specific courses on the basis of approval from the program managers.

Standard 4-2

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

Courses are designed according to the level and with the full cooperation of the faculty team and discussed before the starting of the semester. All faculty members communicate each other effectively with full sincerity and devotion along with the students. Students are encouraged to share their concerns and opinions without any judgments and criticism.

A representative is nominated in each semester for each course that monitors the progress of each semester.

Interactions with faculty members are carried out all through the office hours. This helps to get the ongoing feedback. The Class Representative (CR) and The Girl Representative (GR) meet with Head of Department and Program Coordinator at regular intervals.

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.

Orientation week is held before commencement of the session. Purpose of orientation is to acknowledge students about the program and coursework, requirements by in-charge program and DQA staff. Brief description and information is given to students as well the parents are asked to join the orientation to get the requirements and objectives of the program. In addition, a handbook of university requirements is given to students to consult policies as well.

Criterion 5: Process Control

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 Fall/Spring semesters.

Students who have completed the 16 years of education are eligible to appear in the admission test of the program. Admission is granted strictly on the basis of academic record, admission test and interview.

Students from accredited universities are eligible to transfer their credits to FURC. Students have to submit complete course curriculum and internal evaluation certificate of each subject from his/her previous institution duly signed by Dean/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 Department of the faculty 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 weightages or test contents are made.

Prescribed admission forms are available from the Office of the Manager Student Affairs and various locations notified in the advertisement. Online application form may also be downloaded from the university website www.fui.edu.pk. Applications are received after the appearance of advertisement in the national press.

Foreign students seeking admission in the University can submit their applications along with application fee through their respective Embassies/High Commissions.

The admission forms and salient features of the prospectus are also hosted on the website www.fui.edu.pk. The candidate may download the application form and mail it along with a challan of Rs.1300/- for inland and US$60.00 for expatriate/foreign candidates

Entrance Examination

Entry test will be held at FURC. No admission will be given without entry test

Selection Procedure

The applications for admission are reviewed by the Admission Committee. It is mandatory for all the applicants, to appear in the Entry Test. The candidate can apply only as Pakistani Resident or Expatriate/Foreigner. The applications to change the status from Pakistani to expatriate will only be considered if there are seats left in the Expatriate/ Foreign Category.

The relative weight-age of all the components of the Admission process i.e. the academic achievements in SSC, HSSC or its equivalent examination, and the Entry Test marks are added to determine the final merit.

The weight-age for calculation of the merit for MS program is as under: -

Benchmark	**Weightage**
BA/BSc/Equivalent	10%
MA/MSc/Equivalent	40%
Entry Test	50%

Verified Hafiz-i-Quran and NCC training shall get credit according to the Government admission policy.

The decision of the Admission Committee is irrevocable and non-negotiable. The authorities are not bound to explain the reasons for their decisions to the applicants, their parents or guardians.

Documents Submitted After Admission

A candidate, who is eligible for admission, must submit attested copies of the following documents (as indicated against each) along with the application form and the Deposit slip:

- SSC or equivalent foreign qualification certificate (one copy).
- HSSC or an equivalent foreign qualification certificate (one copy).
- BA/BSc or an equivalent foreign qualification certificate (one copy).
- Equivalence certificate (two copies) from Inter Board Committee of Chairmen, Islamabad (in case of foreign qualification)
- National Identity Card/Form B of the candidate (one copy).

- National Identity Card of Father/Guardian (one copy).
- Recent three colored photographs of the applicant.

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 allotted.

The following registration procedure is strictly followed at the beginning of each semester: The admitted student will be registered with FUI. A student shall be registered in the course(s) being offered by the University on the prescribed registration form and on CMS before or within one week of the commencement of the classes or as dates announced through notice board.

The form is available at the Students Affairs Office and Admission Office. The completed form should be submitted to respective advisor after the approval from the Head of the Department for onward submission to the office of the Student's Affairs.

The fee in full for the registered semester must be paid through payment slip to the Bank and a copy each to Student Affairs Office and Accounts Office.

Students not registered as above will not be allowed to attend classes. A student will not be enrolled for more than 18 credits in a semester. A student may register, with prior permission of the HOD for additional non-credit course(s) out of the prescribed course work. On successful completion of non-credit course(s), a mention will be made in the student's transcripts.

A student may add or drop course(s) or convert a credit course into a non-credit or vice-versa, within two weeks from the date of commencement of a semester on the recommendations of the teacher(s) and the HOD.

No registration or change of course(s) shall be allowed after three weeks from the date of commencement of the semester.

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.

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 Heads of Departments, 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.

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, Head of Department recommendations and with the counter signature of Director. The annual increment is based on the recommendations of the Head of department and Director.

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 Head of Department, Course Advisors 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 s/he maintains and extra efforts s/he makes to satisfy students' thirst for knowledge.

Performa number 5 (Faculty Satisfaction Survey – (Annexure-G)) 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 focuses on making improvements in the areas of weakness.

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 MS program is run on semester basis and at the end of each semester examinations are held to evaluate the students' progress in that semester. Qualified students are allowed to join next semester and this cycle continues till the end of 4th semester which is the final semester. At the end of 4th semester all students are required to submit their respective projects.

Student's final results are announced on the basis of projects results and examination results.

Requirements of this standard are met through three 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 (Annexure-F), Performa 7: Alumni Survey (Annexure-A) and Performa 8: Employer Survey (Annexure-H)) are extremely good instruments to measure the program outcomes.

Criterion 6: Faculty

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	No. of members of faculty in area	No. of faculty with PhD Degree
1	12 (Full Time) 17 (Part Time	5 (Full Time) & 07 Overall

Table 7: Faculty Distribution by Program Area

Standard 6-2

All faculty members must remain current in the discipline and enough 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, Annexure-D) once a year. This information is compared with the existing criterion set by university for the concurrency of the post.

All fulltime 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 member 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 and opportunity to attend workshops outside university is also provided to faculty, if required, to enhance their capabilities.

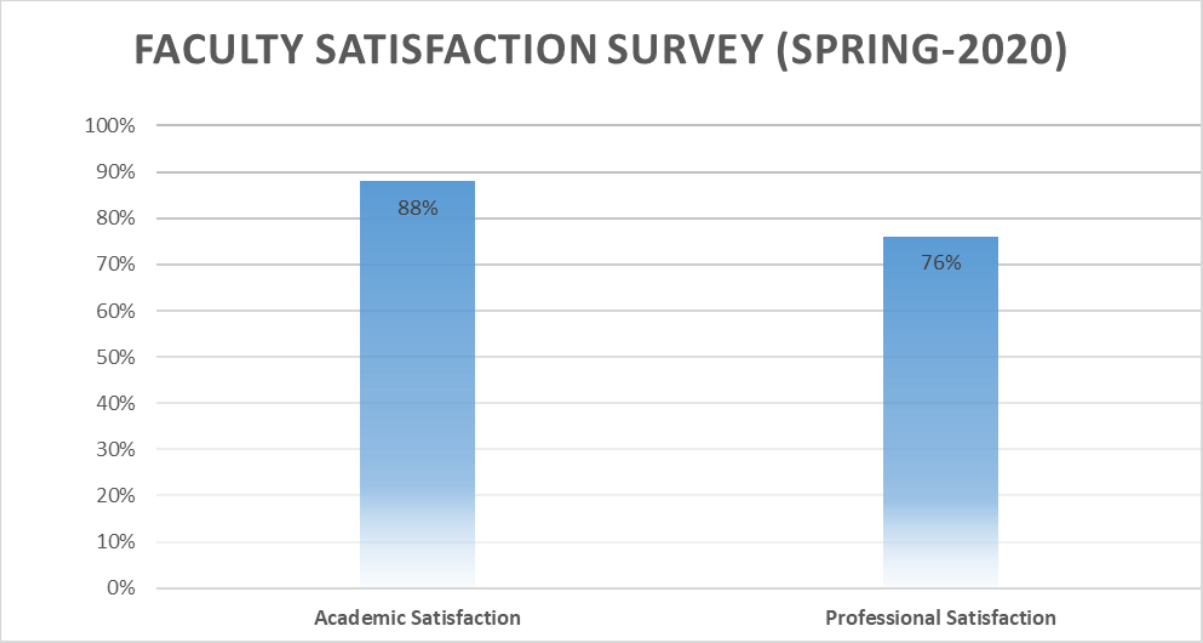
The university encourages the faculty to participate in research activities by providing them sufficient support within or outside university.

Standard 6-3

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

The faculty survey of the program using HEC Performa number 5 was conducted the results of faculty for this year is as under:

Category	Questions	Satisfaction	Overall
Academic Satisfaction	Clarity of Institution's Goals/Mission	92%	88%
	Your Interaction with students in and outside classroom	97%	
	Opportunities for research in your discipline and recognition of research accomplishment	77%	
	Whether the department is utilizing your experience and knowledge	88%	
Professional Satisfaction	Communications from/with peers and college leadership	90%	76%
	Administrative support from the department/college	82%	
	Adequacy of technological & multimedia instructional resources	80%	
	The cooperation you receive from the colleagues	95%	
	Recognition/appreciation of good teaching	71%	
	Opportunities for professional development	73%	
	Clarity about the faculty promotion process	55%	
	Salary and compensation package	55%	
	Job security and stability	62%	
	The mentoring available to you from seniors	79%	
	The overall Environment of the department	92%	



Criterion 7: Institutional Facilities

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. There are 65000 e-books on FURC digital library. Every student has been provided with user ID to access the e-learning resources from within the university library.

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.

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 provides opportunities to the students and faculty to obtain knowledge from their technical resources. The library is staffed with good number professionals to help students and faculty members to get access to required book or learning material efficiently.

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.

All faculty members have allocated cabins or workstations in air conditioned rooms; they are provided with CPUs and internet facility. Each faculty office is equipped with landline extension, printer and shelves. Stationery is allocated to each

faculty member on need basis. However, these facilities are not adequate. The operating systems provided to faculty have outdated software and slow functioning, and the internet connection is sketchy at best. There is only one printer for 12 faculty members, which is not sufficient. The cabins are not spacious, so it is difficult to entertain more than one student at a time, which is often necessary for supervisory duties.

Criterion 8: Institutional Support

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 favourable 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 member 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.

Standard 8-2

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

The university follows the guidelines of HEC for admission in this program. The number of under graduating students is approximately 207. Currently there are 5 full time Ph.D and overall 07 PhD Faculty. scholars in the department of English faculty.

Standard 8-3

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

Library at FURC holds more than 20816 books, 46 journals and magazines for all programs. Sufficient numbers of computers are available to be used by the students. Library is organized to accommodate more than 300 students (male, female).

FURC has Psychological laboratory which be used by the students to carry out desired psychological assessment, but it's not fully equipped. There is need for more updated psychological tests.

Computing facilities at FURC provide excellent platform to students to enhance their learning capabilities. There are computer laboratories in the campus, which are accessible to all students for their use.

Conclusion

BS English Program's self-evaluation report is a document of utmost importance since it highlights and pinpoints the pros and cons of the program. In order to develop an encouraging environment for the studies, the management is trying their best to upgrade the infrastructure. Moreover, the faculty is determined to give their very best to disseminate quality knowledge, introduce novel and effective teaching methods, and provide research exposure to the students. The current report has been made after rigorous assessment of the aforementioned program considering 9 criteria and 31 standards provided in HEC's Self-assessment Manual. The aims and outcomes of the program are evaluated. After evaluation, few weaknesses were detected including lack of space, equipment, and bursaries for postgraduate studies. On the other hand, aforesaid program has numerous positive points, for example, transparent admission process, rigorous research culture, critical thinking etc. It is also observed that the course contents of the courses are thoroughly planned before the start of a new semester.

Student support and advising was evaluated in Criterion 4. It is found that the Department of English tries its level best to provide ample opportunities to the students so that they can soar in their academic careers. Moreover, the department makes sure to get in touch with the students' guardians and constantly keep them apprised of the students' progress.

Process control was assessed in Criterion 5. The Department of English has a fair and rigorous process of selection of the new students. The department tries to provide academic counselling services to the students so that they can complete their studies within stipulated amount of time. It is also made sure that learning objectives match with the course outcomes. Criterion 6 deals with the faculty of the English Department. Currently, there are 13 faculty members in the department with seven of

them holding a PhD degree. Apart from devoted teaching, the faculty is doing remarkable in research-related activities. Since 2018, the faculty has published around 60 research articles in international and national journals.

Institutional facilities are assessed via Criterion 7. It is highlighted that there is a need of improvement regarding infrastructure of library, classrooms and faculty offices. Moreover, institutional support is assessed in Criterion 8. It is concluded that the institution provides ample support to endorse and improve academic, research, management, and leadership abilities.

Annex –A (Research Paper list)

Annex – B (Faculty Resume (HEC Format)