



Self-Assessment Report

PhD English

Department of English

فناؤنڈیشن یونیورسٹی اسلام آباد

FOUNDATION UNIVERSITY ISLAMABAD

2019-2020

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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.



Department of English (PhD English) 2019-2020

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 **PhD 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.

PhD English has been imagined as a full-time programme intended to hone the research skills of its scholars and turn them into expert researchers capable of producing scholarship and criticism of the highest level. The programme is also meant to give the scholars intense exposure to their chosen fields of study to make them experts in their area. This theoretical knowledge backed by practical skills of research is likely to yield good dividends in the form of proficient researchers.

Program Objectives

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

1. Equip the scholars with the theoretical and practical knowledge of research and advanced concepts in their chosen field to enable them to become experts in the selected areas
2. Enable the scholars to pursue independent research in their fields
3. Enable the scholars to supervise research work in their areas

Alignment of Program Objectives with Program & University Mission Statement

The objectives of PhD 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. Equip the scholars with the theoretical and practical knowledge of research and advanced concepts in their chosen field to enable them to become experts in the selected areas	Through assessment during the coursework	Continuous assessment and end of term evaluation	Faculty enhancement	Faculty enhanced
2. Enable the scholars to pursue independent research in their fields	Synopsis evaluation and Defense, Thesis Evaluation and Thesis Defense	During the coursework at the time of synopsis completion and thesis completion	Workload should not be a burden on scholars	Assignments and tasks staggered to make it easier for scholars
3. Enable the scholars to supervise research work in their areas	Thesis output, research publication	During the semester at the time of synopsis completion and thesis completion	Evaluators take time to evaluate the thesis	More experts included in the panel for faster evaluation and more expert feedback

Strategic Plan

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

Category or Area	Credit Hours
Core	3
Electives	15
Thesis	18
Total Credit Hours	36



Alumni and Employer Surveys were conducted to get their feedback. See Annexure A for cumulative results of Alumni Survey and See Annexure B for cumulative results of Employer Survey under different feedback categories.

Main Elements of Strategic Plan

Strategic plan for Ph.D English Program defines the overall layout of the areas/elements that are included in the program to impart education to the students at 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

The PhD English Programme is a full-time programme taught on campus. The programme allocates two semesters to the coursework of 18 credit hours. The third semester is used for sitting the comprehensive examination and appearing in the synopsis defence. PhD scholars will then undertake writing a dissertation and submit it within the maximum duration of the programme. The minimum duration of the programme is three years and the maximum duration is eight years without any possibility of extension.

Below is a summary of the duration of the PhD English programme

Course work:	18 Credit Hours
Comprehensive Examination and Synopsis:	One semester
Duration:	3 to 8 years
Credit Hours completed through Dissertation:	18
Total Credit Hours:	36

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

Assessment of the students for each course (other than dissertation) in the PhD programme will be carried out according to the following formula.

Sr. #	Assessment Tool	Marks
1.	Assignments, Projects, Presentations spread through the semester	30%
2.	Midterm examination of 1.5 hours duration	20%
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 Ph.D 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 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. Equip the scholars with the theoretical and practical knowledge of research and advanced concepts in their chosen field to enable them to become experts in the selected areas	✓	✓	✓	✓	✓	
2. Enable the scholars to pursue independent research in their fields	✓			✓	✓	✓
3. Enable the scholars to supervise research work in their areas	✓		✓	✓		✓

Outcomes for Graduated Students, Program Assessment, Measurable Objectives of the Program.

Alumni survey gives the outcomes of the program vs. program objectives. The outcomes have been measured through alumni surveys attached in annexure A



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

1. Graduating Student Survey (Not Available)
2. Alumni Survey (Not Available)
3. Employer Survey (Not Available)

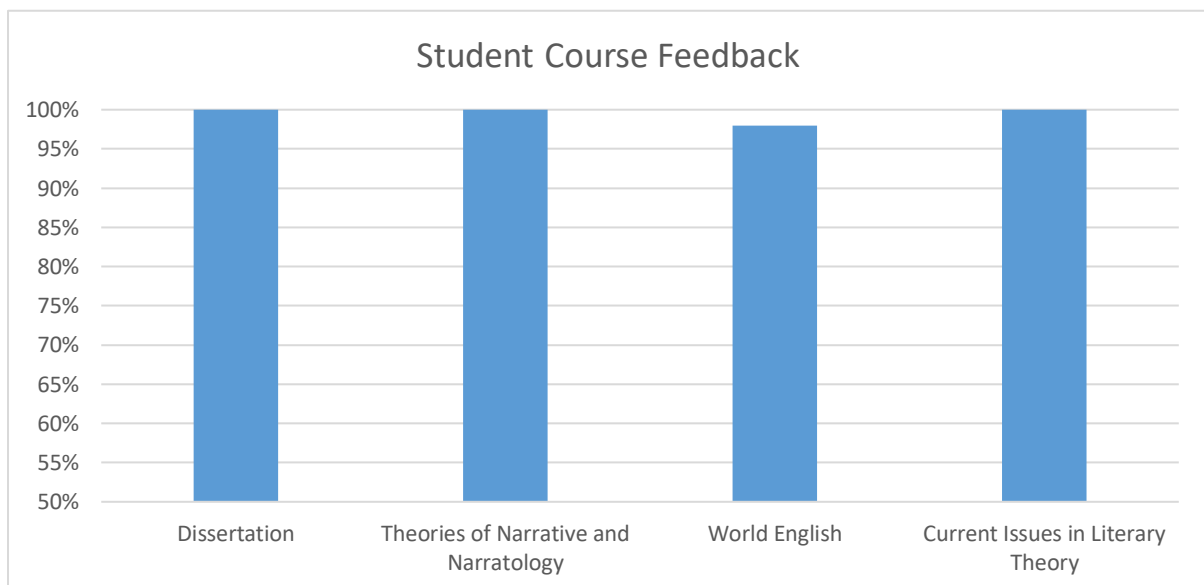
Standard 1-3

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.

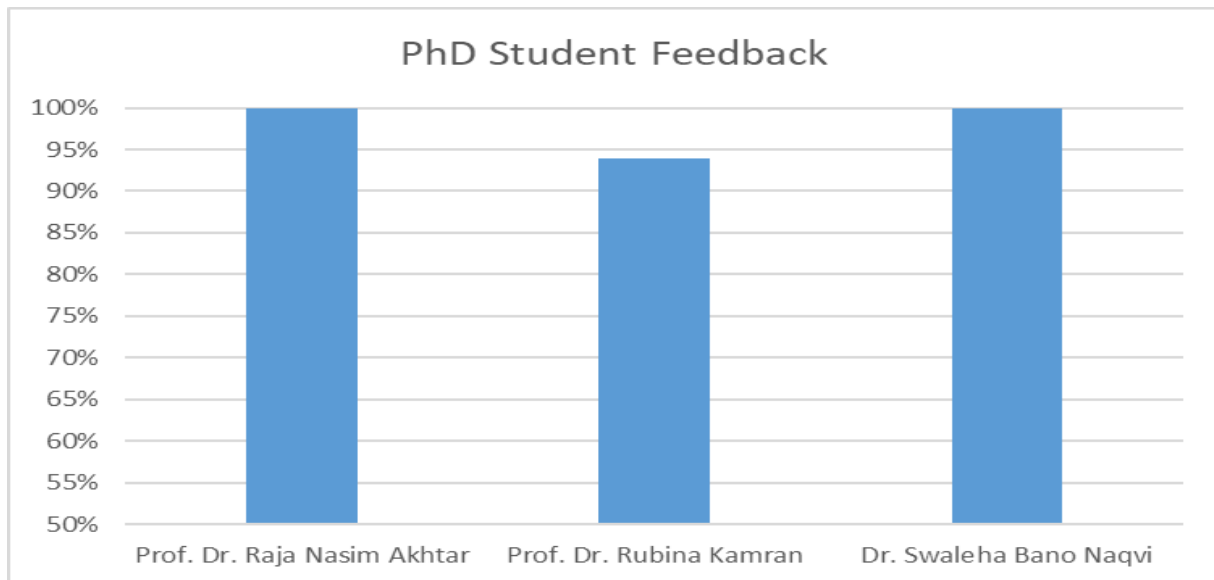
Student Course Evaluation

Faculty Member	Course Work	Feedback
Prof. Dr. Raja Nasim Akhtar	Dissertation	100%
Prof. Dr. Rubina Kamran	Theories of Narrative and Narratology	100%
Dr. Swaleha Bano Naqvi	World English's	98%
Dr. Amer Akhtar	Current Issues in Literary Theory	100%



Student Faculty Evaluation

Faculty Member	Feedback
Prof. Dr. Raja Nasim Akhtar	100%
Prof. Dr. Rubina Kamran	94%
Dr. Swaleha Bano Naqvi	100%
Dr. Amer Akhtar	98%



Major Future Program Improvement Plans

Ph.D English Program Strong and Weak Points

Ph.D 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:

Ph.D English Program Strong Points:

- Expert faculty
- Sound academic content
- Systematized procedures

Ph.D English Program Weak Points:

- Weak intake is hampering fast output
- Need more supervisors



Significant Future Development Plans

Significant future development plan for the program includes rectification of weaknesses and improvement in overall performance of the program. As per agreed views, lack of learning resources will be rectified by the induction of more learning material including books, magazines and journals in the library. The computer lab will be extended to accommodate maximum number of students by improving infrastructure. Enough funds will be allocated for research development. The classroom facilities will be improved over a period during the next financial year. Because of self-assessment, faculty management has decided to investigate the improvement areas for course syllabi that would help achieve program objectives more efficiently.

Standard 1-4

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

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

Enrolment	2018	2019	2020
PhD English	12	5	0

Student Faculty Ratio:

No Current Student

Average GPA per semester:

3.5 average GPA

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

PhD 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 PhD English Program.

Table: Curriculum Course Requirements

Category	Credit Hours in Semester								Total
	1	2	3	4	5	6	7	8	
Compulsory Courses									



General Education Courses									
Discipline Specific Foundation Courses									
Major/Core Courses									
Elective Courses									
Total									

Following is the List of Compulsory Courses

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

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 is 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

- 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

- 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

- 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

Scheme of Studies

The PhD English coursework will comprise courses of 18 credit hours, to be completed in two semesters, to be selected from the following list of courses.

#	Course Code	Course Title	Pre Requisite	Credit Hours
Core Courses				
1.	ENG8995	Advanced Seminar in Research	—	3
Elective Courses				
1.	ENG8026	Phonological Theory and Optimality	LIN 1011 English Phonology	3
2.	ENG8007	Syntactic Theory and Minimalism	LIN2021 Introduction to Morphology and Syntax	3
3.	ENG8061	Methods of Corpus Linguistics	LNx6053 Corpus Linguistics	3
4.	ENG8063	Corpus Stylistics	—	3
5.	ENG8004	Lexical Functional Grammar	—	3
6.	ENG8054	Language Policy and Planning	—	3
7.	ENG8001	Morphological Theories	—	3
8.	ENG8031	Computational Linguistics	—	3
9.	ENG8011	Conceptual Semantics	LIN2043 Introduction to Semantics	3
10.	ENG8015	Intercultural Pragmatics	—	3
11.	ENG8034	Cognitive Linguistics	—	3
12.	ENG8022	World Englishes	—	3
13.	ENG8028	Dialectology	—	3
14.	ENG8024	Anthropological Linguistics	—	3
15.	ENG8075	Current Issues in Literary Theory	LIT3053 Literary Theory	3
16.	ENG8071	Theories of Narrative and Narratology	—	3
17.	ENG8103	Shakespearean Studies	—	3
18.	ENG8101	Pakistani Literature in English	—	3
19.	ENG8104	Latin American Literature	—	3
20.	ENG8105	World Literature in English	—	3
21.	ENG8106	Post WW II Women Writers in English	—	3
22.	ENG8107	Cultural Translation	—	3
23.	ENG8108	Trends in American Literature	LIT4071 American Literature	3
24.	ENG8109	Emerging Genres in Literature	—	3
25.	ENG8991	Research Seminar	—	0
26.	ENG9999	Dissertation	—	18



Course Descriptions and Contents

Course Title: Advanced seminar in research
Course code: ENG. 8995

To equip that students to streamline their research writing by becoming better organised through employing the latest tools and software in word processing and data computation. The course is also meant to give the students an opportunity to hone their skills under guidance so that they hit the ground running when they start their dissertation.

COURSE CONTENTS

- Organising academic works
- Plagiarism and how to guard against it
- Microsoft Word tools for research
- Web-based tools for references
- Jstor, LexisNexis, Wiley, Project Muse, ebrary and similar databases
- Writing good problem statements
- Phrasing Research questions
- Theoretical framework and its significance
- Principles of literature review

Course Title: Phonological Theory and Optimality
Course code: ENG. 801

To enable the students to analyze and describe the phonology of a language within the various theoretical frameworks. The course is meant to enable the students to describe factors influencing sound change in a language and trace the development of stress and tone patterns in English. In addition the course aspires to equip the students to analyse phonological data from different languages.

COURSE CONTENTS

- Segmentation: segmental approach to stress
- The generative approach: basic principle
- Primary word-stress, multiple-stressed words, secondary stress
- Classification: approaches to the classification of vowels and consonants in the IPA vs. generative phonology
- Cyclicity: Phonological rules and cyclicity
- Lexical phonology and morphology: Ordering of phonological rules in English, theory of lexical phonology, morphological and metrical structures
- Metrical phonology of English: the basic concepts, basis of metrical theory, stress relations within words, stress rules and the phonological cycle, extrametricality
- Syllables and moras: syllable and sonority, the internal structure of the syllable, templates, ambisyllabicity
- Psycholinguistic evidence for syllable structure: word games and syllable structure



- Autosegmental phonology and morphology: Phonology with tiers, prosodic theory
- Constraint based approaches to phonology: phonotactic rules, prosodic morphology

Course Title: Syntactic Theory and Minimalism

Course code: ENG. 811

COURSE CONTENTS

- Generative Grammar: Some Fundamental Assumptions
- The Architecture of Government and Binding Theory
- Issues in GB Theory
- Introduction to Minimalism
- Issues in Minimalism
- Ellipsis
- Wh Movement
- Introduction to LFG
- Issues in LFG
- Syntax and Optimality Theory (OT)

Course Title: Methods of Corpus Linguistics

Course code: ENG. 813

The course equips the students with the theoretical knowledge and practice to seek corpus based solutions to major areas of applied linguistics. In addition to enabling the students to develop corpora in diverse fields the course attempts to enable them to design and conduct research based on corpora. The course also trains the students in critical evaluation of corpus-based solutions proposed by researchers.

COURSE CONTENTS

- Lexicography
- Grammars
- Ideology and culture
- Stylistics
- Forensic linguistics

Course Title: Corpus Stylistics

Course code: ENG. 815

Corpus stylistic research applies corpus methods to the analysis of literary texts, giving particular emphasis to the relationship between linguistic description and literary appreciation. This course involves the systematic and detailed annotation of a corpus of fictional and non-fictional narratives for speech, writing and categories of thought presentation, in order to throw light on discourse presentation theory and on how patterns of discourse presentation vary in three different narrative genres.

COURSE CONTENTS



- A corpus-based approach to the study of discourse presentation in written narratives
- The Leech and Short (1981) model
- Halliday's essay *Linguistic Function and Literary Style: An Inquiry into the Language of William Golding's **The Inheritors***
- Methodology: the construction and annotation of the corpus
- The annotation system
- An overview of speech, writing and thought presentation in the corpus
- Speech presentation in the corpus: a quantitative and qualitative analysis
- Writing presentation in the corpus: a quantitative and qualitative analysis
- Thought presentation in the corpus: a quantitative and qualitative analysis
- Specific phenomena in speech, writing and thought presentation
- Quotation phenomena
- Hypothetical speech, writing and thought presentation
- Ambiguity in speech, writing and thought presentation
- Case studies of specific texts from the corpus

Course Title: Lexical Functional Grammar
Course code: ENG. 817

The course is meant to provide the students exposure to explanation of language structure in other than Chomsky inspired syntactic ways. Lexical Functional Grammar is likely to help the students diversify in terms of their research.

COURSE CONTENTS

- Functional structure
- Constituent structure
- Syntactic correspondences
- Describing Syntactic structures
- Syntactic relations and syntactic constraints
- Beyond syntax: nonsyntactic structures
- Argument structure and mapping theory
- Meaning and semantic composition
- Modification
- Anaphora
- Functional and anaphoric control
- Long-distance dependencies
- Algorithmic issues

Course Title: Language Policy and Planning
Course code: ENG. 871

This course will help students gain an understanding of factors in public policy contributing to, and possible solutions to, language endangerment. The contents will be specified for the Pakistani context where English, Urdu and the regional languages are engaged in a turf war with strong advocates for each and even the courts weighing in on the policy.

COURSE CONTENTS



- Gender and Language Planning
- Frameworks of language planning
- Language Attitudes and Ideologies
- Language Rights
- Language and Ecology
- Language and Globalisation
- Language, ethnicity, culture and identity
- Language, nationalism and territoriality
- Researching and evaluating language policy and planning
- Language and education policy

Course Title: Morphological Theories

Course code: ENG. 819

The course discusses, compares and contrasts, and evaluates the major theories in morphology to help the students make more informed choices in their selection of theories for research and studies. The course brings together different theories with a view to allow the students to see each theory in relation with other theories. Understanding and evaluating the theories will also enable the students to understand linguists and their work better.

COURSE CONTENTS

- Amorphous Morphology
- Articulated Morphology
- Autolexical Syntax
- Categorical Morphology
- Distributed Morphology
- Lexeme-Morpheme Base Morphology
- Lexical Morphology and Phonology
- Natural Morphology
- Network Model
- Network Morphology
- Paradigm Function Morphology
- Prosodic Morphology
- Word Syntax

Course Title: Computational Linguistics

Course code: ENG. 823

With advancement in computer technology and the availability of powerful hardware coupled with easy access to corpora computational linguistics is no longer a luxury for the privileged. The course is meant to equip the students to undertake research in the field by familiarizing them with high level concepts in the field. The course discusses many of the core technologies and techniques used in computational linguistics, such as finite-state methods, context-free grammars and parsing, and semantics construction.



This course provides a broad introduction to computational linguistics with a particular emphasis on core algorithms and data structures.

COURSE CONTENTS

- finite-state automata and transducers
- computational morphology
- part-of-speech tagging and chunking
- context-free grammars, and parsing
- computational semantics
- lexical semantics
- grammar engineering
- applications that use computational linguistics: machine translation, search, information extraction

Course Title: Conceptual Semantics
Course code: ENG. 831

The approach can be characterized at two somewhat independent levels. The first is the overall framework for the theory of meaning, and how this framework is integrated into linguistics, philosophy of language, and cognitive science (section 1). The second is the formal machinery that has been developed to achieve the goals of this framework (sections 2 and 3). The general framework might be realized in terms of other formal approaches, and many aspects of the formal machinery can empirically motivated within any framework for studying meaning.

COURSE CONTENTS

Overall framework: Mentalism: reference and truth, Boundary conditions and comparison to other frameworks, Conceptual Structure and Spatial Structure; interfaces with syntax and phonology

- Major features of Conceptual Structure
- Tiers in CS
- Ontological categories and aspectual features
- Feature analysis in word meanings
- Spatial structure in word meanings
- Centrality conditions and preference rules
- Dot-objects
- Compositionality

Course Title: Intercultural Pragmatics
Course code: ENG. 833

The course offers the students insight into the relationship between linguistic, social/situational and cognitive dimensions of intercultural communication with a view to promoting the understanding of intercultural competence by focusing on theoretical and applied pragmatics. Enabling the students to critically examine case studies in the field is a key concern of the course as is familiarising the students with research method appropriate for the field.

COURSE CONTENTS



- Defining Intercultural Pragmatics
- Speech act theory, illocutionary force and indirectness
- Politeness theory
- Face-threatening acts
- Context: social/ cultural variables
- An Evaluation of Theoretical Accounts for the Acquisition of Pragmatic Abilities in a Second Language
- Methodology in Intercultural Pragmatics
- Miscommunication in intercultural encounters
- Language, culture and cognition in communication

Course Title: Cognitive Linguistics

Course code: ENG. 835

The aim of the course is to familiarise students with the theoretical rudiments of cognitive linguistics. The scope of the course embraces such topics as the origins of cognitive linguistics, cognitive linguistics vs. Chomsky's Generative Grammar, construal, iconicity and perspective, space, landmarks and trajectors, spatial relationships and image schemata, conceptual metaphors, frames, categorization and prototypes, mental spaces.

COURSE CONTENTS

- Prototype theory
- Color terms, folk taxonomies
- Metaphors
- The conceptualization of events: Figure and ground, Frame semantics
- Linguistic relativity
- Demonstratives
- Cognitive approaches to grammar
- Idioms and constructions
- Prototype effects in grammar
- Idiomatic constructions in English

Course Title: World Englishes

Course code: ENG. 841

The course explores the emergence of Global Englishes and the increasing use of English as a world lingua franca. It examines the various concepts and theories developed in academia to account for the unprecedented global expansion of English. An initial discussion of language variation, contact and change will pave the way for a discussion of English-based varieties and Global English(es) and their issues such as standards and norms, the native-speaker ideology, and the educational and economic implications of these debates for the teaching of English in the world today. The course will also look at multilingualism and English. Some case studies of international varieties of English will be presented in class.

COURSE CONTENTS

- Variation and change: accents, dialects and Global Englishes
- Language contact
- Pidgins and creoles



- Standards and norms in Global Englishes
- Current debates and issues in World Englishes
- The global use of English in education and its implications
- Globalisation and Global English(es)
- Multilingualism in Europe and English
- Global Multilingualism and English(es)
- Case studies
- Future of (Global) English(es)

Course Title: Dialectology
Course code: ENG. 843

This course offers an intensive, advanced-level survey of dialectology focussing both theory and practice. The course traces the evolution of dialectological theory and methodology from the 19th century to the present. This is combined with a practical project requiring the students to design, implement and analyse dialectological research.

COURSE CONTENTS

- Dialect geography and the Atlas tradition
- Structural dialectology
- Generative dialectology:
- Perceptual dialectology:
- Quantitative methods and dialectometry
- Geolinguistic spatial diffusion
- Leveling, convergence and standardization

Course Title: Anthropological Linguistics
Course code: ENG. 845

The course begins with an overview of anthropological linguistics and establishes its relation with particularly sociolinguistics, and its place in the larger field of anthropology. It then discusses language as action and performance, looking at communicative events, speech acts, and speech genres. It also discusses the relationships between multiple languages in multilingualism, code- and register-switching, and hybrid languages. Examination of how language relates to gender, class, and other social distinctions which involves looking at language ideologies, or ideas and attitudes people have about language, especially how different forms of language are understood to represent class, nation, religion, moral qualities, is part of the course.

COURSE CONTENTS

- What is language? What is linguistic anthropology?
- Language, thought, and culture: Sapir/Whorf and Alternatives
- Speech as social action: Performance and face-to-face encounters
- Social distinction: class, race, and gender
- "Heteroglossia": Social languages, dialects, registers, and code-switching
- Language ideologies, nation, and the politics of language



- Digital communication and society

Course Title: Current Issues in Literary Theory

Course code: ENG. 851

The course builds on the students' previous knowledge of literary theory and offers a detailed insight into the current issues in the field of literary theory. The course particularly focuses on the debate surrounding the alleged demise of postmodernism that gives give way to new explanations of the globalized world. The major aim of the course is to equip the students with the latest trends of thought so that they can interpret literary works in the light of contemporary literary theories.

Course Content

- Deconstruction
- Semiotics
- Postmodernism
- Supplanting the Postmodern: Alter-modernism or Digimodernism
- Application of literary theory on selected works

Course Title: Theories of Narrative and Narratology

Course code: ENG. 853

The course offers the students a look at various narratological models and gives them practice in applying these models to literary texts. For too long studies in literature have remained centred on the thematic concerns of the texts. The course aims to provide the students with the knowledge base to diversify their scholarship into looking at the way the narratives are constructed in literary texts.

Course Content

- Historical overview
- Analysis of narrative structure
- Structural analysis of narratives
- Logic of narrative possibilities
- Post-Structuralist narratology
- Applied narratology
- Theories of self referentiality and intertextuality
- Theories of reception, story and narration, action or fabula, enunciation, authorship
- Contemporary narratology

Course Title: Shakespeare Studies

Course code: ENG. 861

Shakespeare hold a distinguished place among playwrights and merits special attention. The course is meant to offer an incisive and detailed look at Shakespeare's representative works in the sub genres of tragedy, comedy and tragicomedy. The course will help students appreciate Shakespeare and use his works as a reference point for their understanding and discussion of later drama. Shakespeare as a poet too demands attention and his key poems will be part of the course.



COURSE CONTENTS

- Selection from
 - *The Tempest,*
 - *All's Well that Ends Well,*
 - *As You Like it,*
 - *Twelfth Night,*
 - *Richard III,*
 - *Romeo and Juliet,*
 - *Troilus and Cressida,*
 - *Julius Caesar Venus, and*
 - *Adonis*

Course Title: Pakistani Literature in English
Course code: ENG. 863

This course focuses contemporary Pakistani Anglophone fiction written by an array of (second-generation) writers of Pakistani origin. Some of the fiction deals with the issues and concerns of the South Asian/Pakistani diasporic communities in the UK and the US, whereas others tend to focus on the complexities of Pakistani class and culture as well as situate contemporary Pakistan in a global context.

COURSE CONTENTS

- Kamila Shamsie, *Kartography* (2002), *Burnt Shadows* (2009)
- Mohsin Hamid *How to get Filthy Rich in Rising Asia* (2013)
- Uzma Aslam Khan, *Trespassing* (2003), *The Geometry of God* (2008), *Thinner than Skin* (2012)
- H.M Naqvi, *Homeboy* (2009)
- Nadeem Aslam, *The Wasted Vigil* (2008), *The Blind Man's Garden* (2013)
- Mohammed Hanif, *A Case of Exploding Mangoes* (2008)
- Qaisra Shahraz, *The Holy Woman* (2001), *Typhoon* (2003)
- Maniza Naqvi, *Mass Transit* (1998)
- Bina Shah, *Slum Child* (2010)
- Aamer Hussein, *The Cloud Messenger* (2011)
- Jamil Ahmed, *The Wandering Falcon* (2011)
- Ali Sethi, *The Wish Maker* (2009)
- *Dragonfly in the Sun—50 Years of Pakistani Writing in English* (1997)

Course Title: Latin American Literature
Course code: ENG. 867

There has been a recent focus on Latin American writers in the English speaking world and the course is an outcome of this. The course familiarizes the students with the thematic and stylistic concerns of the Latin American writers. The backdrop of despotism and the unique political climate of Latin America and the way it contributes to shape the literary works are a key concern of the course.

COURSE CONTENTS

- Jorge Luis Borges *The Aleph and Other Stories*



- Gabriel Garcia Marquez *Love in the Time of Cholera*
- Pablo Neruda *The Essential Neruda: Selected Poems*
- Octavia Paz *Collected Poems*
- Roberto Bolano *The Romantic Dogs*
- Paulo Coelho *The Winner Stands Alone*
- Mario Vergas Llosa *The Bad Girl*

Course Title: World Literature in English
Course code: ENG. 868

With the globalization of the economic dimension of world affairs has come a globalization of literature. This course is an outcome of this reality where literature in English is no longer the domain of native speakers of English but has spread across territorial boundaries to all parts of the world. So many of global awards in literature have been given to writers from parts of the world where English is not a native language and this shows the importance of studying literature in English from across the world. The course brings to learners literature in English from various regions of the world and requires the students to discuss the literature thematically, stylistically and in the light of literary theory beside comparing it with the literature of the native English writers.

COURSE CONTENTS

- Comparative thematic analysis
- Comparative stylistic analysis
- Andre Brink *Looking on Darkness*
- Rolando Hinojosa-Smith *We happy Few*
- Ekaterina Sedya *The House of Discarded Dreams*
- Jorge Luis Borjes *In Praise of Darkness*
- Orhan Pamuk, *My Name is Red* (2002)
-

Course Title: Post WWII Women Writers in English
Course code: ENG. 869

The course is meant to bring into focus female writers who despite their enormous contribution to the English literary tradition have gone relatively unnoticed in the academic context. The course guides the learners to literary works of female writers across genres to familiarise them with the thematic concerns and stylistic choices of the female writers.

COURSE CONTENTS

Harper Lee *Go Set a Watchman*

- Zora Neale Hurston *Their Eyes were Watching God*
- Doris Lessing *The Grass is Singing*
- Toni Morrison *Playing in the Dark: Whiteness and the Literary Imagination*
- Maya Angelou *Poems*



Course Title: cultural Translation

Course code: ENG.855

The course looks at the issues in translation of literary and non-literary texts. It is particularly concerned with the way translations deal with retaining the meaning including the ideology of the original text. Emphasis is laid on the cultural and cognitive factors that are involved in translating works. The course is an attempt to pave the way for later research and practical work in the area of cultural translation.

COURSE CONTENTS

- Moving beyond the equivalence relation
- Susan Bassnett
- André Lefevere
- *Translation - History - Culture*
- gender studies
- cannibalism
- post-colonialism
- cultural studies
- Bhabha's *The Location of Culture*

Course Title: Trends in American Literature

Course code: ENG.864

American literature has shown great vivacity and dynamism after the world war and the course attempts to offer the students a taste of this vitality of American literature. The course focuses the trends in American literature and brings in literary works only to point out the features of the trend and to highlight the move away from the old.

COURSE CONTENT

- Rise of the religion-based fiction
- Nationalism after 911
- Surveillance and freedom of expression
- Rise of diaspora literature
- Popularity of Counter-discourse
- Revival of short story
- Emergence of Short short/ sudden fiction
- The place of film in the literary tradition
- Contemporary American feminist discourse
- The Americanization of literary theory
- The place of literary theory in literary tradition
- Regionalism in literature



Course Title: Emerging Genres in Literature

Course code: ENG.865

The course is meant to offer a look at the move away from print publishing and other constraints of conventional publishing. With the profusion of the Internet and the digitization of the world culture literature too has charted new paths to become interactive, more intertextual, boundary-free. The rise of the social media inspired literature and visual narratives are also worthy parts of the course.

COURSE CONTENT

- E-literature
- Twitterature
- Newspaper Blackout Poetry
- Stir-fry fiction
- Visual narratives
- Interactive literature

Course Title: Dissertation

Course Code: Inx. 900

As per HEC requirements



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			✓	✓

Standard 2-2

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

Elements	Courses
Theoretical background	1-24
Problem analysis	1-24
Solution design	1,25,26

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
PhD English	Thesis	-	-	-	15	-	-	18

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

Any IT requirement for research is catered to in research seminar.

Standard 2-7

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

It is a high-level English program and proficiency is an entry requirement.

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. Counselling 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 coloured 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.

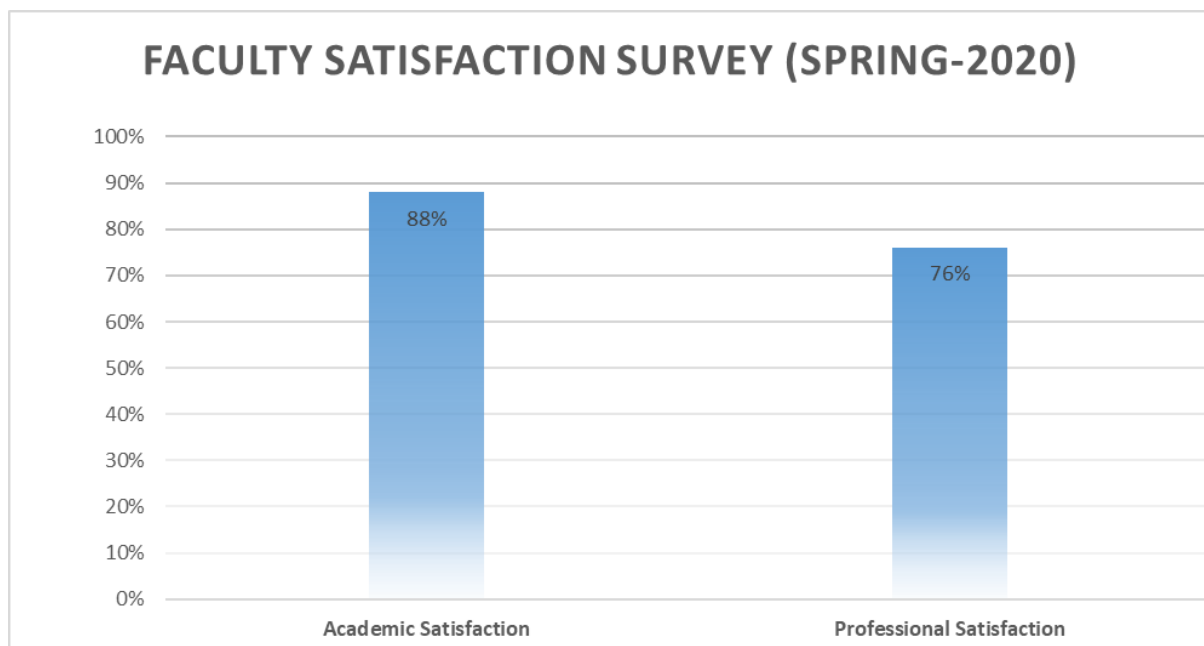
The faculty survey of the program using HEC Performa number 5 was conducted the results of faculty for this year is as under:

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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 approx. 31. Currently there are 07 Ph.D. 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

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))