

**UNIVERSITY OF KARACHI**

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**Department of English  
University of Karachi**

**Self-Assessment Report  
M.A (Literature) Programme (2014)**

Submitted to

**Quality Enhancement Cell, University of Karachi**

**SELF ASSESSMENT TEAM**

- *Prof Dr Kaleem Raza Khan*

**PROGRAMME TEAM**

- *Ms Shumaila Shafket Ali*
- *Ms Huma Shakir*
- *Ms Nishat Waseem*

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## ***AN INTRODUCTION***

### **HISTORY OF THE DEPARTMENT**

The department of English was established in 1955. Dr. Muhammad Ahsan Farooqui was the first head of the department. The department was located in Shivjee Murarji building in Nanakwara. Later in January 1960 when the university moved to its present location, the department was housed on the first floor of the Old Block in the faculty of Arts. Professor Dr. Ahsan Farooqui was the first head of the department of English. Prof. Dr Ali Ashraf, Prof. Maya Jamil, Prof. Dr Muzaffar Hussain and Prof. Dr Kalim-ur-Rahman were among notable chairpersons. The department offers masters programme in both English Literature and Linguistics in the Morning as well as Evening.

### **CAREER OPPORTUNITIES**

Students of the department of English have entered a variety of vocational fields. Some of these fields are: CSS, Advertising, Media (T.V, Radio, Newspapers, Magazines, etc.) Banking, Business, Teaching, Educational Administration, Research, Translation, to mention only a few. Excellent job opportunities are available for the students of English department in the country and abroad.

## **Criterion 1**

### **Programme Mission, Objectives and Outcomes**

## **Criterion 1- Programme Mission, Objectives and Outcomes**

### **Mission Statement of the department:**

The mission of the department is to inculcate linguistic and literary competence in students, to develop critical thinking, and to train them to become competent professionals. The department also aims to promote research culture and prepare students to effectively participate in a global community. The department strives to promote group work so that the students can work in collaboration with others.

### **Standard 1.1: Programme Mission & Objectives of (M.A) Literature:**

The objective of the M.A Literature programme is to develop and enhance literary sensibility and critical understanding of different literary genres and how they reflect the literary, cultural and socio-historical context in which they are produced. The overall objective of the programme is to inculcate humanistic values through literature to foster tolerance, understanding and empathy, thereby enabling the students to make meaningful contributions in a globalized world.

**Standard 1.2: The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.**

## **1.2 PROGRAM OUTCOMES**

**By the end of the M.A (Literature) students are able to:**

- interpret different literary genres
- engage in critical debate
- show independence of thought
- exercise critical judgment and produce critical discourse

### **Strengths and Weaknesses of M.A (Literature) Program**

- i) Strengths:** The programme is designed with a view to provide the students with firm grounding in the canonical English literature and a strong grasp of contemporary developments in literary studies around the world. The programme incorporates such traditional courses as Elizabethan drama, Romantic poetry and Victorian literature along with such advanced courses as literary theory, postcolonial theory and training in literary research. It also includes World Literature in translation and South Asian Literature to give students understanding of literature from around the world and from within their own literary context.
- ii) Weaknesses:** The programme currently does not provide any credit/noncredit literary courses to help students whose language proficiency is weak. Literary pedagogy and contemporary literature are also missing.
- c) Future Development Plans:** The Syllabus Revision Committee has started working to fill in the gaps by making room for the courses that can be incorporated in the M.A(Literature) programme.

### Standard 1.3: Overall Performance Using Quantifiable Measures

Most of the students who get enrolled in the M.A (Previous) are unable to pass all the courses because of their limited linguistic proficiency in English. Some of them join the department assuming that they will get a chance to learn English without realizing that they need to have sufficient literary and linguistic competence to cope up with the courses they are required to study in M.A (Previous). Because of the absence of admission test in the past many such students got admission, who, did not deserve to be in the department. Such a situation is not only frustrating for the teachers but the students also feel equally frustrated and are disoriented. Every semester there are quite a few students who fail to pass all the courses and appear as repeaters the following year. Not all the students appearing as repeaters manage to pass the exam.

Out of six students who appeared as repeaters in M.A (Previous) Fiction, only one student passed. Only **48%** students in M.A (Previous) passed all the papers of the first semester. It is not possible to do the same calculations for the results of the second semester as one of the teachers has not submitted the result of one of the courses she taught to M.A (Previous) in the second semester. Despite several reminders from the Registrar and the Chairman, the results have not been submitted yet.

The situation is better in the final year Literature. In M.A (Final) Literature, **61%** students managed to pass all the papers in the first semester, while in the second semester the percentage of students passing all the papers is **94%**.

In order to resolve the issue of students' unsatisfactory performance in M.A (Previous), the department has succeeded in getting the entry test rule passed in the Academic Council as a result of which M.A admissions will be based on the results of the entry test from 2015 onwards.

### Standard 1.4: The department must assess its overall performance periodically.

#### a) Student Enrolment in M.A (Previous)

Year	M.A (Previous)	M. A (Final) Literature	M.A (Final) Linguistics	Total
2014	44	16	8	68

- b) Student/faculty ratio: **22:1**  
c) Duration of the M.A (Literature) Programme **(2 years)**  
d) The minimum student grade point (CGPA): **1.4**  
The average student grade point (CGPA) **2.8**



**e) Employers' Satisfaction**

The employers we contacted have not expressed a very high opinion of our graduates, which of course, cannot be generalized as the ones working under them may be those who did not have very good performance even during their university life. However, the employers' feedback is significant in the sense that they have highlighted a few areas that we need to work on to improve the performance of our future graduates. According to the employers who filled the survey form, the graduates of English department lack good communication skills, leadership qualities and report writing skills. They have also identified gaps in our graduates' time management abilities, as they are unable to meet deadlines.

**f) Faculty Satisfaction:**

Since the faculty satisfaction survey was not conducted, not much can be said about the teachers' opinion. However, in the department meetings the teachers often complain about the lack of facilities in the department.

**g) Research Activities:**

The department of English has 18 teachers, including 1 Professor, 2 Associate Professors, 8 Assistant Professors, and 7 Lecturers. Out of the 18 faculty members, 3 are on study leave. Currently, the research output is inadequate, but it is hoped that the department will be able to enhance its research output in the near future. The Chairman of the Department of English has made a plan for introducing fortnightly research seminars in 2015 to promote research culture in the department.

**CRITERION-2**

**CURRICULUM DESIGN AND ORGANIZATION**

## Criterion-2 Curriculum Design and Organization

### Programme of Studies offered

#### MORNING PROGRAMME

- B.A. (Honours) 3-Year
- M.A. (Previous)
- M.A. (Final) English Literature.
- M.A. (Final) English Linguistics
- M. Phil and Ph. D. Programmes are also offered and a number of people are working for their higher degrees in the Department of English.

#### EVENING PROGRAMME

- B.A (Honours) 3-Year
- M.A. (Previous)
- M.A. (Final) English Literature
- M.A. (Final) English Linguistics

All the courses are organized on a credit hour system. Each course is of 3 credit hours. Attendance requirements are strict: 75% attendance in each course is required. In case of attendance that is less than 75 and above 60%, students are required to pay fine per course to be able to sit for the final semester examinations. There is a bi-annual semester system i.e. there are two semesters in each year.

- **Following are the course titles of the M.A Literature programme:**

#### **M.A (Previous)**

	<b>Paper I</b>	<b>Paper II</b>	<b>Paper III</b>	<b>Paper IV</b>	<b>Paper V</b>
<b>Semester I</b>	511: English Drama (Elizabethan age to the 18 <sup>th</sup> century)	521: Poetry (late Medieval to 17 <sup>th</sup> century)	561: Critical Approaches to Literature	541: Fiction (early novel upto The 19 <sup>th</sup> century)	551: history of Eng Lit (Anglo-saxon to Mid-eighteenth century)
<b>Semester II</b>	512: English Drama (the 19 <sup>th</sup> to the 20 <sup>th</sup> century)	522: Poetry (18 <sup>th</sup> century to early Romantics)	562: Critical Approaches to Literature	542: Fiction: The modern novel	552: History (Restoration to the 20 <sup>th</sup> century)

### M.A (Final) Literature

	Paper I	Paper II	Paper III	Paper IV	Paper V
<b>Semester I</b>	611-LTC: traditional Literary criticism	621: Poetry (19 <sup>th</sup> century themes and concerns	661: World Lit in translation	641: Research Methodology	651: Am. Lit (up to the 19 <sup>th</sup> century)
<b>Semester II</b>	612: LTC (modern & contemporary criticism)	622: Poetry (20 <sup>th</sup> century) Experiments and innovations	662: South Asian Literature in English	642: Dissertation <b>Or</b> 672: Shakespeare 682: Post Col. Literature	652: American Literature (modern & contemporary)

#### Standard 2.1 Correlation of Courses with Objectives for M.A (Literature) Programme

The following table manifests how the program content (Courses) meets the Program Objectives:

Courses	Programme's Objectives			
	1	2	3	4
Major Courses (M.A Previous)	511,512, 521, 522, 541, 542, 551, 552	511,512, 521, 522, 541, 542, 551, 552, 561, 562	511,512, 521, 522, 541, 542, 551, 552, 561, 562	511,512, 521, 522, 541, 542, 551, 552, 561, 562
Major Courses (M.A Literature)	621, 622	611, 612, 621, 622, 641, 651, 652	611, 612, 621, 622, 641, 651, 652	611, 612, 621, 622, 641, 651, 652
Elective Courses		661, 662, 672, 682	661, 662, 672, 682	661, 662, 672, 682
Practical (Field and Lab)				
Thesis/Dissertation		642	642	642

#### Standard 2.2: Theoretical background, problem analysis and solution design must be stressed within the programme's core material.

The following table indicates the elements covered in core courses:

Elements	Courses
i) Theoretical Background	All courses offered by the Department
ii) Problem Analysis	All courses of the Department Elective Courses Internships/Thesis/Dissertation
iii) Solution Design	All courses of the Department Elective Courses Internships/Thesis/Dissertation

**Standard 2.3: Mathematics and Basic Sciences Requirements**

Not Applicable

**Standard 2.4: The curriculum must satisfy the major requirements for the program, as specified by the respective accreditation body/council.**

The Department follows HEC requirement for each Degree Program in English approved by The Board of Studies, Board of Faculty and Academic Council.

**Standard 2.5: Maths and Basic Sciences, Engineering Topics, General Education**

Not Applicable

**Standard 2.6: Information Technology Content Integration Throughout the Programme**

The nature of some of the courses offered in both M.A Final Literature and Linguistics is such that it requires the use of internet to search for the relevant research studies.

**Standard 2.7: Oral and written communication skills of the students must be developed and applied in the programme.**

Although there is no special course in the M.A programme to develop oral and written communication skills of students, the courses in the M.A programme are designed in such a way that the students are able to polish their reading and writing skills. However, there is a need to incorporate presentations to polish students' oral communication skills.

**CRITERION-3**

**LABORATORY AND COMPUTING FACILITIES**

### **CITERION-3:           Laboratory and Computing Facilities**

#### **Computer Facilities**

The department has one computer lab with internet facility for the teachers and students. The internet facility is also available in the offices of teachers. Those teachers who have placed a personal computer or bring their laptop to their office avail themselves of the opportunity to use internet.

**Standard 3.1: Laboratory manuals/ documentation instruction for experiments must be available and readily accessible to faculty and students**

Not Applicable

**Standard 3.2: There must be adequate support personnel for instruction and maintaining the laboratories**

Not Applicable

**Standard 3.3: The University computing infrastructure and facilities must be adequate to support program's objectives**

#### **i) Computing Facilities**

The Department of English does not have adequate computer facilities/ services and administrative staff to support its faculty, students and staff in their academic and administrative activities. There is only one computer lab which is also used for both morning and evening classes because of the shortage of classrooms.

#### **ii) Multimedia**

The Department of English does not have the facility of multimedia, as a result of which students cannot be trained to give power point presentations. There is only one overhead projector which is often utilized for presentations.

#### **iii) Internet**

Internet facility and a connection with main communication network of the University is available.

**CRITERION-4**

**STUDENT SUPPORT AND ADVISING**



#### CRITERION-4 STUDENT SUPPORT AND ADVISING

**Standard 4.1: Courses must have been offered with sufficient frequency and number for students to complete the program in a timely manner.**

Students of the Department of English are provided adequate support to complete the program in a timely manner and have ample opportunity to interact with the teachers to receive timely advice about the program requirements and career development.

**Departmental Strategy for Offering Courses:**

The department of English offers courses for B.S, B.A (Hons), M.A (Literature), M.A (Linguistics), M. Phil (Linguistics) and M. Phil (Literature) programmes. The department sets its own time table for M.A (Literature), M.A (Linguistics), M. Phil (Linguistics) and M. Phil (Literature) programmes. The time table is strictly followed to complete the syllabus. Below are the details of the number of hours allocated to M.A (Literature) programme:

Program	Classes per Week	Research Guidance
M. A (Literature)	15	3 classes per week

**Standard 4.2: Course in the major must be structured to ensure effective interaction between students, faculty and teaching assistants.**

Course allocation is made in the meeting of the faculty members. The chairperson presides over the meeting. The teachers of English department believe in interactive classrooms which provide enough opportunities to students for classroom participation. Besides classroom interaction, students and teachers get a chance to interact with each other in meetings of the Social interest groups that students run in the department with the help of the Student Advisor and some other faculty members. A number of social and co-curricular activities are organized under the supervision of the Chairman and the Student Advisor. Shakespeare’s day is celebrated at the department level every year in which students get a chance to display their creative genius.

- **Following are the SPECIAL INTEREST GROUPS (SIGs) working at the Department Level:**
  - ***The Sharafat Ali Cassette Library for Blind University Students:*** This is a library for blind students of the university which is housed in the English Department.
  - ***Shakespeare Association of Pakistan:*** An academic society, the Shakespeare Association of Pakistan is run by various members of the staff.
  - ***Creative Writing SIG:*** This Club meets fortnightly. Students read out and discuss self composed poetry or prose.

- ***The Book SIG:*** The main aim is to share and thus encourage out of course reading.
- ***The Dramatics SIG:*** The main aim of this SIG is to provide a platform to the students to bring out their creative abilities.

**Standard 4.3: Guidance on how to complete the program must be available to all students and access to academic advising must be available to make course decisions and career choices**

The Student Advisor of the Department of English provides guidance and counseling to students regarding their academic and professional career. The students can also consult other faculty members for guidance regarding their career opportunities. Sometimes the alumni are invited to share their work experience and provide counseling to students for choosing a profession for themselves.

**CRITERION-5**  
**PROCESS CONTROL**

## CRITERION-5 PROCESS CONTROL

**Standard 5.1: The process by which students are admitted to the program is based on quantitative and qualitative criteria and clearly documented.**

### **ADMISSION CRITERIA FOR THE DEPARTMENT OF ENGLISH:**

<b>Class</b>	<b>Seats</b>	<b>Required Eligibility</b>
<b>M.A</b>	<b>40</b>	i. Graduation with at least 45% marks in Elective English
		ii. Graduation with at least 55% marks in Compulsory English
<b>Note:</b> i. Admission will be given according to above order of priority.		
ii. Candidates with Functional English are not eligible for admission.		
iii. Candidates who fulfill the requirements mentioned above will be required to appear in the entry test. Admission in M.A programme will be given on the basis of success in the entry test from 2015 onwards.		

### **EVALUATION & GRADING SYSTEM:**

The M.A students are assessed and evaluated following criterion-referenced method. The minimum requirement to qualify in the M.A programme is 45%. Marks ranging from 45 to 59 indicate second division, whereas 60 or above 60% marks indicate first division.

**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 M.A (Previous) students have the choice to specialize in Linguistics or Literature in the final year. In order to encourage active participation from students, assignments, classroom tests and research-oriented tasks are given to students.

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

HEC rules with approval by the University Syndicate are applied for appointment.

## **Appointments/ Promotion Procedure**

### **Basic Pay Scale (BPS)**

Appointments are based on HEC rules given below.

#### **a. Lecturer (BPS- 18):**

- Master's Degree (first Class) in the relevant field with no 3<sup>rd</sup> division in the Academic Career. Only HEC recognized degrees are considered.
- Condition of 3<sup>rd</sup> division shall not be applicable in the qualification of appointment as lecturer provided that the candidate holds a higher degree viz. M.Phil/ Ph.D. or equivalent degree with no more than third division in entire academic career.
- Candidate with 2<sup>nd</sup> division in the Master's degree but holding higher degree i.e. M. Phil/Ph.D. or equivalent degree with 18 years of education may be considered.

#### **b. Assistant Professor (BPS- 19):**

- Ph.D. in the relevant field. No experience required.

**OR**

- Master's degree (Foreign) or M. Phil or equivalent degree awarded after 18 years.
- 4 years teaching/research or professional experience in a recognized university or postgraduate institution in the relevant field in a national or international organization.

#### **c. Associate Professor (BPS- 20)**

- Ph.D. in the relevant field.
- 10 years teaching/research experience in an HEC recognized University or a postgraduate institution or professional experience in a national or international organization.
- 10 research publications in internationally abstracted journals recognized by HEC/ BASR, University of Karachi.

#### **d. Professor (BPS-21)**

- Ph.D. in the relevant field.
- 15 years teaching/research experience in an HEC recognized University or a postgraduate institution or professional experience in a national or international organization.
- 15 research publications in internationally abstracted journals recognized by HEC/ BASR, University of Karachi.

### **Professional Experience:**

Professional experience required for appointment on teaching positions (Assistant Professor, Associate Professor and Professor) would be determined as per following criteria:

(Note: experience of working in grade 17 or equivalent will be counted)

**Standard 5.4: The process and procedure 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.**

**1. Process to ensure teaching and delivery of course material:**

- a) An effort is made to strictly follow the timetable. In case of internal changes in the timetable, the Chairman has to be reported.
- b) The students have the freedom to talk to the Chairman in case of any issue related to the courses being taught.
- c) Students are given feedback on their assignments so that they can overcome their weaknesses and further refine their work.
- d) Reading packs for some of the courses of Literature and all the courses of Linguistics are made available for students and in order to ensure that students read the material, some teachers also use continuous assessment framework based on classroom quizzes, tests, and assignments.

**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 department ensures that the students are punctual and fulfill the attendance requirement i.e. 75%. In case students' attendance is below 60%, they are not allowed to take the exam. The strict adherence to attendance rules is followed to make students realize the sanctity of the university rules.

**CRITERION-6  
FACULTY**

## CRITERION-6 FACULTY FOR ENGLISH (LITERATURE)

- Dr Kaleem Raza Khan Professor (Chairman)

### Faculty Members for Literature

1. Dr Farhana Wazir Khan Associate Professor
2. Dr Iftikhar Shafi Associate Professor (Students' Advisor)
3. Ms Nishat Wasim Assistant Professor
4. Ms Huma Shakir Assistant Professor
5. Ms Lubna Shaheen Assistant Professor
6. Dr Faisal Nazir Assistant Professor
7. Ms Ibtesam Afreen Lecturer (On Study Leave)
8. Ms Bushra Khurram Lecturer (On Study Leave)

The following teachers have been selected to teach Literature by the Selection Board, approved by the Syndicate. They are going to join before the beginning of the next semester.

9. Mr Babar Suri Lecturer
10. Mr Moonis Azad Lecturer

**Standard 6.1: There must be enough full time faculty who are committed to the program to provide adequate coverage of the program areas / courses with continuity and stability. The interest of all faculty members must be sufficient to teach all courses, plan, modify and update courses. The majority must hold a Ph.D. degree in the discipline.**

The faculty members of the Department of English are active in teaching and some are also engaged in research. Teachers attempt to complete the syllabus within the specified time and in case of need hold extra classes to complete the course. Besides the permanent faculty members, the department also has a team of 12 part-time cooperative teachers who are assigned the task of teaching English compulsory to students of different departments in the university.

**Standard 6.2: All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place.**

- i) All teachers meet the HEC criteria for appointment in the respective cadre.
- ii) Teachers generally participate in seminars and conferences at National / International levels.
- iii) At present there are four Ph.D. degree holders and two M. Phil degree holders. There are three faculty members on study leave: two are pursuing their Ph. D from abroad while one is enrolled in the department's M. Phil (Literature) programme. Among the five newly appointed faculty members, two hold an M. Phil degree. When they join in January 2015, we will have four M. Phil degree holders in all.



**Standard 6.3: All faculty members should be motivated and have job satisfaction to excel in their profession**

To help the faculty of the Department of English to excel in their profession, the department has decided to take the following steps:

- i) Promotion of research culture by organizing fortnightly seminars which would require the faculty members to share their research with their students and colleagues
- ii) Organizing and conducting in-service teacher training workshops for the faculty members

**CRITERION-7**  
**INSTITUTIONAL FACILITIES**

## **Criterion-7 INSTITUTIONAL FACILITIES**

Unfortunately the Department of English lacks the basic infrastructure. There is an acute shortage of space in the department, as there are not enough classrooms and offices. Due to shortage of classrooms, some of the classes are held in the seminar library, language lab, and even in the teachers' offices, in case of small groups. The furniture also needs to be replaced as many chairs and tables are broken. Same is the case with the lecterns and window panes. Despite several written complaints, no serious action has been taken so far. The entire department needs renovation which is beyond the budget of the department. Because of the lack of basic facilities, the faculty members are reluctant to stay in the department after their classes as a result of which the department suffers as most of the projects that the Chairman has planned for the progress of the department require team work.

**Standard 7.1: The Institution must have the infrastructure to support new trends in learning such as E-learning.**

### **Computer and Internet Facility**

The department of English does not have adequate computer facilities/ services to support its faculty, students and staff in their academic and administrative activities. The language lab has ten computers out of which seven are in the working condition, the other three require maintenance. There are two printers; both are in the working condition and are utilized for the administrative work. Internet facility and a connection with main communication network of the University are available. However, there is a need for Wi-Fi service.

**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.**

### **a) Main Library**

Faculty members and students of the department are allowed to use the main library. The main library provides the following services:

- i. Course books related to a variety of disciplines
- ii. Digital library with free access to journals and E-books

### **b) The English Department Seminar Library**

This is situated in the department and houses a large variety of books on English and American fiction, poetry, drama, essays and history etc. Books on Linguistics, English language teaching and Applied Linguistics are also available. The Seminar Library has a good collection of old and recent journals covering a wide range of areas related to both Linguistics and Literature.

The *Dr Kalim-ur-Rahman Reference Section* is situated within the Seminar Library. It contains over two thousand books, and is a very rich resource for research. Membership is available only for students of the department.

The department has ordered more books related to both the disciplines. However, there is a need for allocating more budget for buying books.

**Standard 7-3: Classrooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibility.**

**Classrooms**

Due to shortage of classrooms, the Department also uses its computer lab for teaching purpose. Some of the classes are held in the computer lab as a result of which the research students cannot use the lab in those slots. The department has white boards, black boards, one overhead projector, but there is no multimedia to support teaching. In the course evaluation survey conducted by the self-assessment team, students have expressed the need for teaching through using audio-visual aids which is possible through multimedia. Besides multimedia, the department needs more classrooms to cater to the needs of its undergraduate and graduate students and one conference room for organizing seminars and workshops. The English Department has a fragmentary existence as one of its classrooms is in the new building, whereas one classroom is on the ground floor. The department should be given a separate building or at least one complete floor to improve its face validity.

There is an open terrace which is utilized by male students and faculty members for offering prayers, but there is a need for prayer room for girls. Currently the seminar library is utilized for this purpose.

**Faculty Offices**

The department of English does not have enough space to adequately accommodate its faculty and administrative staff. A separate office for each faculty member and a proper place for M. Phil and Ph. D students are required so that they can work in privacy.

**CRITERION-8**

**INSTITUTIONAL SUPPORT**

## Criterion-8 INSTITUTIONAL SUPPORT

The financial resources for the program are not sufficient to provide an environment in which the program can achieve its objectives and retain its strength.

**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 teacher and scholars.**

The Department of English has only one computer lab and a seminar library for research. The financial budget for regular purchase of books is very limited. The major financial source of the Department is the University of Karachi which allocates budget for the Department. Since the university is suffering from financial crisis, the department does not get any money for maintaining the classrooms, offices and the computer lab which does not have even have the facility of multimedia.

**Standard 8.2: There must be an adequate number of high quality graduate students, research assistants and Ph.D. Students**

Currently, the department of English does not have Ph. D students, but it aims to announce admissions in the Ph. D programme in the year 2015. The following Table shows the number of students enrolled in M.A (Literature) program of the Department of English:

Degree Program	Year 2013-2014
M.A (Previous)	50
M.A (Final) Literature	16

**Standard 8.3: Financial resources must be provided to acquire and maintain library holding, laboratories and computing facilities.**

The University of Karachi does not provide enough financial resources to maintain the library and computers in the lab. The department does not have separate funds to maintain and upgrade its library and computing facilities. HEC is requested to provide additional financial resources for strengthening the Department of English.

## **COURSE DETAILS**

## M.A.PREVIOUS

COURSE NO 511      ENGLISH DRAMA: ELIZABETHAN TO THE EIGHTEENTH CENTURY

COURSE NO 512      ENGLISH DRAMA: THE NINETEENTH CENTURY AND  
THE TWENTIETH CENTURY

### COURSE RATIONALE

This two-semester course seeks to give students an introduction to the historical development of English drama from the early Elizabethan period till the twentieth century. The socio-cultural aspects of society reflected in the drama of these periods will also be highlighted.

### 1<sup>st</sup> SEMESTER

COURSE NO 511      ENGLISH DRAMA, ELIZABETHAN TO THE EIGHTEENTH CENTURY

#### GENERAL GOALS

After studying this course, the students will be:

- able to appreciate how English drama developed during the periods being studied.
- familiarized with the thematic concerns, and style of the individual dramatist being studied.
- able to apply appropriate critical approaches to their readings.

#### PRESCRIBED TEXTS

##### **Elizabethan**

- Marlowe, Christopher      *Dr. Faustus or The Jew of Malta*
- Kyd, Thomas      *The Spanish Tragedy*
- Shakespeare, William *Hamlet, Antony & Cleopatra,*  
(Any two)      *Twelfth Night, Henry the IV (Part I),*

##### **Jacobean/Restoration**

- Jonson, Ben      *Volpone or The Alchemist*  
or
- Congreve, William      *The Way of the World*

##### **18<sup>th</sup> Century**

- Sheridan, Richard      *The School for Scandal*

#### RECOMMENDED READING

Bartells, Emily Carroll, *Critical Essays on Christopher Marlowe*, Prentice Hall, 1997

Bloom, Harold, *Christopher Marlowe*, Chelsea House, 2000.



Bloom, Harold, *Shakespeare: The Inventions of the Human Mind*, New York, Riverhead Books, 1998.

Cheney, Patrick. *The Cambridge Companion to Christopher Marlowe*, CUP, Cambridge, 2004

Ford, Boris, ed., *Seventeenth-Century Britain*, vol. IV, *The Cambridge Cultural History of Britain*, Cambridge, 1989

Hays, Michael, *Shakespearean Tragedy as Chivalric Romance, Rethinking Macbeth, Hamlet, Othello, King Lear, Studies in Renaissance*, D.S. Brewer, 2003

Heyward, B. *A Ben Jonson Companion*, Bloomington, Indiana, 1983

Jondon, Thomas, H., *The Theatrical Craftsmanship of Richard Brinsley Sheridan, The School of Scandal*. Revisionist Press, 1974.

Lockeley, J., *The Complete Critical Guide to Ben Jonson*, Routledge, 2002

Orgel, S. (ed.) *Ben Jonson & Possessive Authorship*, CUP, 2002

Sieper, A., *Character Portrayal in Congreve's Comedies: The Old Bachelor, Love for Love & The Way of the World*, Edwin Miller Press, 1997

## **EVALUATION**

An end-of-semester 3 hour written exam = 100 Marks

NOTE: All texts which are not taught from the list above, will be part of extensive reading

## **2<sup>nd</sup> SEMESTER**

### **COURSE NO 512**

### **ENGLISH DRAMA: THE NINETEENTH CENTURY AND THE TWENTIETH CENTURY.**

#### **GENERAL GOALS**

After studying this course, the student will be:

- able to appreciate how English drama developed during the periods being studied.
- familiarized with the thematic concerns, and style of the individual dramatist being studied.
- able to apply appropriate critical approaches to their readings.

#### **PRESCRIBED TEXTS**

##### **19<sup>TH</sup> – 20<sup>TH</sup> Century**

- Wilde, Oscar                      *The Importance of Being Earnest*
- Shaw, George Bernard        *Getting Married* or *Man & Superman*
- Becket, Samuel                *Waiting for Godot*
- Pinter, Harold                 *The Birthday Party* or *The Caretakers*
- Churchill, Caryl                *Top Girls* or *Serious Money*

### **RECOMMENDED READING**

Billington, Michael. *The Life and Work of Harold Pinter*. London: Faber & Faber, 1997

Brown, Julia Prewitt. *Cosmopolitan Criticism: Oscar Wilde's Philosophy of Art*. Charlottesville, VA: UP of Virginia, 1997.

Cahn, Victor L. *Gender and Power in the Plays of Harold Pinter*. Basingstoke, Macmillan, 1994.

Cousin, Geraldine. *Churchill. The Playwright*. London, Methuen, 1989.

Gerry, Dukes, *Samuel Beckett*, Overlook Press, 2002

Gordon, David. *Bernard Shaw and the Comic Sublime*. New York, St. Martin's, 1990.

Greene, Nicholas. *Bernard Shaw. A Critical View*. New York, St. Martin's, 1984.

Kritzer, Amelia Howe. *The Plays of Caryl Churchill. Theatre of Empowerment*. London, Basingstoke, Macmillan, 1991.

Lane, Richard, (ed.) *Beckett and Philosophy*, Palgrave Macmillan, 2002

### **EVALUATION**

An end-of-semester 3-hour written exam = 100 Marks

### **COURSE NO 521**

### **POETRY: LATE MEDIEVAL TO SEVENTEENTH CENTURY**

### **COURSE NO 522**

### **POETRY: EIGHTEENTH CENTURY TO THE EARLY ROMANTICS**

### **COURSE RATIONALE**

This historically structured course presents the best poetry of selected periods of English literature with a view to highlighting the relation between the development of poetry and various social and literary trends.

### **1<sup>ST</sup> SEMESTER**

### **COURSE NO 521:**

### **POETRY: LATE MEDIEVAL TO SEVENTEENTH CENTURY**

### **GENERAL GOALS**

After studying this course, the students will be able to:

- 1) acquire first hand knowledge of the content and context of poetical texts
- 2) recognize and appreciate ways in which writers use language to achieve their effects
- 3) use selected critical approaches while reading the prescribed texts
- 4) express their views of the above orally as well as in writing

### **PRESCRIBED TEXTS**

#### **Late Medieval**

Chaucer, Geoffrey     *Prologue to the Canterbury Tales* or *Troilus & Criseyde*

### **Elizabethan**

Spenser, Edmund     *The Faerie Queen (Book 1)*

**Shakespeare, William**     *Selected Sonnets*

*Sonnet 9; Is it for fear to wet a widow's eye...*

*Sonnet 17; Who will believe my verse in time...*

*Sonnet 60; Like as the waves make towards the...*

*Sonnet 80; Oh, how I faint when I of you do write...*

*Sonnet 82; I grant thou wert not married to my...*

*Sonnet 130; My mistress' eyes are nothing like...*

*Sonnet 138; When my love swears that she is...*

### **Metaphysical Poetry**

**Donne, John**

*Love Poems; The Good Morrow, The Sun Rising, The Extasie,*

*A Valediction of Weeping, A Valediction: forbidding mourning*

*Holy Sonnets; Batter my heart...; Thou hast made me...*

*At the round earth's imagined corners...; Death be not proud...*

*A Hymn to God the father...*

*What if this present were the World's last night...*

**Marvell, Andrew**

*The Garden*

**Milton, John**

*Paradise Lost (Book 1)*

### **RECOMMENDED READING**

A.D. Cousins & Damian Grace (Ed), *Donne and the Resources of Kind*. Fairleigh Dickinson University Press, 2002.

Achinstein, Sharon. *Literature and Dissent in Milton's England*. Cambridge, Cambridge University Press, 2003.

Achinstein, Sharon. *Milton and the Revolutionary Reader*. Princeton, NJ, Princeton University Press, 1994.

Beardsley, Doug, (ed.) *The Man Who Outlived Himself: An Appreciation of John Donne by a Dozen of His Best Friends*, Harbour Publishing, 2000.

Desa Wiggins, Peter, *Donne, Castiglione and the Poetry of Courtliness*, Indiana University Press, 2001.

Empson, William, *Essays on Renaissance Literature: Volume 1, Donne and the New Philosophy*. Cambridge University Press, 2002

Fisher, John H. *The Importance of Chaucer*. Carbondale, Southern Illinois University Press, 1992.

Griffin, Patsy, *The Modest Ambition of Andrew Marvell*, Univ of Delaware Press, 1995.

Johnson, Jeffrey, *The Theology of John Donne*, Boydell & Brewer, 2001.

L. Edwards, David, *John Donne: Man of Flesh and Spirit*, William B. Eerdmann Publishing, 2002.

Mary Arshagouni Papazian, and Ronald Corthell (eds) *John Donne and the Protestant Reformation: New Perspectives*. Wayne State Univ Press, 2003.

Murray, Nicholas, *World Enough and Time: The Life of Andrew Marvell*, St. Martin's Press, 2000.

Ray, Robert H., *An Andrew Marvell Companion*, Garland Pub, 1998.

### **EVALUATION**

An end-of-semester 3-hour written exam = 100 Marks

## 2<sup>nd</sup> SEMESTER

### COURSE NO 522

### POETRY: EIGHTEENTH CENTURY TO EARLY ROMANTICS

#### GENERAL GOALS

After studying this course, the students will be able to:

- acquire first hand knowledge of the content and context of poetical texts
- recognize and appreciate ways in which writers use language to achieve their effects
- use selected critical approaches while reading the prescribed text
- express their views of the above orally as well as in writing

#### PRESCRIBED TEXTS

##### **Augustan**

Dryden, John, *Selection from Absalom & Achitophel (lines1– 227)*  
Pope, Alexander, *The Rape of the Lock*

##### **Pre-Romantics**

Blake, William, *Songs of Innocence & Experience (Introduction), Nurse's Song, Holy Thursday, The Chimney Sweeper, Earth's Answer, The Little Boy Lost, The Little Boy Found, The Little Girl Lost, The Little Girl Found, Lamb, Tyger, The Blossom, The Sick Rose*

##### **Romantics**

Wordsworth, William, *Tintern Abbey, Resolution and Independence, Ode: Intimations of Immortality*  
Coleridge, S., Taylor, *The Rime of the Ancient Mariner, Kubla Khan, Ode to Dejection*

#### RECOMMENDED READING

Barth, Robert, J., *Romanticism and Transcendence, Wordsworth, Coleridge and the Religious Imagination*, University of Missouri Press, Missouri, 2003

Caine, Hall, *Life of Samuel Taylor Coleridge*, Wipf and Stock Publishers, 2003

Newlyn, Lucy, *The Cambridge Companion to Coleridge*, Cambridge University Press, Cambridge, 2002

#### EVALUATION

An end-of-semester 3-hour written exam = 100 Marks

### COURSE No.561

### CRITICAL APPROACHES TO LITERATURE

**COURSE No.562**

**CRITICAL APPROACHES TO LITERATURE**

**COURSE RATIONALE**

The two courses on Critical Approaches to literature aim to enable students to identify the key assumptions of the major critical approaches to literature as well as to read literary texts from distinct or complementary critical perspectives. They will also be required to demonstrate their understanding orally and in writing.

**1<sup>st</sup>SEMESTER**

**COURSE No.561**

**CRITICAL APPROACHES TO LITERATURE**

**GENERAL GOALS**

The students should be able to:

- identify the salient features of the historical-biographical and the liberal humanist viewpoint;
- demonstrate how practical criticism is distinct from the foregoing traditional approaches.
- apply the methods of each of these approaches on shorter texts (poems/ stories/short novels/plays), consistent with the respective basic concerns of each approach.

**COURSE CONTENT**

- Historical-Biographical approach
- Liberal Humanist Approach
- Practical Criticism Approach

**PRESCRIBED TEXTS**

- Blake, William, *The Sick Rose*
- Wordsworth, William, *Ode: Intimations of Immortality in Early Childhood*
- Shakespeare, William, *Othello*
- Shakespeare, William, *The Merchant of Venice*

**RECOMMENDED READING**

Barry, P, *Beginning Theory: An Introduction To Literary And Cultural Theory*, Manchester University Press, Manchester & New York, 1995.

Lodge, D, Ed. *Modern Criticism & Theory: A Reader*, Longman, 1988.

Newton, K.M., Ed. *Theory into Practice*, Macmillan, 1992.

Rylance, R, Ed. *Debating Texts: A Reader in Twentieth Century Literary Theory & Method*, Open University & Oxford University Press, 1987.

Selden, R., & Widdowson P, *A Reader's Guide To Contemporary Literary Theory (3<sup>rd</sup> Edition)*, Harvester, New York,1993.

### **EVALUATION**

End of semester 3-hour exam=100 Marks

### **2<sup>nd</sup> SEMESTER**

#### **COURSE No.562**

#### **CRITICAL APPROACHES TO LITERATURE**

#### **GENERAL GOALS**

Students should be able to:

- exhibit a grasp of the core features of the Marxist literary theory;
- highlight the fundamental strands in psycho-analytic and feminist literary theory;
- show an understanding of the primary concerns of post-colonial theory;
- read intelligibly applications of these theories.
- work out practically the critical assumptions of the foregoing schools in reading individual poems / stories / plays.

#### **COURSE CONTENT**

- Marxist literary theory
- Psychoanalytic literary theory
- Post-colonial literary theory
- Feminist literary theory

#### **PRESCRIBED TEXTS**

- Bronte,Emily, *Wuthering Heights*
- Gordimer, Nadine, *The Life of the Imagination*
- Kipling, Rudyard, *Kim*
- Lawrence,D.H, *The Fox*
- Marvell, Andrew, *To His Coy Mistress*
- Narayan, R.K., *Naga*
- Poe, E.Allan, *The Purloined Letter;*
- Poe, E.Allan, *The Tell-Tale Heart*

#### **RECOMMENDED READING**

Barry, P, *Beginning Theory: An Introduction To Literary And Cultural Theory*, Manchester University Press, Manchester & New York, 1995.

Lodge, D, Ed. *Modern Criticism & Theory: A Reader*, Longman, 1988.

Newton, K.M., Ed. *Theory into Practice*, Macmillan, 1992.

Rylance, R, Ed. *Debating Texts: A Reader in Twentieth Century Literary Theory & Method*, Open University & Oxford University Press, 1987.

Selden, R., & Widdowson P, *A Reader's Guide To Contemporary Literary Theory (3<sup>rd</sup> Edition)*, Harvester, New York, 1993.

### **EVALUATION**

End of semester 3-hour exam = 100 Marks

### **COURSE NO 541**

### **FICTION: THE EARLY NOVEL UPTO THE NINETEENTH CENTURY**

### **COURSE NO 542**

### **FICTION: THE MODERN NOVEL**

### **COURSE RATIONALE**

The two Fiction in English courses introduce students to the development of British fiction. From the rise of the English novel to modern innovations, these courses trace the evolution of this important genre.

### **1<sup>st</sup> SEMESTER**

### **COURSE NO 541**

### **FICTION: THE EARLY NOVEL UPTO THE NINETEENTH CENTURY**

### **GENERAL GOALS**

Students will be able to:

- read the early British novel in its historical context of development.
- identify and respond to elements of literary experimentation in longer fictional prose.
- compare and contrast works of extended British fiction in the nineteenth and twentieth century.
- develop a sense of historical continuity and a broad cultural consistency in British fiction.

### **PRESCRIBED TEXTS**

#### ***The Early Novel***

Defoe, Daniel, *Robinson Crusoe*

**or**

Richardson, Samuel *Pamela*

Fielding, Henry, *Joseph Andrews, Tom Jones*

Austen, Jane, *Emma or Sense and Sensibility*

#### **19<sup>th</sup> Century Novel**

Dickens, Charles, *David Copperfield*

Eliot, George, *Silas Marner*

Hardy, Thomas, *Tess of the D'Urbervilles or Return of the Native*



### **RECOMMENDED READING**

Armstrong, Philip, *Shakespeare's Visual Regime: Tragedy, Psychoanalysis and the Gaze*, Palgrave, 2001.

Duckworth, Alastair, *The Improvement of the Estate: A Study of Jane Austen's Novels*, John Hopkins University Press, 1994.

Gard, Roger, *Novels: The Art of Clarity*, Yale University Press, 1992

Kettle, Arnold, *An Introduction to the English Novel, Volumes 1&2*, 2<sup>nd</sup> Edition, Hutchinson, 1967

Knight, G. Wilson, *Shakespeare's Dramatic Challenge*, Routledge, 2002

### **EVALUATION**

End of semester 3-hour exam = 100 Marks

## **2<sup>nd</sup> SEMESTER**

### **COURSE NO 542**

### **FICTION: THE MODERN NOVEL**

#### **GENERAL GOALS**

Students will be able to:

- read the early British novel in its historical context of development.
- identify and respond to elements of literary experimentation in longer fictional prose.
- compare and contrast works of extended British fiction in the nineteenth and twentieth century.
- develop a sense of historical continuity and a broad cultural consistency in British fiction.

#### **PRESCRIBED TEXTS**

##### **Till mid 20<sup>th</sup> Century**

Lawrence, D. Herbert

*Sons and Lovers*

Joyce, James,

*Portrait of the Artist as a Young Man*

Woolf, Virginia,

*To The Lighthouse*

Forster, E. Morgan,

*A Passage to India*

**or**

Conrad, Joseph,

*Lord Jim*

Golding, William,

*Lord of the Flies* or *Pincher Martin*

Greene, Graham,

*A Burnt- Out Case* or *The Comedians*

Murdoch, Iris,

*Under the Net*

### **RECOMMENDED READING**

Barret, Dorothea, *Vocation and Desire: George Eliot's Heroines*, Routledge, 1989

Beer, John, (ed.), *A Passage to India: Essays in Interpretation*, London, Macmillan, 1985.

Bloom, H., *Iris Murdoch & William Golding*, OUP, 2001.

Callow, Phillip, *Sons and Lovers: The Young D.H. Lawrence*, New York: Stein and Day, 1975.

Di Battista, Maria, *Virginia Woolfe's Major Novels: The Fables of Anon*. Yale University Press, 1980.

Draper, R.P., Ed *The Mill on The Floss and Silas Marner*, Case Book Series, Macmillan, 1997.

Far, Judith, Ed, *The Twentieth Century Interpretation of "Sons and Lovers"*. Englewood Cliffs, New Jersey: Prentice Hall, 1970.

Reynolds, M., & Noakes, I., *Iris Murdoch: The Essential Guide to Contemporary Literature*, OUP, 1999.

Said, Edward, *Culture and Imperialism*, London, Chatto and Windus, 1993.

Stock, Freda, *William Golding's "Lord of the Flies": Model Essays*, Tyron Press Ltd., 1990.

Tedlock, E.W., Jr., Ed., *D.H., Lawrence and "Sons and Lovers"*. New York, New York University Press, 1965.

### **EVALUATION**

End of semester 3-hour exam = 100 Marks

**COURSE NO 551**      **HISTORY OF ENGLISH LITERATURE: ANGLO SAXON PERIOD TO MID EIGHTEENTH CENTURY**

**COURSE NO 552**      **HISTORY OF ENGLISH LITERATURE: RESTORATION TO TWENTIETH CENTURY**

### **COURSE RATIONALE**

The aim of the course is to make students aware of the historical development of English literature from its early beginnings to the present day. The course will survey the dominant literary theories and the works of writers of each age. It will also focus on the ideological, political and social backgrounds of the ages as may affect the writings of that particular period. Apart from focusing on the major canonical works, the course aims at introducing those works which are not included in the poetry, fiction or drama courses, so as to enable the students to have an overall understanding of the literary milieu of the periods being studied.

## **GENERAL GOALS**

After attending this course, students will:

- grasp the historical development of English literature upto the present age
- develop an awareness of the major interpretive strands through which the tradition of English literature has been understood so far in its historical context

## **1<sup>ST</sup> SEMESTER**

**COURSE NO 551**

**HISTORY OF ENGLISH LITERATURE : ANGLO SAXON PERIOD TO MID EIGHTEENTH CENTURY**

## **COURSE CONTENT**

### **ANGLO-SAXON PERIOD TO MID EIGHTEENTH CENTURY**

#### **Medieval Poetry**

- Chaucer
- Langland
- Gower
- Sir Gawayne and the Green Knight Pearl, Patience and Purity

#### **Medieval Prose**

- Cloud of Unknowing
- Richard Rolle of Hampole
- Walter Hilton

#### **Medieval Drama**

- Julian of Norwich
- Mystery Plays
- Miracle Plays
- Morality Plays

#### **Poetry**

- John Lydgate
- John Hoccleve

#### **Scottish Chaucerian**

- King James of Scotland
- Robert Henryson
- William Dunbar
- Gavin Douglas

#### **Prose tales**

- Sir Thomas Malory

## **Poetic Satire**

- John Skelton
- Anonymous English Ballads and Lyrics

## **SIXTEENTH CENTURY, SEVENTEENTH CENTURY**

- General and theoretical background to the age: Renaissance, Reformation
- The development of the Sonnet form: Surrey, Wyatt, Sydney, Shakespeare, Milton, Metaphysicals
- Elizabethan drama: Early, middle and late
- University Wits, The Grub Street writers
- Prose from Elizabethan period to Restoration: More, Cloverdale, Elyot, Ascham, Bacon, Sydney
- Milton and the Metaphysical School of poetry
- The Cavalier Poets

## **THE RESTORATION AND THE EIGHTEENTH CENTURY**

- The theoretical background to the Age of Reason:
- Neo-classicism
- The poetic scene
- Restoration drama
- The Augustan Satire
- The Rise of the Novel
- Periodical Essayists
- 'The Age of Sensibility': The transition period: prose and poetry survey
- Johnson and his times
- Blake and the advent of Romanticism

## **2<sup>nd</sup> SEMESTER**

### **THE ROMANTIC MOVEMENT, THE VICTORIAN ERA**

- Theoretical background to the Romantic Revival
- The first generation; Wordsworth, Coleridge
- The second generation: Keats, Shelley, Byron
- The Romantic Novelists: Walter Scott, Mary Shelley, The Brontes
- The New Period from 1830 onwards
- The Victorian Poetry and Fiction
- The Decadents
- Victorian Prose – Carlyle, Mill, Arnold

### **THE TWENTIETH CENTURY**

#### **Introduction**

#### **Edwardian Poetry and Novel**

- T. Hardy,

- R. Kipling,
- J. Masefield,
- Kate Croy,
- Henry James,
- J. Conrad,
- Arnold Bennett

### **Drama**

- G.K. Chesterton,
- Maurice Baring,
- Bernard Shaw,
- James Barrie

### **The Irish Movement**

- George Moore,
- Edward Martyn,
- J.M.Synge

### **Prose**

- Samuel Butler,
- Frederick Rolfe,
- Sir Arthur Canon Doyle

### **The War Poets**

- Introduction
- Rupert Brooke,
- Julian Grenfell,
- Isaac Rosenberg,
- Wilfred Owen,
- Edmund Blunden,
- Edward Thomas

### **The Modern Movement**

- Introduction
- W.B.Yeats,
- Ezra Pound,
- T.S.Eliot,
- James Joyce,
- D.H.Lawrence,
- Wyndham Lewis

### **The Post-War scene**

- Virginia Woolf,
- Aldous Huxley,
- Rose Macaulay,
- David Garnett,
- Noel Coward

### **Poets of the Thirties**

- W.H. Auden,
- Christopher Isherwood,
- Stephen Spender,
- Cecil Day Lewis,
- Louis MacNeice,
- Michael Roberts

### **BOOKS RECOMMENDED**

Alexander, Michael, *A History of English Literature*, Palgrave Macmillan, London, 2000

Boris, F., Ed, , *The New Pelican Guide to English Literature*(8 Volumes), London. 1981

Peck John, Coyle Martin, *A Brief History of English Literature*, Palgrave Macmillan, London, 2002

### **EVALUATION**

End of semester 3-hour exam = 100 Marks

## M.A.FINAL (LITERATURE)

COURSE No. 611

LITERARY THEORY AND CRITICISM

COURSE No. 612

LITERARY THEORY AND CRITICISM

### COURSE RATIONALE

The Literary Theory and Criticism course for M.A. Final (Literature) is designed to introduce the central critical issues in Western Literary Theory as they have developed since Plato to the present. The course will chart the various paradigm shifts in Western Intellectual History in relation to their bearings upon the subsequent variations in theoretical tendencies towards literature.

### 1<sup>st</sup> SEMESTER

#### GOALS AND OBJECTIVES

After attending this course the student will be able to:

- Understand the historical development of the critical issues in classical, neo-classical, Romantic and Early Modern perspectives.
- Make connections between the critical thought of different literary periods.
- Express orally and in writing their understanding of the theoretical issues under discussion.

#### COURSE CONTENT

- PLATO *From* ION, CRATYLUS and PHAEDRUS
- ARISTOTLE *From* POETICS
- SYDNEY, P. *From* AN APOLOGY FOR POETRY
- JOHNSON, S. *From* PREFACE TO SHAKESPEARE
- WORDSWORTH, W. *From* PREFACE TO THE LYRICAL BALLADS
- COLERIDGE, S.T. *From* BIOGRAPHIA LITERARIA
- ARNOLD, M THE  
FUNCTION OF CRITICISM AT THE PRESENT  
TIME/THE STUDY OF POETRY
- ELIOT T.S. TRADITION  
AND INDIVIDUAL TALENT / THE  
METAPHYSICAL POETS/HAMLET

#### RECOMMENDED BOOKS

Abrams, M.H., *The Mirror and The Lamp*, OUP, 1970

Adams, Hazard, *Critical Theory since Plato*, Harcourt Brace, 2000

Gordon, (ed.), *The John Hopkins Guide to Literary Theory and Criticism*, John Hopkins, University Press, 2000

Warren and Brooks, *Literary Criticism: A Short History*, 1976

### **EVALUATION**

An end of semester written exam = 100 marks.

### **2<sup>nd</sup> SEMESTER**

#### **COURSE No. 612**

#### **LITERARY THEORY AND CRITICISM**

#### **GOALS AND OBJECTIVES**

After attending this course the students will be able to:

- locate the issues studied in the first semester in a highly complex and sophisticated treatment these issues receive in the structuralist and post-structuralist literary theories.

#### **COURSE CONTENT**

- LEAVIS, F.R. LITERARY CRITICISM AND PHILOSOPHY
- BURKE, KENNETH *From* FORMALIST CRITICISM: ITS PRINCIPLES AND LIMITS
- BARTHES, ROLAND *From* DEATH OF THE AUTHOR
- DERRIDA, JACQUE *From* STRUCTURE, SIGN AND PLAY IN THE DISCOURSE OF THE HUMAN SCIENCES and PLATO'S PHARMACY
- MAN, PAUL DE, *From* THE RESISTANCE TO THEORY
- HOLLAND, N.N. *From* READING AND IDENTITY: A PSYCHOANALYTIC REVOLUTION
- MILLER J. HILLIS *From* THE FUNCTION OF LITERARY THEORY AT THE PRESENT TIME

#### **RECOMMENDED BOOKS**

Barry, Peter. *Issues in Contemporary critical theory: A casebook*. Macmillan, 1987

Norris, Christopher. *Deconstruction: Theory & Practice*. London, 1982

Robert, David (Ed.), *Structuralism: An Introduction*. Oxford, 1982

Sturrock, John. *Structuralism*, London, 1986

Wright, Elizabeth. *Psychoanalytic Criticism: Theory in Practice*. London, 1984



## **EVALUATION**

An end of semester written exam = 100 marks.

## **SYLLABUS M.A.FINAL (Literature)**

**COURSE NO 621**      **POETRY:NINETEENTH CENTURY—THEMES & CONCERNS**

**COURSE NO 622**      **POETRY: TWENTIETH CENTURY----EXPERIMENTS & INNOVATIONS**

## **COURSE RATIONALE**

The two poetry courses examine the evaluation of English poetry with emphasis on experiments and innovations and special thematic concerns.

**COURSE NO 621**      **POETRY: NINETEENTH CENTURY—THEMES & CONCERNS**

## **GENERAL GOALS**

This course will enable students to:

- read critically and analyse works of the second generation of Romantics and Victorians.
- examine the poetic response to developments in British and European history
- identify elements of poetic experimentation in form, style and theme in their evolving character

## **COURSE CONTENT**

### ***NINETEENTH CENTURY -- THEMES & CONCERNS***

- *The Romantics*
- *The Victorians*

## **PRESCRIBED TEXTS**

### **The Romantics**

Shelley, B., Percy

*Ode to The West Wind; Ozymandias; Lift not the painted veil*

Keats, John,

*Ode to a Nightingale; Ode to a Grecian Urn; When I have fears...*

### **The Victorians**

Tennyson, J. Alfred,

*The Lady of Shallot; Tithonus*

*Selections from 'In Memoriam', Stanzas II, VII, L1V, LV, LVI*

Browning, Robert,

*Fra Lippo Lippi; Prospice; Childe Roland to the Dark Tower Came*

Browning, B. Elizabeth,

*Sonnets 43 and 42*

Arnold, Matthew,

*Dover Beach; To Marguerite; From Sohrab And Rustum*

Hopkins, G., Manley

*Pied Beauty; Spring and Fall; God's Grandeur*

## **SUGGESTED READING**

Allsopp, Michael E. and Downes, David Anthony, Editors, *Saving Beauty - Further Studies in Hopkins*. New York and London. Garland Publishing inc. 1994.

Blades, John, *John Keats*, Palgrave Macmillan, 2002.

Brantley, Richard E. *Anglo-American Antiphony: the Late Romanticism of Tennyson and Emerson*, Gainesville, University of Florida, 1994.

Joseph, Gerhard, *Tennyson and the Text: The Weaver's Shuttle*. Cambridge, Cambridge University Press, 1992.

Keppel-Jones, David, *The Strict Metrical Tradition: Variations in the Literary Iambic Pentameter from Sidney and Spenser to Matthew Arnold*, McGill-Queen's University Press, 2001.

Martin Garrett (ed.), *Elizabeth Barrett Browning and Robert Browning: Interviews and Recollections*, Palgrave Macmillan, 2000.

Martin, Garrett, *Elizabeth Barrett Browning and Robert Browning*, Oxford University Press, 2002.

Milward, Peter, S.J. *A Commentary on the Sonnets of Gerard Manley Hopkins*. Loyola Press, Chicago. 1997.

Philip, Collins, (ed.) *Tennyson: Seven Essays*, New York, St. Martin's Press, 1992.

Pollock, Mary, *Elizabeth Barrett and Robert Browning: A Creative Partnership*, Ashgate Publishing, 2003.

Roberts, Gerald. *Gerard Manley Hopkins - A Literary Life*. Macmillan Press, 1994.

Skemp. A.R., *Robert Browning 1920*, Kessinger Publishing, 2003,

Stefan Hawlin, *Complete Critical Guide to Robert Browning*, Routledge, 2001.

Strachan, John, (ed.) *A Routledge Literary Sourcebook on the Poems of John Keats*, Routledge, 2002.

Tucker, Herbert, *Critical Essays on Alfred Lord Tennyson*, New York, G.K. Hall, 1993.

## **EVALUATION**

End of semester 3-hour exam = 100 Marks

**COURSE No. 622**

**POETRY: TWENTIETH CENTURY--EXPERIMENTS & INNOVATIONS**

**GENERAL GOALS**

Students will be able to:

- read critically and analyse works of the War and Inter-War poets of the post-World War II era and modern and contemporary British poets.
- examine the poetic response to developments in British and European history
- identify elements of poetic experimentation in form, style and theme in their evolving character

**COURSE CONTENT**

**TWENTIETH CENTURY POETRY: EXPERIMENTS AND INNOVATIONS**

- War Poetry
- Modern Poetry
- Contemporary Poetry

## **PRESCRIBED TEXTS**

### **War Poetry**

- Owen, Wilfred, *Dulce et Decorum Est*  
*Anthem for Doomed Youth*

### **Modern Poetry**

- Yeats, W. B., *No Second Troy; The Second Coming*  
*Sailing to Byzantium; September 1913*
- Eliot, T.S., *The Wasteland*
- Smith, Stevie *Not Waving but Drowning*  
*Anger's Freeing*
- Auden, W.H., *The Unknown Citizen;*  
*Embassy; Musee des Beaux Arts*
- Thomas, Dylan, *Do Not Go Gentle into that Good Night*  
*Fern Hill*  
*The Force that through the Green Fuse Drives the*  
*Flower*
- Larkin, Philip *Poetry of Departure; Aubade*
- Hughes, Ted, *Her Husband; The Thought Fox; Horses*

### **Contemporary Poetry**

- Walcott, Derek, *New World; Midsummer (VI)*
- Soyinka, Wole, *Telephone Conversation ; Future Plans*
- Heaney, Seamus, *Mid-Term Break; Digging*
- Motion, Andrew, *The Lines; Foundations*  
*Anne Frank Huis*

## **SUGGESTED READING**

Adcock, F., *The Faber Book of Twentieth Century Women's Poetry*, Faber. London. 1987.

C.M. Bowra, *The Heritage of Symbolism*, Macmillan, 1943.

Gun, T, Hughes, T., & Thomas, S.R. *Three Contemporary Poets: A selection of Critical Essays*, Macmillan, London. 1990.

Haffenden, J.H., (ed.) *W.H. Auden: The Critical Heritage*, 1983

Rosenthal, L.M. *The New Poets*, New York, OUP. 1967.

### **EVALUATION**

End of term 3-hour exam = 100 Marks

### **COURSE NO 672**

(Option with 642 & 682)

### **SHAKESPEARE**

#### **COURSE RATIONALE**

Shakespeare's selected works have been chosen for this one semester option because he is a key figure in English literature. His work provides a case study for issues which are central to the study of literature as a whole, as well as to the study of Renaissance Literature.

#### **GENERAL GOALS**

After studying this course students will be able to:

- 1) read Shakespeare's plays with greater understanding and critically evaluate Shakespeare's writings.
- 2) appreciate the centrality of Shakespeare and recognize his all pervading influence on world literature.

#### **PRESCRIBED TEXTS**

- Shakespeare, William *Coriolanus; Cymbeline; King Lear; Measure For Measure  
A Midsummer Night's Dream; The Tempest*

#### **RECOMMENDED READING**

Bradely, A.C., *Shakespearean Tragedy*, Penguin, London. 1960.

Ford, Boris, ed., *Seventeenth-Century Britain*, vol. IV, *The Cambridge Cultural History of Britain*, Cambridge, 1989

Knights, L.C., *The Wheel of Fire*, Penguin, 1984.

Ribner, *Patterns in Shakespeareans Tragedy*, OUP, 1976.

### **EVALUATION**

End of semester 3-hour exam = 100 Marks

### **COURSE NO 631      TEACHING ENGLISH AS A SECOND LANGUAGE (T.E.S.L)**

(Option with 661)

### **COURSE NO 632      TEACHING ENGLISH AS A SECOND LANGUAGE (T.E.S.L)**

(Option with 662)

## **COURSE RATIONALE**

This introductory course on English Language Teaching (ELT) combines the principles of ELT with practice to enable students to understand a model of classroom interaction and effective teaching.

## **1<sup>st</sup> SEMESTER**

### **COURSE NO. 631      **TEACHING OF ENGLISH AS A SECOND LANGUAGE (T.E.S.L.)****

(Option with 661)

### **GENERAL GOALS**

The aim is to enable students to understand the theory and practice of ELT with an opportunity to examine and understand the problems of ELT in Pakistan. Students who successfully complete the course unit and class assignments will be able to:

- provide a concise survey, both historical and contemporary, of differing approaches, methods and techniques in second language teaching, with a particular focus on the skills of listening, speaking, reading and writing
- assist participants in developing appropriate frameworks for the integrated teaching of the four skills in particular educational contexts
- understand current research into the processes of listening, speaking, reading and writing in English
- develop appropriate frameworks for teaching the four skills in English

### **Course Contents**

#### **1. Methods of Language Teaching**

- Approach, Method and Technique
- Some ELT Methods: Grammar-Translation, Direct, Audio-lingual
- Communicative Language Teaching
- Place of ELT in Educational Linguistics
- ELT models for Pakistan

#### **2. Theory and Practice of Teaching Oral Skills**

- Nature of Oral Communication
- Theory and techniques of teaching listening and speaking
- Lesson Planning for Teaching Oral Skills

#### **3. Theory and Practice of Teaching Reading Skills**

- Nature of Reading
- Theories of Reading – Interactive and Schema
- Designing activities for reading skills
- Lesson Planning for teaching reading

#### **4. Theory and Practice of Teaching Writing Skills**

- Nature of Writing
- Theories of Writing – Product and Process
- Lesson Planning for teaching writing
- Techniques for correcting written work

### 5. Teaching Language through Literature

Literary texts (prose, poetry, short plays, short stories) will be used as source to teach language.

#### Methodology

Lectures and presentations

#### Evaluation

Presentations – 25 marks

End-of-the-semester exam – 75 marks

#### Prescribed Texts

Harmer, Jeremy. 1991. *Practice of English Language Teaching*. London: Longman.

Hedge, T. 2000 (2004). *Teaching and Learning in the Language Classroom*. Oxford: OUP.

#### Suggested Reading/Resources on Individual Topics

Alderson J C & A H Urquhart (eds). 1984. *Reading in a Foreign Language*, London: Longman.

Brookes, A. & Grundy, P. 1990. *Writing for Study Purposes*. Cambridge: CUP.

Brown G & G Yule. 1983. *Teaching the Spoken Language* Cambridge: CUP.

Bygate M. 2004. *Speaking (2<sup>nd</sup> Ed.)*. Oxford; OUP.

Byrne D 1986. *Teaching Oral English* London; Longman.

Byrne, D. 1988. *Teaching Writing Skills*. London: Longman.

Carter R & R McCarthy 1997. *Exploring Spoken English* Cambridge: CUP,

Collie, J and Slater, S. 1987. *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge: CUP.

Davies F 1995. *Introducing Reading*, Harmondsworth, Penguin.

Grabe, W. and Kaplan, R. 1996. *Theory and Practice of Writing*. London: Longman.

Grellet, Françoise. 1982. *Developing Reading Skills*. Cambridge: Cambridge University Press.

Hedge, T. 2005. *Writing (2<sup>nd</sup> Ed.)*. Oxford. OUP.

Holliday, A. 1994. *Appropriate Methodology and Social Context*. Cambridge: CUP

Hughes, R. 2002. *Teaching and Researching: Speaking Applied Linguistics in Action*. Harlow: Longman

Nuttall, C. 1996. *Teaching Reading Skills in a Foreign Language (2<sup>nd</sup> Edition)*, London: Heinemann.

Richards, J. & T. Rodgers. 2001. *Approaches and Methods in Language Teaching (2<sup>nd</sup> ed.)*. Cambridge: CUP

Tribble C. 1997. *Writing*. Oxford: OUP

Ur P 1984. *Teaching Listening Comprehension* Cambridge; CUP

Urquhart A & C Weir. 1998. *Reading in a Second Language: Process, Product, and Practice*, Harlow: Addison Wesley Longman.

Wallace C. 1992. *Reading*, Oxford: OUP.

White R & Arndt V. 1991. *Process Writing*. London: Longman.

## **EVALUATION**

End of semester 3-hour exam of 100 marks

### **COURSE No. 632      **TEACHING ENGLISH AS A SECOND LANGUAGE (T.E.S.L.)****

(Option with 662)

#### **GENERAL GOALS**

The aim is to enable students:

- to understand the theory and practice of ELT with an opportunity to examine and understand the problems of ELT in Pakistan
- to develop skills of all aspects of course design: curriculum and syllabus description, needs analysis, materials evaluation and adaptation, methodology and course evaluation.
- to understand and practice principles of testing of the four skills

#### **Course Contents**

##### **1. Syllabus designing**

- Syllabus and Curriculum
- Product-oriented syllabus
- Process-oriented syllabus
- Negotiated syllabus
- Needs assessment
- Purposes, goals, tasks and activities

##### **2. Materials evaluation, adaptation and development**

- Textbook and other materials evaluation
- Textbook and Materials Adaptation
- Materials Development
- Evaluation of Evaluation Checklists

##### **3. Language testing**

- Test Validity
- Test Reliability
- Phases of Test Designing
- Discrete Point Language Testing
- Communicative Language Testing
- Norm-referenced and Criterion-referenced Testing
- Testing of Oral Skills
- Testing of Reading Skills
- Testing of Writing Skills



- Item Analysis

### **Methodology**

Lectures and presentation

### **Evaluation**

Assignments and Presentation – 50 marks

End-of-the-semester exam – 50 marks

### **Prescribed Text:**

Hedge, T. 2000 (2004). *Teaching and Learning in the Language Classroom*. Oxford: OUP.

### **Recommended Books**

Alderson, J. C. and North, B. (Eds.). (1991). *Language testing in the 1990s*. London: Macmillan.

Brown, H. Douglas. (2001). *Teaching by Principles*, 2nd Edition. New York: Addison Wesley Longman, Inc.

Cohen, A. (1994). *Assessing language ability in the classroom* (2nd ed.). Rowley, Mass.: Newbury House/Heinle and Heinle.

Cunningsworth, Alan. (1984). *Evaluating and Selecting EFL Materials*. Oxford: Heinemann.

Cunningsworth, Alan. (1995). *Choosing Your Coursebook*. Oxford: Heinemann.

Davies, A. (1990). *Principles of language testing*. Oxford: Blackwell.

Decapua, A. & Wintergerst, A. (2004). *Crossing Cultures in the Language Classroom*. University of Michigan Press.

Grant, N. (1987). *Making the most of your Textbook*. Harlow: Longman.

Graves, K. (ed.). (1996). *Teachers as Course Developers*. Cambridge: CUP.

Heaton, J.B. (1988). *Writing English language tests* (2nd Ed.). London: Longman.

Henning, G. (1987). *A guide to language testing*. Cambridge, Mass.: Newbury House.

McNamara, Tim. (2000). *Language Testing*. Oxford: Oxford University Press.

Nunan, D. (1988). *Syllabus Design*. Oxford: Oxford University Press.

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: CUP.

Prabhu, N.S. (1987). *Second Language Pedagogy*. Oxford: OUP.

Richards, Jack C. and Lockhart, Charles. 1994. *Reflective Teaching in Second Language Classrooms*. New York, NY: Cambridge University Press.

Tomlinson, B. (ed.). 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

Tomlinson, B. (ed.) (2003). *Developing Materials for Language Teaching*. London: Continuum.

Weir, C. J. (1993). *Understanding and developing language tests*. New York: Prentice Hall.

Weir, C. J. (1990). *Communicative Language Testing*. Hemel Hempstead: Prentice Hall.

White, R.V. (1988). *The ELT Curriculum : Design, Innovation And Management*. Oxford: Blackwell.

Wintergerst, Ann. (1994). *Second-Language Classroom Interaction*. Toronto: University of Toronto Press.

Yalden, J. (1987). *Principles of Course Design for Language Teaching*. Cambridge : Cambridge University Press.

## **EVALUATION**

End of semester 3-hour exam of 100 marks

### **COURSE No. 661**

(Option with 631)

### **WORLD LITERATURE IN TRANSLATION**

### **COURSE NO 662**

#### **ENGLISH**

### **WORLD LITERATURE: SOUTH ASIAN LITERATURE IN** (Option with 632)

#### **1<sup>ST</sup> SEMESTER**

### **COURSE No. 661**

(Option with 631)

### **WORLD LITERATURE IN TRANSLATION**

## **COURSE RATIONALE**

The World Literature option offers an exposure to classics in World literature. The global perspective would not only make for an intrinsically rewarding experience but also give depth to students' grasp of literatures in English.

## **GENERAL GOALS**

By attending this course students will be able to:

- identify elements of universal literary merit as well as timeless individuality that characterizes world classics,
- critically compare great works of the East and the West,
- determine the position and status of the literary tradition in English in the global literary context.

## **PRESCRIBED TEXTS**

- Camus,A, *Notes from His Diary*
- Cervantes,M. *Don Quixote(Part1): Book1 & II*
- Garcia, G, From *Strange Pilgrims*  
The President  
I Only Came To Make A Phone Call
- Goethe .W. From *Selected Poems*
- Homer From *The Illiad and The Odyssey*
- Ibsen,H., *A Doll's House*
- Iqbal,M. From *Javed Nama:*  
The Spirit of Rumi Appears...
  
- Kafka,F. *Metamorphosis*
- Rumi,J. From *Mathnavi, Divan & Discourses:*

*The Song of the Reed,  
The Artists  
The Death of Ivan Illych*

- Tolstoy,L.

### **RECOMMENDED READING**

Allen Thiher. *Franz Kafka: A Study of the Short Fiction*. Boston, Twayne, 1990.

Barks, C, Moyne, J. (trans.), *The Essential Rumi*, HarperSanfrancisco, San Francisco, 1995

Boyle,N., Wolfgang,J., *Von Goethe: The Poet and The Age*, Oxford University Press. Oxford: 1992.

Chaghtai, M. *Goethe, Iqbal and the Orient*. Iqbal Academy, Lahore: 1999.

Diaz-Plaja G., *A History of Spanish Literature*. New York University Press, Englewood Cliffs: 1962.

Harold Bloom, ed. *Franz Kafka's "The Metamorphosis."* New York, Chelsea, 1988.

Keshavarz, Fatemeh, *Reading Mystical Lyric, The Case of Jalaluddin Rumi*, University of South Carolina Press, South Carolina, 1998

Kundera, M., *The Art of the Novel*, Faber & Faber, London: 1988.

Mairowitz.D.,Z., & Korkos,A, Appignanes .R.,(Ed)., *Camus For Beginners*, Icon Book, London: 1998.

Mir, Mustansir, *Tulip in the Desert, A Selection of the Poetry of Muhammad Iqbal*, Hurst & Company, London, 2000

O'Kelly.H.W., Ed.,*The Cambridge History of German Literature*, Cambridge University Press, Cambridge: 1997.

Ronald Speirs and Beatrice Sandberg. *Franz Kafka*. New York, St. Martin's, 1997.

Schimmel, A.M., *The Truimphal Sun*, State University of New York Press, New York: 1993

Stern, J. *The World of Franz Kafka*, Holt, Rinehart and Winston, New York: 1980

Terzakis, A.,*The Greek Epic 1940-41*, Greek Army Press, London: 1990.

Unwin,T. *The Cambridge Companion to the French Novel: from 1800 to the Present*. Cambridge University Press. London: 1997.

### **EVALUATION**

An end of semester 3-hour written exam = 100 Marks

Note: Homer, Cervantes and Rumi are compulsory and any 4 others.

## 2<sup>nd</sup> SEMESTER

**COURSE NO 662**                      **WORLD LITERATURE: SOUTH ASIAN LITERATURE IN** (Option with  
632)                      **ENGLISH**

### **COURSE RATIONALE**

The English language is now a major world language with writers from a vast array of countries writing in English. South Asian writers have a strong tradition of writing in English and it is fitting to study and respond to this literary heritage.

**COURSE No. 662**                      **WORLD LITERATURE: SOUTH ASIAN LITERATURE IN** (Option with  
632)                      **ENGLISH**

### **GENERAL GOALS**

After studying this course, the students will be:

- introduced to outstanding literature in English from South Asia
- be able to appreciate the South Asian experience
- appreciate the impact of cultural exchange towards the enrichment of English language

### **PRESCRIBED TEXTS**

#### **Novel**

(Any two)

- Desai, Anita, (India)                      *In Custody*
- Gooneratne, Yasmine (Sri Lanka)                      *A Change of Skies*
- Shamsie, Kamila (Pakistan)                      *Salt & Saffron*

#### **The Short Story**

(Any four)

- Hussain, Amer, (Pakistan)                      *Sweet Rice*
- Joshi, Arun, (India)                      *The Only American from Our Village*
- Naqvi, Tahira (Pakistan)                      *Attar of Roses*
- Zaman, Niaz (Bangla Desh)                      *The Daily Woman*
- Sidhwa, Bapsi, (Pakistan)                      *Breaking it Up*
- Pande, Poshan, (Nepal)                      *A Sweater for Bhinaaju*

### Poetry

- Das, Kamala, (India) *An Introduction, Advice to Fellow Swimmers  
My Grandmother's House*
- Kamal, Daud, (Pakistan) *An Ode to Death, A Street Revisited,  
The Blue Wind, The Leap*
- Devkota, Padma, (Nepal) *In the Current; Against the Current*
- Kureshi, Maki, (Pakistan) *Arthritic Hands, Kittens, Dust, On A Highrise Block,  
Advise To A Friend, For My Grandson, Windows,  
The Oyster Rocks*
- Rafat, Taufiq, (Pakistan) *Wedding in the Flood; Arrival in Monsoon*
- Riaz, G.F., (Pakistan) *Our Wooden Lives, Great Tree*

### Essay

- Gauri, Vishwanathan, (India) *The Beginnings of British Literary Study in  
British India*

### **RECOMMENDED READING**

Afzal Khan, Fauzia, *Cultural Imperialism and the Indo-English Novel: Genre and Ideology in R.K.Narayan, Anita Desai, Kamla Das and Markandaya*, Pennsylvania State University Press, 1993

Bande, Usha, *The Novels of Anita Desai: A Study in Character and Conflict*, Prestige Books, New Delhi, 1988

Bose, Sujata & Jalal, Ayesha, *Modern South Asia: History, Culture, Political Economy*, Oxford University Press (2<sup>nd</sup> Edition), 2004

Ghayur, Nuzhat, *Taufiq Rafat: Thirty Years in a Book*, The Journal of English Literary Club, 1987. pp 65-66

Hashmi, Alamgir, "Kamal Daud", *Entry in Encyclopaedia of Post-Colonial Literatures in English*, Vol.1 ED, Benson, E., & Connolly, L.W., Routledge, London, 1994, pp 775-6.

Kamal, Daud, *Unicorn and the Dancing Girl*, Allied Publishers, New Delhi, 1989.

Kamal, Daud, *A Selection of Verse*, Oxford University Press, Karachi, 1997.

Khawaja, Waqas.A., *Taufiq Rafat and the Creation of Idiom*, (News Article) The Star, 16, July, 1987, pp2-3.

Kureshi, Maki, *The Far Thing*, Oxford University Press, Karachi, 1997.

Rafat, Taufiq, *A Selection*, Oxford University Press, Karachi, 1997.

Rahman,Tariq, *Daud Kamal: A Memory*,JELC,1988

Rahman,Tariq, *Pakistani English Poetry:A Survey*,Journal of Indian Writing in English,1988

Rahman,Tariq,A., *History of Pakistani Literature in English*.Vanguard Press (Pvt)Ltd.,Lahore,1991.

Stuckert,Klaus,*Writings in English From Pakistan, Sri Lanka and Bangladesh*,The Journal of Indian Writing in English,Gulbarga,India,1989.

### ***EVALUATION***

An end of semester 3-hour written exam = 100 Marks

## **COURSE NO 641 RESEARCH METHODOLOGY—(Core Course For All Students)**

### **COURSE RATIONALE**

The diversity of students' academic background necessitates formal training, exposure to and experience of the methodological practices in literary research.

This course seeks to synthesize students' knowledge and training acquired in the courses. Critical Approaches to Literature and Literary Criticism

### **1<sup>st</sup> SEMESTER**

## **COURSE NO 641 RESEARCH METHODOLOGY—(Core Course For All Students)**

### **GENERAL GOALS**

By attending the course, the student should be able to:

- formulate and plan a research problem
- learn the use of primary and secondary sources of data
- prepare notes
- write term papers employing the MLA conventions of style and organization for chapter-distribution, headings, annotations and bibliography etc.
- incorporate their knowledge of theories and approaches to literature.
- Respond to recent developments in the selected research area.

### **COURSE CONTENT**

- Formulation of and planning a research problem.

- Primary and Secondary sources of data.
- Note-making.
- Style conventions of various kinds.
- Organization of research.
- Recent development in the selected research areas.

### **RECOMMENDED READING**

- Atchert, W.S., Gibaldi, J., *The MLA Style Manual. The Modern Language Association of America*, New York, 1985
- Axelord, R.B., *Reading Critically, Writing Well*, St Martin's Press, New York, 1987
- Barnett, S., *A Short guide to Writing About Literature*, Batsford, 1985
- Blaxter, L. Hughes, Christina, Tight, M., *How to Research*, Open University Press, Buckingham, UK, 2002.
- Dunleavie, P., *Studying For a Degree in The Humanities and Social Sciences*. MacMillan, 1986
- Durant, A. and Fabb, N., *Literary Studies in the Action*, Routledge, 1990
- Ehrich, E., Murpht, D., *Writing & Researching*, Bantam Books Inc., New York, 1964
- Griffith, K., *Writing Essays About Literature: A Guide and Style Sheet*, Harcourt Brace College Publishers, New York, 1994
- Leedy, P., *Practical Research Planning & Design*, Macmillan, New York, 1993
- Manley, A.S & Smallwood R.L., *MHRA Style Book: Notes for Authors, Editors and Writers of Dissertations* (3<sup>rd</sup> Ed), Modern Humanities Research Association, 1981
- Miller, C., and Swift K., *The Handbook of Non-Sexist Writing for Writers, Editors and Speakers*. Women's Press, 1981
- Montgomery, M.A., Durant, N., Fabb, S., Mills & Furniss, T., *Ways of Reading : Advanced Reading Skills for Students of Literature*, Routledge, 1992
- Pirie, D., *How to Write Critical Essays*, Methuen, 1985
- Rudestam, K. & Mewtom, R., *Surviving Your Dissertation*, SAGE Publications, inc., California, 1992
- Weston, G., *Writing a Thesis: A Guide to Long Essays and Dissertations*. Longman, 1987

### **EVALUATION**

Term Paper	30 marks
End-of-Semester Examination	70 marks
Total	100 marks

**COURSE No. 642****DISSERTATION**

(Option with 672 & 682)

**COURSE RATIONALE**

This option is open to only those students who have scored 60% and above in the aggregate in the previous year. It aims to provide an opportunity to such students to consolidate and integrate the skills and understanding acquired through the taught Research Methodology course and to write a dissertation of about 5000-7000 words.

**SECOND SEMESTER****COURSE NO 642****DISSERTATION****GENERAL GOALS**

This course will enable students to:

- undertake a piece of research or critical analysis at post graduate level.
- develop skills in obtaining ,organizing and synthesizing evidence.
- to organize material into a structured and properly annotated dissertation

**COURSE CONTENT**

The dissertation is a work of independent and private study. Each student will be assigned a supervisor who will support him/her with individual tutorials on a regular basis. The supervisor will give guidance regarding the selection of topic, research methodology and organization etc.

**RECOMMENDED READING**

Atchert,W.S.,Gibaldi,J., *The MLA Style Manual. The Modern Language Association of America*,New York,1985

Axelord,R.B., *Reading Critically,Writing Well*, St Martin's Press,New York,1987

Barnet,S., *A Short guide to Writing About Literature*,Batsford,1985

Blaxter,L.Hughes,Christina,Tight,M., *How to Research*, Open University Press,Buckingham,UK,2002.

Dunleavie,P., *Studying For a Degree in The Humanities and Social Sciences*.MacMillan ,1986

Durant,A. and Fabb,N., *Literary Studies in the Action*,Routledge,1990

Ehrich,E.,Murpht,D., *Writing &Researching*,Bantam Books Inc.,New York,1964

Griffith,K.,*Writing Essays About Literature: A Guide and Style Sheet*,Harcourt Brace College Publishers, New York,1994



Leedy,P.,*Practical Research Planning & Design*,Macmillan,NewYork,1993

Lodge,D.,*The Art of Fiction*,Penguin,1992

Miller,C., and Swift K., *The Handbook of Non-Sexist Writing for Writers,Editors and Speakers*.Women's Press,1981

Montgomery,M.A., Durant,N.,Fabb,S.,Mills & Furniss,T., *Ways of Reading : Advanced Reading Skills for Students of Literature*, Routledge, 1992

Pirie,D., *How to Write Critical Essays*,Methuen,1985

Ross,R., *Research:An Introduction*. Barnes and Noble Books,Harper & Ron, London,1974

Rudestam,K.&Mewtom,R., *Surviving Your Dissertation*, SAGE Publications,Inc., California,1992

Weston,G., *Writing a Thesis: A Guide to Long Essays and Dissertations*.Longman,1987

### **EVALUATION**

The dissertation of 100 marks is to be handed in 6 weeks after the last final examination. It will be assessed by the supervisor and one second examiner.

### **COURSE No. 682**

**(Option with 642 or 682)**

### **POST COLONIAL LITERATURE AND CRITICISM**

#### **COURSE RATIONALE**

The Post Colonial Literature and Criticism, a one-semester course aims to introduce students to a selection of literature and criticism generated by the colonizers and the colonized.

### **2<sup>nd</sup> SEMESTER**

#### **GENERAL GOALS**

By attending this course, students will be able to participate meaningfully in the critical debate inaugurated by post-colonial literary studies. They will be able to identify the common thematic concerns and stylistic features in the cross-continental voices of the empire. They will also be able to recognize postcolonial literature and criticism as a distinct (though not homogenous) and significant addition to English Literary studies.

#### **PRESCRIBED TEXTS**

- Achebe, Chinua, *Things Fall Apart*
- Fanon, Frantz From *The Wretched of the Earth:  
On National Culture*
- Said, Edward From *Culture and Imperialism:  
Empire, Geography and Culture  
There are Two Sides*

- Suleri, Sara, *The Rhetoric of English in India*
- Walcott, Derek, *The Schooner Flight*
- White, Patrick, *Voss*

### **RECOMMENDED READING**

Ashcroft, B., Griffiths, G., and Tiffin H., Eds, *The Post-Colonial Studies Reader*, Routledge, London 1995

Ashcroft, B., Griffiths, G., and Tiffin H., Eds. *The Empire Writes Back: Theory and Practice in Post – Colonial Literature*. Routledge, London, 1989-2002

Barry P., *Beginning Theory*, Manchester University Press, Manchester, 1995

Bhabha H., Ed *Nation and Narration*, Routledge, London, 1991.

Kachru, B.B., *The Other Tongue*, University of Illinois Press, Urbana, 1982.

Kreshner R.B., *The Twentieth Century Novel: An Introduction*. Bedford Books. Boston, 1997

Peck, J., Ed, *New Casebook on Post Colonial Literatures*. Macmillan, London, 1995.

Radhika, m and Rajan. G., *English Post Coloniality : Literatures from Around the World*, Routledge, London, 1992.

Smith, H., *Beyond the Post-Modern Mind*. Suhail Academy, Lahore, 2002

Suleri, S., *Boys Will Be Boys*. Penguin, New York, 2003.

Suleri, S., *Meatless Days*, University of Chicago Press, Chicago, 1989

### **EVALUATION**

An end of semester written exam= 100 marks

### **COURSE NO 651**

### **AMERICAN LITERATURE: UPTILL THE NINETEENTH CENTURY**

### **COURSE NO 652**

### **AMERICAN LITERATURE: MODERN AND CONTEMPORARY**

### **COURSE RATIONALE**

The two courses in American Literature aim to introduce students to the rich and distinct variety of literary works produced over the past century and a half in the United States.

## 1<sup>st</sup> SEMESTER

**COURSE NO 651**

**AMERICAN LITERATURE: UPTO THE NINETEENTH CENTURY**

### **GENERAL GOALS**

This course will enable the students to:

- identify themes and stylistic elements in the American fictional and non-fictional prose, drama and poetry that broadly characterize American literature as a whole
- analyse and evaluate American works to determine their individual response to historical changes and challenges

### **PRESCRIBED TEXTS**

#### **Essays**

Emerson, R.W. Selections from  
Thoreau, H.D.

*The Poet, Self Reliance*  
*Walden*

#### **Fiction:**

Hawthorne, N.

*Scarlet Letter*

**or**

*Young Goodman Brown, The Birth Mark, The Minister's Black Veil*

Melville, H.

*Moby-Dick*

**or**

*Billy Budd, Sailor, Bartelby, the Scrivener*

Twain, M.

*Huckleberry Finn*

**or**

*The Man that Corrupted Hadleyburg, The*

*Mysterious Stranger*

#### **Biography**

Douglas, F.

*Narrative of the life of F. Douglas*

#### **Poetry**

**Whitman, W.**

*A noiseless patient spider; I hear America singing;*

*One Self I sing; 'Song of myself' (Stanza 1, 4, 5, 6, 10); There was a child went forth; When I heard the learn'd astronomer.*

**Dickinson, E.**

*A bird came down the walk;; Because I could not stop for Death, I heard a fly buzz-when I died; I like to see it lap the miles, Much madness is divinest sense; Success in counted sweetest; The soul selects her own society; To make a prairie it takes a clover ; Wild nights! Wild nights!*

## **RECOMMENDED READING**

Andrews, Barry M., *Emerson As Spiritual Guide: A Companion to Emerson's Essays for Personal Reflection and Group Discussion*, Red Wheel, 2003.

Arvin, Newton, *Herman Melville*, Grove Press, 2002.

Bloom, Harold, *Nathaniel Hawthorne*, Chelsea House Pub., 2003.

Budick, Emily Millen, *Engendering Romance: Women Writers and the Hawthorne Tradition 1850-1900*, New Haven, Yale University Press, 1994

Buell, Lawrence, *Emerson*, Belknap Press, 2003.

Dassow Walls, Laura, *Emerson's Life in Science: The Culture of Truth*, Cornell University Press, 2003.

Guthrie, James R. *Above Time: Emerson's and Thoreau's Temporal Revolutions*, Columbia, U Mo P, 2001.

Heflin, Wilson, *Herman Melville's Whaling Years*, Vanderbilt University Press, 2004.

Hodder, Alan., *Thoreau's Ecstatic Witness*, New Haven, Yale UP, 2001.

Idol, John L. and Jones, Burford, (eds.) *Nathaniel Hawthorne: The Contemporary Reviews* Cambridge, Cambridge University Press, 1994.

Mikics, David, *Romance of Individualism in Emerson and Nietzsche*, Ohio University Press, 2003.

Millington, Richard H., *The Cambridge Companion to Nathaniel Hawthorne*, Cambridge University Press, 2004.

Robinson, David M., *Natural Life: Thoreau's Worldly Transcendentalism*. Ithaca, Cornell UP, 2004.

Sacks, Kenneth S., *Understanding Emerson: The American Scholar and His Struggle for Self-Reliance*, Princeton University Press, 2003.

Wenke, John, *Melville's Muse: Literary Creation and the Forms of Philosophical Fiction*. Kent, OH, Kent State University Press, 1995.

Wineapple, Brenda, *Hawthorne: A Life*, New York: Knopf, 2003.

## **EVALUATION**

An end of semester written exam= 100 marks

Note: Each author should be taught for not more than three years in succession.

## **2<sup>nd</sup> SEMESTER**

### **COURSE NO. 652**

### **AMERICAN LITERATURE: MODERN AND CONTEMPORARY**

#### **DRAMA:**

O'Neill, E.     *Long Day's Journey into Night*  
*or*

*Mourning Becomes Electra*

Miller, A.     *Death of a Salesman*  
**or**  
*The Crucible*

**FICTION:**

a)     **NOVEL** Faulkner, W.     *The Sound and the Fury*  
          Morrison, Toni     *Sula*

b)     **SHORT STORIES**

- Walker, Alice     *Every day use*
- Tan, Amy     *Half & Half*
- Yamamoto, Misaye     *Seventeen Syllables*
- Abbasi, Talat     *Sari Petticoats*
- Olson, Tillie     *I Stand Ironing*

**POETRY**  
**(1915-1945):**

Frost, Robert     *Stopping by Woods on a Snowy Evening... ; The Road Not Taken; Briches; Acquainted with the Night; Desert Places; Mending Wall; The Gift Out Right; For once, then, something...; Design, Home Burial; Death of the Hired Man*

Sandburg, Carl     *Chicago; Grass; Cool Tombs*

Pound, Ezra     *In a Station of the Metro; The River Merchant's Wife; A Letter*

Stevens, Wallace     *The Snow Man; A Postcard from the Volcano ; Of Modern Poetry; The Plain Sense of Things*

Williams, Carlos William     *Spring and All ; The Red Wheel Barrow*

Moore, Marianne     *Poetry*

cummings, e.e.     *next to of course god america!*

Hughes, Langston     *Ballad of the Land Lord; Theme for English 'B'; The Negro Speaks of Rivers; Dream Deferred*

**(Approaching A New Mellenium-1945 To The Present):**

Roethke, Theodore	<i>Root Cellar; My Papa's Waltz; In a dark time...</i>
Bishop, Elizabeth	<i>The Fish; Sestina; One Art</i>
Brooks, Gwendolyn	<i>We Real Cool; A Sunset of the City; The Bean Eaters</i>
Rich, Adrienne	<i>Aunt Jennifer's Tigers; The Trees; For the Dead Peeling Onions</i>
Plath, Sylvia	<i>Mirror; The Rival; Spinster</i>

### **RECOMMENDED READING**

Axelrod, Steven G. *Sylvia Plath: The Wound and the Cure of Words*. Baltimore, Johns Hopkins UP, 1992.

Bloom, Harold, ed. *Modern Critical Views: William Faulkner*. Modern Critical Views Series. New York, Chelsea House, 1986.

Bloom, Harold. *The Best of The Best American Poetry, 1998-1997*. "They Have the Numbers; We, the Heights." Boston Review 23.2. Mar 27, 2000.

Bockting, Ineke. *Character and Personality in the Novels of William Faulkner: A Study in Psychostylistics*. Lanham, Md., UP of America, 1995.

Brietzke, Zander, *The Aesthetics of Failure: Dynamic Structure in the Plays of Eugene O'Neill*, McFarland, 2001.

Brown, Julie, (ed.), *American Women Short Story Writers: A Collection of Critical Essays*, New York, Garland Pub., 1995.

Brown, Julie, (ed.), *Ethnicity and the American Short Story*, New York: Garland Pub., 1997.

Dace, Tish, *Langston Hughes: The Contemporary Reviews*, Cambridge University Press, 1997.

DeFusco, Andrea. ed. *Readings on Robert Frost*. San Diego, Greenhaven, 1999.

Fairleigh, Barbara Voglino, *Perverse Mind: Eugene O'Neill's Struggle With Closure*, Dickinson University Press, 1999.

Iftekharrudin ,Farhat ,*The Postmodern Short Story: Forms and Issues* , under the auspices of the Society for the Study of the Short Story. Westport, Conn., Praeger, 2003.

Murphy, Brenda, *O'Neill: Long Day's Journey into Night* , Cambridge University Press, 2001.

## **EVALUATION**

An end of semester written exam= 100 marks

Note: Each author should be taught for not more than three years in succession.

## Faculty Resume



<b>Name</b>	<b><u>PROF. DR. MUHAMMAD KALEEM RAZA KHAN</u></b>
<b><u>Personal</u></b>	Father: M. Mazhar Ali Khan (Late) Date of Birth: November 4, 1955 Address: B-2, Staff Town, University of Karachi, Karachi CNIC: 42501-1517020-5 Email address: krazakhan@yahoo.com
<b><u>Qualifications</u></b>	<ul style="list-style-type: none"> <li>• Ph. D. in English, Linguistics. Karachi</li> <li>• B.A. (Hons) English Literature, Karachi</li> <li>• M.A. English Literature, Karachi</li> <li>• M.A. English Linguistics, Karachi</li> <li>• M.A. Linguistics for ELT, Lancaster, UK.</li> <li>• DipTEIL (UGC/AIOU, Islamabad)</li> <li>• PGCTRS (Singapore)</li> </ul>
<b><u>Experience</u></b>	Started teaching on June 16, 1981 (33 years) Have been involved in administrative work since 1981. Served the University as Registrar (June 2, 2010 to March 15, 2012).
<b><u>Honor and Awards</u></b>	<u>Syed Kamal-ud-Din Naqvi Gold Medal in M.A. Linguistics.</u>
<b><u>Memberships</u></b>	<u>Life member of SPELT</u> <i>Life member of Shakespeare Association of Pakistan</i> <i>Member of many statutory bodies in the University of Karachi.</i>
<b>Graduate Students</b> <b>Postdocs</b> <b>Undergraduate Students</b>	M.Phil. One M.A. (08) BS IV (10)
<b>Honours Students</b>	BS.III (45)
<b>Service Activity</b>	<ol style="list-style-type: none"> <li>1. Member of the Board of Governors</li> <li>2. Visiting colleges for affiliation</li> <li>3. Examining External and Overseas students</li> <li>4. Various duties as the Chairman, Department of English and as a senior professor in the University.</li> </ol>
<b><u>Brief Statement of Research Interest</u></b>	<u>Within linguistics my special interests include: bilingualism and codeswitching; phonology and text analysis.</u>
<b><u>Publications</u></b>	<ol style="list-style-type: none"> <li>1. <b>Using Literature in Language Classes</b> in <i>SPELT Newsletter</i> Vol. V. No. 3 (1990), pp. 2-6.</li> <li>2. <b>Guidelines for the Primary and Secondary School Teachers on Testing Reading Skills</b> in <i>SPELT Newsletter</i> Vol. VI. No 3.</li> </ol>

	<p>(1991), pp. 2-8.</p> <ol style="list-style-type: none"> <li>3. <b>Some Resources for the Teaching of Grammar</b> in <i>SPELT Newsletter</i> Vol. VII. No 3. (1992), pp. 2-9.</li> <li>4. <b>German Contribution in the Development of Linguistics in the Nineteenth Century</b> in <i>Journal of European Studies</i> Vol. 9 &amp; 10, July 1993 &amp; January 1994, No. 2 &amp; 1, University of Karachi, pp. 53-66.</li> <li>5. <b>Teaching Listening Comprehension in a Language Classroom</b> in <i>ARIEL</i> Vol. XIX, 1993-94, University of Sindh, Jamshoro, pp. 33-42.</li> <li>6. <b>Anti-feminism in Urdu: A Study in Linguistics and Gender</b> in <i>Pakistan Journal of Women's Studies Alam-e-Niswan</i>, Vol:1, No 2, 1994, University of Karachi, pp. 65-73.</li> <li>7. <b>Classroom Tests as Teaching Tools</b> in <i>ARIEL</i> Vol. XXI, 1995-96, University of Sindh, Jamshoro, pp. 9-15.</li> <li>8. <b>Linguistic Conflicts: The Urdu-Hindi Controversy in the Indo-Pakistan Subcontinent</b> in <i>Pakistan Perspectives</i>, Vol. III, No. 1, June 1998, Pakistan Study Centre, University of Karachi.</li> <li>9. <b>Bilingualism in Pakistan</b> in <i>Past and Present</i>, General History, University of Karachi, Vol. 1, December 2001, pp25-32.</li> <li>10. <b>The Question of Speech Community</b> in <i>Journal of Social Sciences and Humanities</i>, Faculty of Arts, University of Karachi, Vols 1 &amp; 2 (2001), pp 92-100.</li> <li>11. <b>Washback Effects of English Language Testing in Pakistan</b> in <i>SPELT Quarterly</i>, Vol. 18, No. 3 (2003), pp 1-7.</li> <li>12. <b>Bilingual Classroom Discourse: Problems and Prospects</b> in Mansoor, S.; Meraj, S; and Tahir, A. (eds.) <i>Language Policy, Planning and Practice</i>. Karachi: Oxford University Press, (2004), Pp 175-186.</li> <li>13. <b>Ethical Issues in Research in Social Sciences</b> in the <i>Proceedings</i> of Interdisciplinary Social Sciences International Conference 2007 published by the University of Karachi: Karachi University Press (pp54-55).</li> <li>14. <b>Gender differences in Language Classrooms in Karachi University</b> (Co-authored with Shafket, S.), in the <i>Journal of Gender Studies</i>.(Women Study Centre, University of Karachi). Vol.1, 2008, pp11-20.</li> <li>15. <b>Two Languages with One Culture: Problems in Communication</b> in Hussain, N; Ahmed, A and Zafar, M (eds) <i>English and Empowerment in the Developing World</i>. New Castle upon Tyne: Cambridge Scholars Publishing. (2009) pp 191-198.</li> </ol>
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	<p><b>16. Shakespeare round the Globe: the Bard on the South Asian Stage before 1947</b>, <i>Journal of European Studies</i>, Vol. No. 25-26, No. 2 &amp; 1, July 2009 and January 2010, Pp 143-152, Area Study Centre for Europe.</p> <p><b>17. Urdu and English Kinship Terms: A Comparative Analysis</b>, <i>Journal of English Literary and Linguistic Studies</i>, Vol. 1, Number 2, 2012.</p> <p><b>18. The Dynamic Forces Which Help the Spread of English in Pakistan</b> (Co-authored with Hussain, T. and Saeed, A., in <i>Language in India</i>, (<a href="http://www.languageinindia.com">www.languageinindia.com</a>) Vol 13:2 Feb 2013.</p>
<b><u>Research Grants and Contracts.</u></b>	<p>Faculty of Arts sponsored my research on: "An Analysis of Classroom Discourse in the Departments of Social Sciences in the Faculty of Arts." (Submitted on 03-10-1996)</p> <p>Technical Assistance Programme of British Council (1988-1989) enabled me to do a masters in Linguistics for ELT from Lancaster, UK.</p> <p>USAID through Ministry of Education, Pakistan gave me the opportunity to study for a post-graduate certificate course on Teaching Reading Skills at RELC, Singapore.</p>
<b><u>Other Research or Creative Accomplishments</u></b>	<p>Five students have obtained M. Phil. Degrees under my supervision.</p>
<b><u>Selected Professional Presentations</u></b>	<ul style="list-style-type: none"> <li>• <u>Forty seven papers presented in National and International Conferences</u></li> <li>• More than 300 workshops on English Language Teaching throughout Pakistan.</li> </ul>

<u>Personal</u>	<b><i>Dr Farhana Wazir Khan</i></b> Father's Name: Mr Wazir Muhammad Khan Associate Professor, Department of English Ph.D. English, University of Karachi, MPhil. English Literature (Shakespeare Studies), University of Birmingham, UK. M. A. English, University of Karachi.
<u>Experience</u>	Served as Full-time Cooperative Teacher, Lecturer and then as Assistant Professor, at the Department of English, University of Karachi, before being appointed as Associate Professor.
<u>Honor and Awards</u>	<ul style="list-style-type: none"> <li>• Awarded First Class First MA in English, Merit Certificate, University of Karachi.</li> <li>• Awarded British Commonwealth Scholarship for MPhil Studies at Birmingham University, England.</li> </ul>
<u>Memberships</u>	<u><i>Member of the Department of English Research Committee for the MPhil/ Phd programme at the University of Karachi</i></u> • <u><i>Member of Syllabus Revision Committee for the BA Hons., MA, MPhil and PhD courses.</i></u>
Graduate Students Postdocs Undergraduate Students	<u><i>Teaching students at the levels of BA Hons, and MA.</i></u> <u><i>Teaching students at the MPhil/ Phd levels</i></u>
Honour Students	
<i>Service Activity</i>	Have served as subject expert in Karachi University's Affiliation Committee for Colleges. Teaching and conducting examinations, required for core and optional courses of English and American literatures, and Communication Skills to students at the level of BA, MA and M. Phil.
<i>Brief Statement of Research Interest</i>	Areas of interest include Elizabethan and Jacobean plays, particularly of Shakespeare, that suggest orientalist literary approaches as well as those of New Historicism and Cultural Materialism. Modern American Literature is also a subject on which I offer research courses at the MA and M. Phil levels.

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<p><u>/Publications</u></p>	<ol style="list-style-type: none"> <li>1. "<u>Timon of Athens</u> and the Concept of Usury" in Journal of social Sciences and Humanities, Karachi: Published by Faculty of Arts, University of Karachi 2002-03, 70-74.</li> <li>2. "<u>Timon of Athens: Tragedy of Bounty...</u>", in Journal of Social Sciences and Humanities, Karachi: Published by Faculty of Arts, University of Karachi, 2004, 113-121.</li> <li>3. "Anglo-Persian Alliances Represented in the Seventeenth Century of English Drama" in Journal of Social Sciences and Humanities Karachi: Published by Faculty of Arts, University of Karachi, 2005, 89-9</li> <li>4. "Turkish Woman as Representative of the Seventeenth Century Muslim Society", in Explorations, Lahore: Published by Department of English Language and Literature G.C. University Lahore, June 2006, 57-64.</li> <li>5. "George Peele's <u>The Battle of Alcazar</u> and England's Relations with North Africa and Turkey", in Journal of Social Sciences and Humanities, Karachi: Published by Faculty of Arts, University of Karachi, June 2006, 57-64.</li> <li>6. "Early Modern Encounters with the East and the English Awareness of the History of Eastern Nations", in Research Journal: Social Sciences, August 2004- July 2006, 50-60.</li> <li>7. "A Consideration of Shakespeare's Play <u>Measure for Measure</u>: The Moral and Political Dilemma of Seventeenth Century Europe" in Journal of European Studies, Vol. 20-12, No. 2+1 Karachi: Published by Area Study Centre for Europe, University of Karachi, July 2004- January 2005, 95-209.</li> <li>8. "Strangers' and 'Stratagem' in Marlowe's The <u>Jew of Malta</u>", in Journal of European Studies, Vol. 24 &amp; 25, Nos 2+1 Karachi: Published by Area Study Centre for Europe, University of Karachi, July 2008- January 2009, 158-19.</li> <li>9. "Christopher Marlowe's <u>Tamburlaine</u> and the Politics of English Trade", in Pakistan Perspectives, Vol. 14, No. I, Karachi: Published by Pakistan Study Centre, University of Karachi, January-June 2009, 23-54.</li> </ol>
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	<p>10. "The Island Princess: Or the Generous Portugal: A Comedy" in Journal of European Studies Vol. 25-26, No. 2+1 Karachi: Published by Area Study Centre for Europe, University of Karachi, July 2009-June 2010, 153-164.</p> <p>11. "Moors in Spain and the Paradigm of Ethnic Cleansing" in Journal of Social Sciences and Humanities, Karachi: Published by Faculty of Arts, University of Karachi, Vol. 49, Part I, January-June 2010, 43-54.</p> <p>12. "Shakespeare's <u>Measure for Measure</u>: The Problem of Social Reform and Marriage 'Why you are nothing then: neither maid, widow, nor wife'", in Pakistan Journal of Gender Studies Vol. 4, Karachi: Published by Centre of Excellence for Women's Studies, University of Karachi, 2010, 21-32.</p> <p>13. "Mirrors of Governance: 'The Mighty Turkish Diadem' and English Drama", in Journal of European Studies Vol. 36-37, No. 2+1 Karachi: Published by Area Study centre for Europe, University of Karachi, July 2010-January 2011, 139-169.</p> <p>14. "Images of Eastern Women in the Travel histories of Literary Texts of Early Modern England" in Journal of social Sciences and humanities, Karachi: Published by Faculty of Arts, University of Karachi, Vol. 49, Part I, January-June 2011, 37-62.</p> <p>15. "The American Family", in Journal of European Studies Vol. 28, No. 1 Karachi: Published by Area Study Centre for Europe, University of Karachi, January 2012, 227-242.</p>
<u>Research Grants and Contracts.</u>	AnneMarie Schimmel Scholarship granted for Post-Graduate Research
<u>Other Research or Creative Accomplishments</u>	Regularly contribute articles and reviews to the various research journals published at the national level.
<u>Selected Professional Presentations</u>	<p>Also presented a conference paper: "The American Family," USIS Conference, 1993, Dhaka, Bangladesh.</p> <p><u>Presented a paper on the topic of "English Histories of Eastern Dynasties in the Early Modern Age", at Kinnaird College for Women, 2004, Lahore.</u></p>

Name	Iftikhar Shafi
<u>Personal</u>	Father's name: Muhammad Shafi Marital status: Married
<u>Experience</u>	Associate Professor, Department of English University of Karachi, Karachi, 2011 –to date Assistant Professor, Department of English, University of Karachi, Karachi, 2006 – 2011 Lecturer, Department of English, University of Karachi, Karachi, 2001 – 2006
<u>Honor and Awards</u>	<i><u>First class first, gold medalist in MA English literature</u></i> Fulbright Pre-doctoral Research Award, 2000-2001
<u>Memberships</u>	<ul style="list-style-type: none"> <li>• Core Curriculum Committee for syllabus revision, 2006</li> <li>• Departmental Research Committee for MPhil and PhD</li> <li>• Editorial Board, Journal of Arts and Humanities</li> </ul>
Graduate Students Postdocs Undergraduate Students	
Honour Students	
Service Activity	
<u>Brief Statement of Research Interest</u>	<i><u>Comparison of the Western and Eastern theories of aesthetics with a particular reference to the Romantic and the Persian Sufi literary tradition</u></i>



<p><u>Publications</u></p>	<ol style="list-style-type: none"> <li>1. "Qiblah and Qabbalah: Comaparativizing Jewish Provenance of Contemporary American Literary Theory from a Pakistani Perspective", <i>Pakistan Perspectives</i>, Vol. 16, No. 1, 2011</li> <li>2. "Reflections on Rumi's Reception in America," <i>Journal of Humanities and Social Sciences</i>, Vol. 49, Part 1, January – June, 2010, 1 – 13, (Faculty of Arts, University of Karachi).</li> <li>3. "Aymanī Bugzâr-o-Jâye Khawf Bâsh: Addressing Disciplinary Crisis in Comparative Literature the Sufi Way," <i>Tamkang Review</i>, Vol. 40, No. 2, June 2010, 151 – 175 (Department of English, Tamkang University, Taiwan).</li> <li>4. "Iqbal and the Poetic Art," <i>Proceedings of the International Conference on 132<sup>nd</sup> Birth Anniversary of Allamah Muhammad Iqbal Lahori</i>, ed. M. Khalili Jahantigh, Zahidan, Iran, February 24-26, 2010, ISBN: 987-600-5145-08-3, 72-87.</li> <li>5. "Violence of Literary Media(tion): Refracting Sufi Thought through American Criticism," <i>Me'yar</i>, Vol. 2, No. 1, July-December 2009, 35-55 (Department of Urdu, International Islamic University, Islamabad)</li> <li>6. "Khayal in Rumi: Imagining Otherwise," <i>Pakistan Perspectives</i>, Vol. 14, No. 2, 2009.</li> <li>7. "Emerson as a Proto-Deconstructionist: Putting American Critical Thought into Perspective," <i>Pakistan Journal of American Studies</i>, Vol. 26, No. 1 &amp; 2, 2008 (Area Study Centre for North and South America, Quaid-e-Azam University, Islamabad).</li> <li>8. "Philosophizing <i>Tasawwuf</i>: The Postmodern Cult of Sufism," <i>Journal of Islamic Thought and Civilization</i>, UMT, Lahore, 2010.</li> <li>9. "Khusro's <i>Dibacheh</i> and the Possibility of Comparison," <i>Pakistan Perspectives</i>, Vol. 12, No. 1, January - June, 2007, 63-74 (Pakistan Study Center, University of Karachi).</li> <li>10. "Romanticism and Rumi: The Ethics of Inspiration," <i>Bazyaft</i>, Vol. 9, July - December 2006, 33-54 (Department of Urdu, Oriental College, Lahore).</li> <li>11. "Concerns for Imagination in Emerson, Keats and T. S. Eliot," <i>Journal of Humanities and Social Sciences</i>, Vol. 1, 2004, 148-155 (Faculty of Arts, University of Karachi).</li> </ol>
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<u>Research Grants and Contracts.</u>	Fulbright Pre-doctoral Research grant
<u>Other Research or Creative Accomplishments</u>	<i>Angara</i> , anthology of Urdu Poetry, Karachi: Fazli, 2013
<u>Selected Professional Presentations</u>	<ol style="list-style-type: none"> <li>1. "The Dynamics of Creativity: Rumi and the Western Critical Thought," <i>First Presentation Session of the Journal Club, University of Karachi</i>, Professional Development Centre, University of Karachi, 26<sup>th</sup> July, 2011.</li> <li>2. "Qiblah and Qabbalah: Comparativizing Jewish Provenance of Contemporary American Critical Thought," <i>13<sup>th</sup> Annual International Conference on American Studies</i>, Area Study Centre for Africa, North and South America, Quaid-e-Azam University, Islamabad, October 15 -17, 2010.</li> <li>3. "Iqbal and the Poetic Art," <i>International Conference on 132<sup>nd</sup> Birth Anniversary of Allamah Muhammad Iqbal Lahori</i>, University of Sistan-Baluchistan, Zahedan, Iran, February 24 – 26, 2010.</li> <li>4. "Violence of Literary Media(tion)," <i>12<sup>th</sup> Annual International Conference on American Studies</i>, Area Study Centre for Africa, North and South America, Quaid-e-Azam University, Islamabad, October 02 - 04, 2009.</li> <li>5. "Addressing Disciplinary Crisis in Comparative Literature the Sufi Way," <i>10<sup>th</sup> Quadrennial International Conference on Comparative Literature</i>, Comparative Literature Association of the Republic of China, Tamkang University, Tamsui, Taiwan, May 29 – 30, 2009.</li> <li>6. "The Postmodern Cult of Sufism," <i>Conference on Islam and Modernity</i>, University of Management and Technology, Lahore, March 30, 2009.</li> <li>7. "Institutionalizing Comparative Literature in Pakistani Universities: Issues and Prospects," (Co-presented with Tayyab Zaidi), <i>2<sup>nd</sup> Sheikh Ayaz Conference on Language and Literature</i>, University of Sindh, Jamshoro, November 07 – 10, 2008.</li> <li>8. "Imagining <i>Khayal</i> in Rumi: Imagining Otherwise," <i>International Conference on Mawlana Jalal al-Din Rumi</i>, University of Sargodha, March 2008.</li> <li>9. "Emerson as a Proto-Deconstructionist: Putting American Critical Thought into Perspective," <i>10<sup>th</sup></i></li> </ol>

	<p><i>Annual International Conference on American Studies</i>, Area Study Centre for Africa, North and South America, Quaid-e-Azam University, Islamabad, October 2007.</p> <p>10. "Rumi – Emerson's Poet: Some Thoughts on Rumi's Reception in America," <i>4<sup>th</sup> Annual Fulbright Alumni Conference</i>, Quaid-e-Azam University, Islamabad, April 27 – 29, 2007.</p> <p>11. "Recasting Rewriting – A Pakistani Perspective," <i>Creativity in Literary Pedagogy, International Video Conference including Pakistan, Bulgaria, Tunisia and England</i>, The British Council, Karachi, 2006.</p> <p>12. "Khusro's <i>Dibacheh</i> and the Possibility of Comparison," (Article). Presented at Research Seminar, department of English, University of Karachi, 2006</p> <p>13. "Romanticism and Rumi," paper presented at the seminar <i>At Rumi's Doorsteps</i>, organized jointly by the department of English and Persian, University of Karachi, 2003</p> <p>14. "A Poem by Iqbal," (an art presentation), <i>West Coast Fulbright Seminar</i>, San Francisco, California, March 8 – 11, 2001.</p>
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<b>Name</b>	<u>Ms. Nishat Wasim</u> (Assistant Professor)
<b>Personal</b> F.name H. Name Date of birth <b>Qualification:</b>	M.Wasimuddin Khan Dr. Shahid Ali 18th November 1961 M.A English (Literature) in 1984 from the University of Karachi.
<b>Experience</b>	24years
<b>Honor and Awards</b>	<ul style="list-style-type: none"> <li>• <u>Merit certificate BA.(H) English 1st position.</u></li> <li>• Merit certificate MA English 2nd position</li> </ul>
<b>Memberships</b>	<ul style="list-style-type: none"> <li>• SPELT Life member</li> <li>• The Shakespeare Association of Pakistan</li> </ul>
Graduate Students Postdocs Undergraduate Students	M.A (Previous) 45 students
Honour Students	B.A (Hons) I (24 students) B.A (Hons) II (45 students) BS III (Hons) 30 students
Service Activity	<ul style="list-style-type: none"> <li>• Member Board of Studies</li> <li>• Member Board of Faculty</li> <li>• Member Core Committee Syllabus Revision BA(H) &amp; MA</li> <li>• External Examiner</li> <li>• Student Advisor</li> </ul>

<u>Brief Statement of Research Interest</u>	Pakistani fiction in English
<u>Publications</u>	<ul style="list-style-type: none"> <li>• Wasim, N. (1989). Making the novel comprehensible to ESL learners, SPELT Newsletter, Vol: 4, No: 3, Karachi. (pp 44-47).</li> <li>• Wasim, N. (1988). The School Newsletter-Report of a Project at Dawood Public School, SPELT Newsletter, Vol: 3, No: 4, Karachi. (pp 19-23).</li> </ul>
<u>Research Grants and Contracts.</u>	
<u>Other Research or Creative Accomplishments</u>	<ul style="list-style-type: none"> <li>• Poems published in The Pakistan Academy of Letters, various newspapers and magazines.</li> <li>• Memories: Published in Pakistani Literature Vol:14 No:2 by Pakistan Academy of Letters, Islamabad, 2009. Pg 345</li> <li>○ Silence Awoke From Deep Slumber: Published in Pakistani Literature - New English Writings from Pakistan, The Pakistan Academy of Letters, Islamabad , 2002, pg 234</li> <li>○ Death Before Life: Published in Poetry from Pakistan - An Anthology, Oxford University Press, Karachi , 1997, pg 59. First published in monthly Women's Own, Karachi , August 1987</li> <li>○ Dark Days: Published in Poetry from Pakistan - An Anthology, Oxford University Press, Karachi , 1997, pg 60</li> <li>○ Surrounded by Invisible Walls: Published in Poetry from Pakistan - An Anthology, Oxford University Press, Karachi , 1997, pg 67. First published in weekly Mag, Vol XVII, No 15, Karachi , 11/4/96</li> <li>○ Sleep-heavy Eyelids: Published in Poetry from Pakistan - An Anthology, Oxford University Press, 1997, pg 62. First published in Zaman, Department of Islamic Studies, University of Karachi , Karachi , 1996</li> <li>○ Under Softly Curling Lashes: Published in Zaman, Department of Islamic Studies, University of Karachi , Karachi , 1996, pg 131</li> <li>○ A Gift Precious Beyond Words: Published in monthly She, Karachi , December 1988</li> <li>○ Bygone Days: Published in daily Morning News, Karachi , 15/1/88</li> <li>○ Petals of Love: Published in monthly Women's Own,</li> </ul>

	<p>Karachi , October 1987</p> <ul style="list-style-type: none"> <li>○ Peace: Published in daily Dawn, Karachi , 18/2/86</li> <li>● Conflicting Cultures: Published in daily Dawn, Karachi , 2/12/85</li> <li>● Death before Life: Published in daily Dawn, Karachi , 8/10/85</li> <li>○ The Search: Published in daily Dawn, Karachi , 30/7/85</li> <li>○ Blessings: Published in daily Dawn, Karachi , 23/4/85</li> <li>○ Joy: Published in daily Dawn, Karachi , 12/2/85</li> </ul> <ul style="list-style-type: none"> <li>● POEM IN URDU</li> <li>● Barish ke Mausam se Ziadah Haseen: Published in Zaman, Department of Islamic Studies, University of Karachi , Karachi , 1996, pg 56</li> </ul>
<p><u>Selected Professional Presentations</u></p>	

<b>Name</b>	Huma Shakir Iqbal (Assistant Professor)
<b>Personal</b>	Father's Name: Shakir Rahim Husband's Name: Iqbal Malik Date of Birth: 22 Feb 1964 CNIC: 42201-2672468-6
<b>Experience</b>	25 years
<b>Honor and Awards</b>	Merit Certificate – 2 <sup>nd</sup> Position in MA Exams (1989)
<b>Memberships</b>	<ul style="list-style-type: none"> <li>• Salzburg Seminar Alumni</li> <li>• Founding Member and Member Executive Committee, Shakespeare Association of Pakistan</li> </ul>
<b>Graduate Students</b> <b>Postdocs</b> <b>Undergraduate Students</b>	M.A (Lit) 18 students
<b>Honour Students</b>	BS III (30 students)
<b>Service Activity</b>	<ul style="list-style-type: none"> <li>- External Examiner</li> <li>- Member Core Committee – Syllabus Revision for BA Hons. and MA Literature</li> </ul>

<b>Brief Statement of Research Interest</b>	- Poetry
Publications	<ul style="list-style-type: none"> <li>• “Dryden’s Aureng-Zebe”. <i>Pakistan Perspectives</i>, Vol 10, No. 1. January-June 2005. (Coauthored with S. Munir Wasti)</li> <li>• “Dr Johnson’s Turkish Play”. <i>Journal of European Studies</i>, Vol 20 &amp; 21, Nos 2 &amp; 1. July 2004 and December 2005 (Coauthored with S. Munir Wasti)</li> <li>• “Train to Pakistan and Beyond: The English Fiction of Khushwant Singh”. <i>Pakistan Perspectives</i>, Vol. 7, No. 2, July-December 2002 (Coauthored with S. Munir Wasti)</li> <li>• “The English Writings of Ahmed Ali”. <i>Pakistan Perspectives</i>, Vol. 4, No. 2. July-Dec 1999</li> <li>• Dryden’s Aureng-Zebe. <i>Pakistan Perspectives</i>, Vol 10, No. 1. January-June 2005. (Coauthored with S. Munir Wasti)</li> </ul>
Research Grants and Contracts.	
Other Research or Creative Accomplishments	
Selected Professional Presentations	



Name	<b>Lubna Shaheen</b> (Assistant Professor)
Personal	Father's name : M. Maqbool Butt Husband's name : M. Abdaal Magray Date of birth :9 august 1966
Experience	21 years
Honor and awards	Merit certificates for first positions in M.A English (literature) 1991 and M.A English ( linguistics ) 1992 Gold medal 1992
Memberships	Shakespeare Association of Pakistan
Graduate students postdocs undergraduate	M.A (Previous) and M.A (Final)-
Honor students	BA (II) subsidiary students
Service activity	Teaching English language and literature to students of honors' and masters' classes
Brief statement of research interest	Twentieth century English literature with special focus on South Asian English literature
Publications	
Research grants and contracts	-
Other research or creative accomplishments	-
Selected professional presentations	-

Name	Faisal Nazir
<u>Personal</u>	Date of Birth: 15 Dec 1975 Marital Status: Married Religion: Islam Education: PhD (2014, English Literature, Department of English, University of Karachi)
<u>Experience</u>	<b>Teaching:</b> 2006 – Present: Department of English, University of Karachi 2003 – 2006: Bahria University, Karachi Campus 2001 – 2003: Visiting Faculty, Department of English, University of Karachi (English Proficiency Course); Sheikh Zayed Islamic Centre (English compulsory); Aga Khan Higher Secondary School (Intermediate English course). <b>Editing:</b> 2000 – 2001: Assistant Editor, Oxford University Press
<u>Honor and Awards</u>	<u>Gold Medal for standing first in MA Exams</u>
<u>Memberships</u>	
Graduate Students Postdocs Undergraduate Students	Currently Teaching: 65 Graduate students (45 MA Previous; 18 MA Final; 2 MPhil) and 48 Undergraduate students (45 BA Hons. 2 <sup>nd</sup> Year; 3 BS 4 <sup>th</sup> Year)
Honour Students	Currently Teaching: 45 Students (BA Hons. 2 <sup>nd</sup> Year)
Service Activity	
<u>Brief Statement of Research Interest</u>	<u>My research interests include but are not limited to: Postcolonial Theory and Literature; Literary Theory and Criticism; Contemporary Fiction; Literature, Culture and Society; Literature and Religion; Literature and History; Shakespeare;</u>

<u>Publications</u>	<ul style="list-style-type: none"> <li>• ‘Of Hybridity and Migrancy: Cultural Exchange in the Postcolonial Context’, <i>Journal of Social Sciences and Humanities</i>, Faculty of Arts, University of Karachi, 2007</li> <li>• ‘From Negative Capability to Negative Theology: Keats and Religion’, Coauthored with Lubna Hasan, <i>Journal of Social Sciences and Humanities</i>, Faculty of Arts, University of Karachi, 2013</li> <li>• “Interrogating ‘Muslim Fictions’” to be published by Government College Lahore University, 2014</li> </ul>
<u>Research Grants and Contracts.</u>	
<u>Other Research or Creative Accomplishments</u>	Presentation skills trainer at various institutes and for various organizations
<u>Selected Professional Presentations</u>	<ul style="list-style-type: none"> <li>• Panelist in the session ‘Whose Pakistan? Whose Picture? Writing Pakistan in English Today’ at Karachi Literature Festival, February 2013</li> <li>• Paper presented at International Conference on Language and Literature, Government College Lahore University, April 2014</li> <li>• Will be presenting a paper at International Conference on Transitions in Social Sciences, Faculty of Social Sciences, University of Karachi, December 2014</li> </ul>

Name	<u>Lubna Hasan (Lecturer)</u>
<u>Personal</u>	Date of Birth: 7 Feb 1979 Marital Status: Married Religion: Islam <b>Education:</b> MPhil (in progress at Department of English, University of Karachi); MA (English Literature, Department of English, University of Karachi)
<u>Experience</u>	<b>Department of English, University of Karachi: 2005 – Present</b> (Appointed Permanent Faculty Member in 2011) <b>Asian Institute of Fashion Design, Iqra University: 2006</b> • Business English and Creative Writing <b>Standard Chartered Bank (course organized for sales personnel): 2005</b> • Business Communication <b>The Avicena School, O Levels, Junior Branch: 2002</b> • English Literature and Language
<u>Honor and Awards</u>	Gold Medal for Standing First in MA Exams
<u>Memberships</u>	
Graduate Students Postdocs Undergraduate Students	Currently Teaching: 45 (MA Previous)  45 (BS 3 <sup>rd</sup> Year); 3 (BS 4 <sup>th</sup> Year); 35 (BA English Minor)
Honour Students	
Service Activity	
<u>Brief Statement of Research Interest</u>	<u>Romanticism; Poetry and Letters of John Keats; Popular/Science Fiction; Literature and Film</u>
<u>Publications</u>	<ul style="list-style-type: none"> <li>• 'From Negative Capability to Negative Theology: Keats and Religion', Coauthored with Faisal Nazir, <i>Journal of Social Sciences and Humanities</i>, Faculty of Arts, University of Karachi, 2013</li> </ul>
<u>Research Grants and Contracts.</u>	
<u>Other Research or Creative Accomplishments</u>	<ul style="list-style-type: none"> <li>• Co-Curricular Activities: Organized Anti-Plagiarism Campaign, Academic Seminars, Shakespeare's Day, Mela (Students Week), worked on designing and developing the Karachi University Prospectus</li> <li>• Attended Research Methodology Workshops for MPhil/PhD students organized by Dean Office, Faculty of Arts, University of Karachi</li> <li>• Attended Research Skills sessions conducted by Dr Iftikhar Shafi at the Department of English</li> </ul>
<u>Selected Professional Presentations</u>	<u>Business Communication Training for Sales Personnel (Standard Chartered Bank, 2005)</u>

<b>NAME</b>	<b>M. BABUR KHAN SURI</b>
<b>Personal Info</b>	<p><b>Designation:</b> Lecture, Department of English, University of Karachi  <b>C.N.I.C:</b> 61101-7763582-5  <b>Cell Phone no:</b> 03335287560  <b>Email :</b> <a href="mailto:babursuri@gmail.com">babursuri@gmail.com</a></p>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• <b><u>Organization</u></b>      <b><u>University of Karachi</u></b>  Department              English  Designation              Lecturer  Tenure                      Jan 2015 – present</li> <li>• <b><u>Organization</u></b>      <b><u>University of Karachi</u></b>  Department              English  Designation              Visiting Faculty  Tenure                      Jan 2010 – Jan 2015</li> </ul> <p><b><u>Courses Taught:</u></b></p> <ul style="list-style-type: none"> <li>➤ Experience of teaching Communication Skills and English as compulsory subjects.</li> <li>➤ Experience of teaching Literary Theory and Criticism, Critical Approaches to Literature, Postcolonial Literature, Elizabethan and Restoration Drama, Modern Fiction, Romantic and Victorian Poetry, South Asian Literature, World Literature and American Literature to students of M.A (Literature) and B.S (Literature).</li> <li>➤ Experience of teaching Phonology, Media Discourse Analysis and World Englishes to students of M.A (Linguistics).</li> </ul> <ul style="list-style-type: none"> <li>• <b><u>Organization</u></b>      <b><u>Greenwich University</u></b>  Department              Humanities  Designation              Visiting Faculty  Tenure                      February 2013-present</li> </ul> <p><b><u>Courses Taught:</u></b></p> <ul style="list-style-type: none"> <li>➤ Experience of teaching English Composition and Remedial English.</li> <li>➤ Experience of teaching Contemporary Poetry, Literature and Society, Prose (Non-Fiction), Literary Criticism, History of English Literature, Regency Era Poetry and T.E.S.L.</li> </ul>
<b>Honours and Awards.</b>	<ul style="list-style-type: none"> <li>• First Position in M.A English Literature</li> <li>• First Position in M.A English Linguistics.</li> </ul>

<p>Academic Qualification</p>	<ul style="list-style-type: none"> <li>• M. Phil in English Literature (thesis in progress), University of Karachi, 2011-contd</li> <li>• MA in Linguistics (First class first position), University of Karachi, 2009-2010.</li> <li>• MA in English Literature (First class first position), University of Karachi, 2007-2009.</li> <li>• B.Com (2<sup>nd</sup> division), A.I.O.U, Islamabad.2003- 2006.</li> <li>• HSE Intermediate, (2<sup>nd</sup> division), I.M.C.B, Islamabad. 2000-2002.</li> <li>• S.S.C (1<sup>st</sup> division), Happy Home High School, Karachi. 1998-2000.</li> </ul>
<p>Research Interest</p>	<ul style="list-style-type: none"> <li>• Literary Theory</li> <li>• Postmodern Fiction</li> <li>• American Literature</li> <li>• World Literature</li> </ul>

Name	<u>Muhammad Moonis Azad</u>
<u>Personal</u>	Father's Name : M. Ehsan Azad Date of Birth : 19 <sup>th</sup> April, 1985 NIC no. : 42201-1018172-3 Nationality : Pakistani
<u>Experience</u>	<u>Iqra University (North Campus)</u> <u>Institute of Business Management (IoBM)</u> <u>University of Karachi</u>
<u>Honor and Awards</u>	
<u>Memberships</u>	
Graduate Students Postdocs Undergraduate Students	
Honour Students	
Service Activity	
<u>Brief Statement of Research Interest</u>	<i>Primarily interested in Psychoanalytic literary theory. Related interests include culture theory, film theory and the metaphysical implications of quantum physics and technology.</i>

<u>Publications</u>	
<u>Research Grants and Contracts.</u>	
<u>Other Research or Creative Accomplishments</u>	
<u>Selected Professional Presentations</u>	

## SURVEY RESULTS

- **Following surveys were conducted to compile the process of self-assessment report:**
  - a. Teacher & Course evaluation survey

- a. Results of the Teacher and course evaluation Survey:**

The students have expressed satisfaction with the teaching that takes place in the M.A (Literature) and Linguistics programme as most of the teachers' teaching is rated above 60%. However, students have expressed their dissatisfaction with some teachers' style of teaching and lack of punctuality. They have also voiced their concern for the late announcement of results by some teachers. Almost all the literature students have expressed the need for including assignments in the literature courses to make the courses more interesting and practical. The same point is made by students of Linguistics for the World Englishes paper, which, according to them, can be made a task-oriented course. Students of M.A Linguistics also feel the need to make the section on Syllabus designing in TESL II more practical.

After analyzing the course evaluation survey results, following gaps have been identified with reference to individual courses:

- **M.A (Previous):**
  - **Drama:**
    - Course is too lengthy
    - No focus on continuous assessment
  - **Fiction:**
    - Contemporary fiction is not included
    - There is no practical work, no assignments.
  - **Poetry:**
    - Literary devices are not explained in detail
    - Classroom tests are not conducted to assess students' performance during the semester
    - Audio-visual aids are not utilized for teaching poetry
  - **History of English Literature:**
    - The course is not properly handled in terms of time management
    - It is too lengthy



- **M.A (Final) Literature:**
  - ***Literary Theory and Criticism:***
    - Limited content
    - No practical work in the form of assignments
  - ***Poetry:***
    - limited content
    - no room for modern and contemporary poets
    - very few female poets included in the course
  - ***American Literature:***
    - Absence of historical background to American literature
    - The course is too lengthy, particularly the poetry section.
    - There is less focus on American fiction
    - Short stories included are not very interesting
  - ***Shakespeare:***
    - *There are not enough tragedies in the course*
    - *Shakespeare's poetry is not included.*
  - ***Post-colonial Literature:***
    - The reading material provided is not enough
    - Many books related to the course are not available
    - There is no focus on post-colonial poetry
  - ***South Asian Literature:***
    - Objectives and practical applications are not clear
    - Plays are missing in the course
    - There is no additional critical material
    - Some of the course contents are boring, particularly, Kamila Shamsie's *Salt and Saffron*.
    - There isn't enough South Asian poetry in the course
- **On the basis of Students' Evaluation of Teachers and Courses, the Department of English plans to bring improvement in the following areas:**
  - a. sharing the self-assessment report with all the faculty members
  - b. encouraging the teachers to reflect on their current teaching to bring improvement in their pedagogical practices
  - c. motivating the teachers to become role models for students by being punctual and regular
  - d. asking all the teachers to provide the course outline to students in the introductory class for effective teaching and learning
  - e. promoting team work which is currently missing at the department level

- f. conducting teacher-training sessions regularly every semester
- g. arranging seminars on different topics related to the courses offered in different programmes of the department
- h. revising the syllabus by redefining the course objectives
- i. improving and updating the course content and reference material
- j. making the courses research-oriented by incorporating practical work
- k. encouraging peer collaboration and group work in classes

**SURVEY DATA**  
**Ms Nishat Waseem**

**Total students who filled the evaluation form: 27**

<b>Teacher evaluation</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No response</b>
1. The Teacher is prepared for each class	23	4				
2. The Teacher demonstrates knowledge of the subject	21	5	1			
3. The Teacher has completed the whole course	18	8	1			
4. The Teacher provides additional material apart from the textbook	20	7				
5. The Teacher gives citations regarding current situations with reference to Pakistan.	11	9	3	3	1	
6. The Teacher communicates the subject matter effectively.	12	13		2		
7. The Teacher shows respect towards students and encourages class participation.	16	9		2		
8. The Teacher maintains an environment that is conducive to learning.	11	11	2	2	1	
9. The Teacher arrives on time.	22	3			2	
10. The Teacher leaves on time.	20	7				
11. The Teacher is fair in examination.	16	9		1		1
12. The Teacher announces the result in a reasonable time.	12	13	1	1		
13. The Teacher was available during the specified office hours and for after class consultations	11	11	5			1
	<b>213</b> <b>60.5%</b>	<b>109</b> <b>(31%)</b>	<b>13</b> <b>(4%)</b>	<b>11</b> <b>(3%)</b>	<b>4</b> <b>(1%)</b>	<b>2 (0.5%)</b>
<b>Course evaluation</b>						
14. The Subject matter presented in the course has increased your knowledge of the subject	15	9	1	2		
15. The syllabus clearly states course objectives requirements, procedures and grading criteria	4	16	5	2		
16. The course integrates theoretical course concepts with real-world applications	7	18	2			
17. The assignments and exams covered the materials presented in the course	10	16	1			
18. The course material is modern and updated	7	13	2	2	1	
	<b>43</b> <b>(32%)</b>	<b>72</b> <b>(54%)</b>	<b>11</b> <b>(8%)</b>	<b>6</b> <b>(5%)</b>	<b>1</b> <b>(1%)</b>	

**Ms Huma Shakir**

**Total students who filled the evaluation form: 18**

<b>Teacher evaluation</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No response</b>
1. The Teacher is prepared for each class	16	2				
2. The Teacher demonstrates knowledge of the subject	17	1				
3. The Teacher has completed the whole course	17	1				
4. The Teacher provides additional material apart from the textbook	16	2				
5. The Teacher gives citations regarding current situations with reference to Pakistan.	15	3				
6. The Teacher communicates the subject matter effectively.	17	1				
7. The Teacher shows respect towards students and encourages class participation.	16	2				
8. The Teacher maintains an environment that is conducive to learning.	16		2			
9. The Teacher arrives on time.	16		2			
10. The Teacher leaves on time.	9	5	4			
11. The Teacher is fair in examination.	14	2	2			
12. The Teacher announces the result in a reasonable time.	14	2	2			
13. The Teacher was available during the specified office hours and for after class consultations	15	1	2			
	<b>198</b> <b>85%</b>	<b>22</b> <b>(9%)</b>	<b>14</b> <b>(6%)</b>			
<b>Course evaluation</b>						
14. The Subject matter presented in the course has increased your knowledge of the subject	13	5				
15. The syllabus clearly states course objectives requirements, procedures and grading criteria	10	4	4			
16. The course integrates theoretical course concepts with real-world applications	8	6	3	1		
17. The assignments and exams covered the materials presented in the course	8	6	4			
18. The course material is modern and updated	9	5	4			
	<b>48</b> <b>(53%)</b>	<b>26</b> <b>(29%)</b>	<b>15</b> <b>(17%)</b>	<b>1</b> <b>(1%)</b>		

**Ms Lubna Shaheen**

**Total students who filled the evaluation form: 40**

<b>Teacher evaluation</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No response</b>
1. The Teacher is prepared for each class	9	22	4	4	1	
2. The Teacher demonstrates knowledge of the subject	16	20	3	1		
3. The Teacher has completed the whole course	12	18	4	1	5	
4. The Teacher provides additional material apart from the textbook	14	20	3	2	1	
5. The Teacher gives citations regarding current situations with reference to Pakistan.	14	16	6	4		
6. The Teacher communicates the subject matter effectively.	14	16	6	4		1
7. The Teacher shows respect towards students and encourages class participation.	25	13	1			
8. The Teacher maintains an environment that is conducive to learning.	16	18	3	2		1
9. The Teacher arrives on time.	5	15	8	2	6	4
10. The Teacher leaves on time.	5	16	7	5	4	3
11. The Teacher is fair in examination.	20	15	2		3	
12. The Teacher announces the result in a reasonable time.	5	15	8	3	4	6
13. The Teacher was available during the specified office hours and for after class consultations	12	19	4	2	2	1
	<b>167 (32%)</b>	<b>223 43%</b>	<b>59 (11%)</b>	<b>30 (6%)</b>	<b>26 (5%)</b>	<b>16 (3%)</b>
<b>Course evaluation</b>						
14. The Subject matter presented in the course has increased your knowledge of the subject	15	19	1	2		3
15. The syllabus clearly states course objectives requirements, procedures and grading criteria	10	19	3	3	2	3
16. The course integrates theoretical course concepts with real-world applications	10	22	4	3	1	
17. The assignments and exams covered the materials presented in the course	17	19	2			2
18. The course material is modern and updated	15	15	7	3		
	<b>67 33.5%</b>	<b>94 47%</b>	<b>17 8.5%</b>	<b>11 5.5%</b>	<b>3 1.5%</b>	<b>8 (4%)</b>

**Dr Farhana Wazir Khan**

**Total students who filled the evaluation form: 18**

<b>Teacher evaluation</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No response</b>
1. The Teacher is prepared for each class	16	2				
2. The Teacher demonstrates knowledge of the subject	16	2				
3. The Teacher has completed the whole course	16	2				
4. The Teacher provides additional material apart from the textbook	10	7				1
5. The Teacher gives citations regarding current situations with reference to Pakistan.	9	5	3	1		
6. The Teacher communicates the subject matter effectively.	14	4				
7. The Teacher shows respect towards students and encourages class participation.	14	4				
8. The Teacher maintains an environment that is conducive to learning.	12	6				
9. The Teacher arrives on time.	13	5				
10. The Teacher leaves on time.	8	6	2	2		
11. The Teacher is fair in examination.	12	5				1
12. The Teacher announces the result in a reasonable time.	11	6	1			
13. The Teacher was available during the specified office hours and for after class consultations	13	5				
	<b>164 (70%)</b>	<b>59 25%</b>	<b>6 2.5 %</b>	<b>3 1.5%</b>		<b>2</b>
<b>Course evaluation</b>						
14. The Subject matter presented in the course has increased your knowledge of the subject	10	8				
15. The syllabus clearly states course objectives requirements, procedures and grading criteria	11	6	1			
16. The course integrates theoretical course concepts with real-world applications	7	9	1	1		
17. The assignments and exams covered the materials presented in the course	10	8				
18. The course material is modern and updated	10	6	1	1		
	<b>48 (53.4%)</b>	<b>37 (41.1% )</b>	<b>3 (3.4%)</b>	<b>2 (2.1%)</b>		

**Dr Iftikhar Shafi**

**Total students who filled the evaluation form: 08**

<b>Teacher evaluation</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No response</b>
1. The Teacher is prepared for each class	8					
2. The Teacher demonstrates knowledge of the subject	8					
3. The Teacher has completed the whole course	5	1	1	1		
4. The Teacher provides additional material apart from the textbook	6	2				
5. The Teacher gives citations regarding current situations with reference to Pakistan.	7	1				
6. The Teacher communicates the subject matter effectively.	8					
7. The Teacher shows respect towards students and encourages class participation.	8					
8. The Teacher maintains an environment that is conducive to learning.	8					
9. The Teacher arrives on time.	7	1				
10. The Teacher leaves on time.	8					
11. The Teacher is fair in examination.	8					
12. The Teacher announces the result in a reasonable time.	8					
13. The Teacher was available during the specified office hours and for after class consultations	5	2		1		
	<b>94 (90%)</b>	<b>7 (7%)</b>	<b>1 (1%)</b>	<b>2 (2%)</b>		
<b>Course evaluation</b>						
14. The Subject matter presented in the course has increased your knowledge of the subject	7	1				
15. The syllabus clearly states course objectives requirements, procedures and grading criteria	4	4				
16. The course integrates theoretical course concepts with real-world applications	5	3				
17. The assignments and exams covered the materials presented in the course	5	3				
18. The course material is modern and updated	7	1				
	<b>28 (70%)</b>	<b>12 (30%)</b>				

**Dr Faisal Nazeer**

**Total students who filled the evaluation form: 24**

<b>Teacher evaluation</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No response</b>
1. The Teacher is prepared for each class	15	9				
2. The Teacher demonstrates knowledge of the subject	13	9	2			
3. The Teacher has completed the whole course	11	11		2		
4. The Teacher provides additional material apart from the textbook	6	7	8	3		
5. The Teacher gives citations regarding current situations with reference to Pakistan.	13	9	1	1		
6. The Teacher communicates the subject matter effectively.	13	10		1		
7. The Teacher shows respect towards students and encourages class participation.	13	11				
8. The Teacher maintains an environment that is conducive to learning.	13	7	1	1		
9. The Teacher arrives on time.	8	11	4	2		
10. The Teacher leaves on time.	11	13				
11. The Teacher is fair in examination.	6	9	7			2
12. The Teacher announces the result in a reasonable time.	5	7	8			4
13. The Teacher was available during the specified office hours and for after class consultations	7	9	6		1	1
	<b>134 (43%)</b>	<b>122 39.2%</b>	<b>37 12%</b>	<b>10 3.21%</b>	<b>1 0.32%</b>	<b>7 (2.25%)</b>
<b>Course evaluation</b>						
14. The Subject matter presented in the course has increased your knowledge of the subject	8	10	4	2		
15. The syllabus clearly states course objectives requirements, procedures and grading criteria	6	9	7	2		
16. The course integrates theoretical course concepts with real-world applications	8	10	6			
17. The assignments and exams covered the materials presented in the course	7	9	8			
18. The course material is modern and updated	10	7	6	1		
	<b>39 (33%)</b>	<b>45 38%</b>	<b>31 25%</b>	<b>5 (4%)</b>		



**Ms Lubna Hasan**  
**Total students who filled the evaluation form: 25**

	A	B	C	D	E	No response
1. The Teacher is prepared for each class	20	4	1			
2. The Teacher demonstrates knowledge of the subject	21	4				
3. The Teacher has completed the whole course	9	8	5	2		1
4. The Teacher provides additional material apart from the textbook	15	9	1			
5. The Teacher gives citations regarding current situations with reference to Pakistan.	16	9				
6. The Teacher communicates the subject matter effectively.	19	6				
7. The Teacher shows respect towards students and encourages class participation.	21	3	1			
8. The Teacher maintains an environment that is conducive to learning.	16	8	1			
9. The Teacher arrives on time.	7	13	2	3		
10. The Teacher leaves on time.	7	11	2	4	1	
11. The Teacher is fair in examination.	15	8	1	1		
12. The Teacher announces the result in a reasonable time.	12	12	1			
13. The Teacher was available during the specified office hours and for after class consultations	10	10	5			
	<b>188</b> <b>58%</b>	<b>105</b> <b>32.3%</b>	<b>20</b> <b>(6%)</b>	<b>10</b> <b>(3%)</b>	<b>1</b> <b>0.3%</b>	<b>1 (0.3%)</b>
<b>Course evaluation</b>						
14. The Subject matter presented in the course has increased your knowledge of the subject	20	5				
15. The syllabus clearly states course objectives requirements, procedures and grading criteria	12	10	3			
16. The course integrates theoretical course concepts with real-world applications	11	13	1			
17. The assignments and exams covered the materials presented in the course	11	12	1	1		
18. The course material is modern and updated	11	12	2			
	<b>65</b> <b>52%</b>	<b>52</b> <b>41.6%</b>	<b>7</b> <b>5.6%</b>	<b>1</b> <b>0.8%</b>		