UNIVERSITY OF KARACHI

Department of English
University of Karachi

Self-Assessment Report
M.A (Linguistics) Programme (2014)

Submitted to

Quality Enhancement Cell, University of Karachi

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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) Linguistics:

The main objective of the M.A (Linguistics) programme is to sensitize the students with the knowledge of Linguistics as a science and to train them to pursue research in different branches of Linguistics. Another objective of the programme is to polish students’ communicative competence and enrich their understanding of how any language is stored in the brain and how it functions in society. The program strives to develop students’ analytical skills and familiarizes them with the latest trends in Applied Linguistics. It also aims to train students for language pedagogy by providing them the tools that are needed for effective classroom communication.
Table: Program Objectives Assessment

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Objectives</th>
<th>How Measured</th>
<th>When Measured</th>
<th>Improvement Identified</th>
<th>Improvement Made</th>
</tr>
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<tr>
<td>1.</td>
<td>To sensitize the students with the knowledge of Linguistics as a science</td>
<td>Teacher’s &amp; course Evaluation Survey</td>
<td>September 2014</td>
<td>See Survey result at the end of this report</td>
<td>See Survey result at the end of this report</td>
</tr>
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<td>2.</td>
<td>To train them to pursue research in different branches of Linguistics.</td>
<td>Teacher’s &amp; course Evaluation Survey</td>
<td>September 2014</td>
<td>See Survey result at the end of this report</td>
<td>See Survey result at the end of this report</td>
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<td>3.</td>
<td>To polish students’ communicative competence and enrich their understanding of how any language is stored in the brain and how it functions in society.</td>
<td>Teacher’s &amp; course Evaluation Survey</td>
<td>September 2014</td>
<td>See Survey result at the end of this report</td>
<td>See Survey result at the end of this report</td>
</tr>
<tr>
<td>4.</td>
<td>To develop students' analytical skills and familiarizes them with the latest trends in Applied Linguistics.</td>
<td>Teacher’s &amp; course Evaluation Survey</td>
<td>September 2014</td>
<td>See Survey result at the end of this report</td>
<td>See Survey result at the end of this report</td>
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</tbody>
</table>

**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.

By the end of the M.A (Linguistics) programme students are able to:

- Develop a thorough knowledge of the major branches of Linguistics;
- Become better users of language to be able to engage in effective communication;
- Acquire knowledge and skills of language pedagogy;
- Display an understanding of different research paradigms within Applied Linguistics.
Strengths and Weaknesses of M.A (Linguistics) programme

i) **Strengths:** The programme provides adequate exposure to students to the major branches of Linguistics, particularly *Phonology* and *Semantics*, along with a focus on Applied Linguistics. The two papers, *TESL I* (Teaching English as a Second Language) and *TESL II* incorporated in the M.A Linguistics programme also familiarize students with the basic principles of language teaching and learning, syllabus designing, and language testing. Most of the courses in the M.A Linguistics programme strike a balance between theory and practice. One of the major strengths of the programme is the exposure provided to the students in the form of a compulsory paper: *Research Methods in Linguistics* in the first semester of the M.A (Linguistics) programme which prepares them to conduct research in future. In the final semester, the students are also provided the opportunity to conduct research in the field of Applied Linguistics, in case they meet the eligibility criterion of 60 or above 60% in the Research methodology course.

ii) **Weaknesses:** The major weakness of the programme is that it does not include any component on *Morphology* and *Syntax*. Another component that is found missing in this programme is *Schools of Linguistics*. Besides this, the programme does not offer enough optional courses.

c) **Future Development Plans:** After analyzing the strengths and weaknesses of the programme, we have decided to revise the existing M.A (Linguistics) programme by incorporating the elements that are missing. The Syllabus Revision Committee has already started working to bring the required modifications which will be proposed in the Board of Studies, Board of Faculty and finally in the Academic Council for approval.

**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.

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.

Although the situation is pathetic in M.A (Previous), it is far better in M.A (Final) Linguistics. In M.A (Linguistics), 63% students succeeded in passing all the papers in the first semester in 2014, while in the second semester the percentage of students passing all the papers increased to 88%, which shows significant improvement in students’ performance. The improvement in students’ performance in Linguistics is not just related to the results of 2014. If we see the results of the previous batches as well, this improvement is evident through their marks in the final year. This improvement can be attributed to the students’ interest in Linguistics and their motivation to study which in turn can be related to the continuous assessment and feedback given to them along with the timely submission of results on the part of the teachers of Linguistics.
Standard 1.4: The department must assess its overall performance periodically.

a) Student Enrolment in M.A (Previous)

<table>
<thead>
<tr>
<th>Year</th>
<th>M.A (Previous)</th>
<th>M. A (Final) Literature</th>
<th>M.A (Final) Linguistics</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>44</td>
<td>16</td>
<td>8</td>
<td>68</td>
</tr>
</tbody>
</table>

b) Student/faculty ratio: 22:1

c) Duration of the M.A (Linguistics) Programme: 1 year after M.A previous

d) The minimum student grade point (CGPA): 1.4

The average student grade point (CGPA): 2.8

e) Employers’ Satisfaction

Most of the employers we contacted did not respond to the employers’ opinion survey. Since only two of them responded, it would be unfair to draw conclusions on the basis of their response. However, we cannot ignore their evaluation. Their 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 need to further improve their 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. Nevertheless, the employers’ opinion cannot be generalized as the sample size is too small to reach any reliable results.

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

2.1 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 (Previous) and M.A (Final) Linguistics programme:

### M.A (Previous)

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

### M.A (Final) Linguistics

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</thead>
<tbody>
<tr>
<td></td>
<td>611-B: TESL</td>
<td>621-B: Pedagogical Grammar</td>
<td>631-B: Psycho-Semantics</td>
<td>641-B: Phonology</td>
<td>651-B: Research Methods in Linguistics</td>
</tr>
</tbody>
</table>
### Standard 2.1: Correlation of Courses with Objectives for M.A (Linguistics) Programme

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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Programme Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td>622-B, 652-B</td>
</tr>
<tr>
<td><strong>Thesis/Dissertation</strong></td>
<td>652-B</td>
</tr>
</tbody>
</table>

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

The following table indicates the elements covered in core courses:

<table>
<thead>
<tr>
<th>Elements</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Theoretical Background</td>
<td>All courses offered by the Department</td>
</tr>
</tbody>
</table>
### Problem Analysis

| 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 (The report is only based on the self-assessment of M.A Linguistics and M. A Literature programmes).

### 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 are 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 (Linguistics) programmes:

<table>
<thead>
<tr>
<th>Programme</th>
<th>Classes per Week</th>
<th>Research Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A (Linguistics)</td>
<td>15</td>
<td>3 classes per week</td>
</tr>
</tbody>
</table>

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 Chairman presides over the meeting. The teachers of English department, particularly Linguistics programme 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 programme 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:

<table>
<thead>
<tr>
<th>Class</th>
<th>Seats</th>
<th>Required Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A</td>
<td>40</td>
<td>i. Graduation with at least 45% marks in Elective English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii. Graduation with at least 55% marks in Compulsory English</td>
</tr>
</tbody>
</table>

Note: 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 and research-oriented tasks are given to students. M.A (Final) Linguistics students are particularly engaged in such tasks to maximize learning, as in the Linguistics programme the focus is on Task based learning to promote learner autonomy.
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 3rd division in the Academic Career. Only HEC recognized degrees are considered.
- Condition of 3rd 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 2nd 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) In M.A (Linguistics) programme, students are given feedback on their assignments so that they can overcome their weaknesses and further refine their work.
   d) Reading packs for 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 (LINGUISTICS)

**Faculty Members**

1. Dr. Kaleem Raza Khan  
   Professor  
   (Chairman)
2. Ms Dilshat Bano  
   Assistant Professor
3. Mr Tayyab Zaidi  
   Assistant Professor  
   (On Study Leave)
4. Ms Shumaila Shafket Ali  
   Assistant Professor
5. Ms Bushra Khurram  
   Lecturer  
   (On Study Leave)

The following teachers for Linguistics have been selected by the Selection Board, approved by the Syndicate and they are going to join before the beginning of the next semester in 2015.

6. Mr Wajdan Raza  
   Assistant Professor
7. Mr Farhan Shaukat  
   Lecturer
8. Mr Abdul Basit  
   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 if 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 (Linguistics) program of the Department of English:

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A (Previous)</td>
<td>50</td>
</tr>
<tr>
<td>M.A (Final) Linguistics</td>
<td>8</td>
</tr>
</tbody>
</table>

**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
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.

1ST 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*

18th Century

Sheridan, Richard  
*The School for Scandal*
RECOMMENDED READING


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


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

2nd 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

19TH – 20TH 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


Gerry, Dukes, Samuel Beckett, Overlook Press, 2002


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.

1ST 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


**EVALUATION**

An end-of-semester 3-hour written exam = 100 Marks
2nd 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 (lines 1–227)

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


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.

1st 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


EVALUATION
End of semester 3-hour exam=100 Marks

2nd 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


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.

1ST 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
19th Century Novel

Dickens, Charles, *David Copperfield*

Eliot, George, *Silas Marner*

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

RECOMMENDED READING


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

EVALUATION

End of semester 3-hour exam = 100 Marks

2nd 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 20th 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**


**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

**1ST 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

2nd 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**


**EVALUATION**

End of semester 3-hour exam = 100 Marks
**M.A (Linguistics)**

**611-B: TEACHING OF ENGLISH AS A SECOND LANGUAGE (T.E.S.L I)**

**Aims:**

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

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 assignment will be able to:

- 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
- to 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 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**
   i. Nature of Writing
   ii. Theories of Writing – Product and Process
   iii. Lesson Planning for teaching writing
   iv. 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**


**Essential Reading:**


621-B: *Pedagogical Grammar*

**Duration**: One semester

**Aims:**

The aim is to introduce the students to some basic concepts of English grammar to enable them to understand, analyse and enhance their own grammatical competence. It will also help them transmit these concepts in their own teaching. The major emphasis of the course, therefore, will be on how to teach grammar.

**Course Contents:**

- Clause Elements (Subject, Verb, Object, Adverbial, Complement)
Sub-ordination and Coordination

Some Basic Concepts of English Grammar
- Modality
- Tense and Aspect system of English
- Voice
- Hypothetical Meaning

Methodology:
Lectures and presentations

Evaluation:
Presentations during the semester – 25 marks
End-of-the-semester Exam – 75

Essential Reading:


641-B: Phonology

Aims:

The aim of this module is to provide students with descriptive, analytical and applied knowledge about the sound system of English and varieties of English. By the end of course the participants will be able to:

a) analyze and describe sound system of their own language;
b) analyze and describe sound system of English language; and
c) identify the problems of English pronunciation.

Contents:

1. Introduction
   - Stages in the production of speech
   - Speech organs
   - Manner of articulation

2. Segmental phonology
   i. Phonemes and allophones
      - Consonants
      - Vowels
      - Diphthongs and triphthongs
   ii. Syllable and syllabic structure
      - Consonant clusters
      - Syllable
      - Word stress: nouns, verbs, and adjectives
   iii. Sounds in connected speech
      - Weak forms
      - Assimilation, elision and liaison

3. Suprasegmental phonology
   i. Sentence stress and intonation

4. Contrastive phonology
   i. Teaching of pronunciation
Methodology:

Lectures and presentations

Evaluation:

Practical assignments – 50 marks

End-of-the-semester exam – 50 marks

Essential Reading:


631-B: Semantics and Psycholinguistics

This course is divided into two equal sections.

Duration: One semester

Aims:

In the first section – semantics – students will learn the basic concepts of modern linguistic semantics, both at the lexical and syntactic levels, to enhance their general competence in English that will also help them in teaching vocabulary and sentence grammar. The aim of the second section – psycholinguistics – is to develop in the students an awareness and
understanding of different variables that interact with and upon the teaching and learning of language. This will enable the students to develop the theoretical background of learning and teaching.

Semantics

- Early theories of meaning (Ogden and Richards; Ferdinand de Saussure)
- **Sense relations**
  - a. Semantic fields
  - b. Componential analysis
  - c. Hyponymy
  - d. Synonymy
  - e. Antonymy
  - f. Homonymy
  - g. Polysemy

- Syntactic semantics
  Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition

Psycholinguistics

- The psychology of learning
  - a. Theories of language learning (Chomsky; Piaget; Krashen)
  - b. Memory
  - c. Interlanguage
  - d. Error Analysis

- Learner Factors
  - a. Age
  - b. Affective and personality factors
  - c. Cognitive styles
  - d. Motivation

Methodology:

Lectures and seminars

Evaluation:

Semantics 50 marks
Psycholinguistics 50 marks
Essential Reading:


**651-B: Research Methods & Techniques in Applied Linguistics**

**Aims:**

To enable students to conduct their own small scale research, the main aim is to get them familiarised with techniques and methods of selecting topics, developing questions, collecting and analysing data and also preparing the research report.

**Contents:**

- Research Paradigms:
  - Historical
  - Developmental
  - Survey
  - Case Study
  - Experimental
- Qualitative and Quantitative Research
- Ethnography
- Identifying and Defining a Research Problem
- Ethics and Human Relations
- Sampling Techniques
- Questionnaires, Interviews and Observation
- Some Aspects of the Research Report
  - Review of literature
  - Transcription and Transliteration
  - Referencing and Citation

**Methodology:**

Lectures, Assignments, Classroom Presentations and Seminars

**Evaluation:**

Small-scale projects during the semester – 50 marks

End-of-the-semester Exam – 50 marks
Essential Reading:


612-B: TEACHING OF ENGLISH AS A SECOND LANGUAGE (T.E.S.L II)

Aims:

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 practise principles of testing of 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

Essential Reading:


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**622-B: Media Discourse Analysis**

*(Option with Translation Studies)*

This course is offered as an option to *ELT Practicum* and *Translation Studies*.

**Duration**: One Semester

**Aims:**

This course will provide students with an insight into the socio-political influence and the cultural power of the mass media in the modern world. The learners are expected to study the role that the language of media is playing in globalization. At the end of the course the students to will be able to respond to the media texts (written and spoken).

**Contents:**

- Introduction to mediation
- Sign and meanings
- Intertextuality
- Narrative
- Cultural studies
Montage/Hybridization
Language of Propaganda and Sabotage
Language of Politics (Newspeak and Binary Discourse)
Interpellation: Modes of address (e.g. direct address in broadcasting and TV advertising)
Genre and Ideology (e.g. femininity as an ideology)
Regime of Broadcasting and roles of producers and receivers of speech acts
Language of Documentary
Copy-writing
Journalistic writing
Media and Globalization
Deconstruction of Media texts

Methodology:
Lectures and Analysis of language in print and electronic media

Evaluation:
Class projects – 50 marks
End-of-the-semester exam – 50 marks

Essential Reading:


Translation Studies

Aims & objectives:
After completing the course students will be able to understand the complexities of translation from one language to the other – in this case from English to Urdu and from Urdu to English – through studying translations. They will be expected to demonstrate their knowledge and skills in translation.

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

Recommended Reading:


**632-B: Sociolinguistics**

**Duration:** One semester

**Aims:**

At the end of this course students will have an awareness of some social factors that are relevant to language use and acquisition with special reference to Pakistan.

**Course Contents:**

- Functions of language in society
- Domains of language use
- Speech Community
- Multilingualism and Bilingualism
  - Dimensions of bilingualism
  - Bilingualism and Diglossia
  - Causes of bilingualism
  - Manifestations of bilingualism
    - loan-words
    - borrowing
    - code-switching
  - Effects of bilingualism
    - language conflicts
    - language attitudes
    - language maintenance
    - language shift
    - language death
- National Language, Standard Language, Dialects, Pidgin and Creoles
- Language Planning and Language Policy

**Methodology:**

Lectures, presentations and seminars

**Evaluation:**

Presentations during the semester – 25 marks

End-of-the-semester exam – 75 marks
Recommended Books:


642-B: Text Analysis

**Duration:** One Semester

**Aims:**

The aim is to provide the students an insight in language as communication in order to help them improve their own skills in communication using spoken and/or written English and enable them to apply this knowledge to pedagogical issues.

**Course Contents:**

- Nature of Text Analysis
- Text and texture (reference, cohesion, coherence, etc.)
- Spoken and written texts
- Grammatical analysis of texts
- Narrative modes in texts
- Speech Act Theory
- Complex Speech Acts (Ambivalence, bivalence, plurivalence, multivalence)
- Roles of producers and receivers of speech acts
- Grice’s Cooperative Principle and its maxims and sub-maxims
- Politeness - indirectness of speech
- Turn-taking
- Language and gender
- Language and power

**Methodology:**

Lectures and presentations

**Evaluation:**

End-of-the-semester Exam – 100 marks

**Recommended Reading:**


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**Option 1: 652-B: Research Project in Applied Linguistics**

(Only those students can take it who have secured more than 60 % marks in the First Semester)

**Duration:** One semester

**Aim:**

In the second semester students will be required to undertake a project on a topic of individual interest covered in other course work during the year. The aim of this component is to encourage the students to bring together different strands of knowledge presented during the course in order to address a practical issue in linguistics, or English Language Teaching.

**Contents:**

Building upon what students have studied in the Research Methods course in the first semester, they will select a topic and conduct research on it. They will submit the research report thirty days after their last exam in the second semester.
**Methodology:**

Each student will be provided individual supervision and guidance in the proposed research that he or she is conducting.

**Evaluation:** The printed Research Project will be assessed by two examiners (One of them will be the supervisor who guided the candidate during the research and the second will be one of the other research supervisors). The project will carry 100 marks.

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**Option 2: World Englishes**

**Aims & objectives:**

This course is designed for students who are interested in the linguistic differences among the varieties of English around the world. They will look at the sociolinguistics that surrounds English in various settings. They will look first at **inner circle** English, where the users are native speakers. Then they will look at **outer circle** English, where the users use English as a second language in former colonies of the USA and Britain. Then they will look at a **new circle** created by English based pidgins and creoles. The students should:

- be familiar with the current debate in linguistics regarding the future of English as an International Language
- understand that there is a repertoire of models for English; that the localized innovations have pragmatic bases; and that the English language now belongs to all those who use it.
- be familiar with general characteristics of and issues related to Pakistani, Indian, Malaysian, Singapore, and Nigerian, Chinese, Japanese, and Hong Kong English
- At the end of the course, students should be able to describe the spread and the diverse functions and statuses of English in the world. They should further be able to describe and recognize selected varieties of English, saying how they differ from the traditional dictionary norms and from each other. Finally, they should know the debate(s) going on concerning the various Englishes in the world, and on the legitimacy of New Englishes in particular.

**Course Contents:**

- Introduction
- English as a global language—An overview
- Language variations and discourse; language variety and culture
- English in the world: Its spread, functions and status
- The three circles of English
- Some features of New Englishes
- British and American English
- English in South-East Asia
- Pakistani English
- Indian English
- Debates and issues --- the prejudices associated with different varieties of English
- The role of teachers and educational institutions in creating, maintaining, and challenging prejudice.
- The future of English
**Recommended Reading:**


Faculty Resume
<table>
<thead>
<tr>
<th>Name</th>
<th>PROF. DR. MUHAMMAD KALEEM RAZA KHAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal</strong></td>
<td></td>
</tr>
<tr>
<td>Father: M. Mazhar Ali Khan (Late)</td>
<td></td>
</tr>
<tr>
<td>Date of Birth: November 4, 1955</td>
<td></td>
</tr>
<tr>
<td>Address: B-2, Staff Town, University of Karachi, Karachi</td>
<td>CNIC: 42501-1517020-5</td>
</tr>
<tr>
<td>Email address: <a href="mailto:krazakhan@yahoo.com">krazakhan@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td><strong>Qualifications</strong></td>
<td></td>
</tr>
<tr>
<td>• Ph. D. in English, Linguistics, Karachi</td>
<td></td>
</tr>
<tr>
<td>• B.A. (Hons) English Literature, Karachi</td>
<td></td>
</tr>
<tr>
<td>• M.A. English Literature, Karachi</td>
<td></td>
</tr>
<tr>
<td>• M.A. English Linguistics, Karachi</td>
<td></td>
</tr>
<tr>
<td>• M.A. Linguistics for ELT, Lancaster, UK.</td>
<td></td>
</tr>
<tr>
<td>• DipTEIL (UGC/AIOU, Islamabad)</td>
<td></td>
</tr>
<tr>
<td>• PGCTRS (Singapore)</td>
<td></td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td>Started teaching on June 16, 1981 (33 years)</td>
</tr>
<tr>
<td>Have been involved in administrative work since 1981.</td>
<td></td>
</tr>
<tr>
<td>Served the University as Registrar (June 2, 2010 to March 15, 2012).</td>
<td></td>
</tr>
<tr>
<td><strong>Honor and Awards</strong></td>
<td>Syed Kamal-ud-Din Naqvi Gold Medal in M.A. Linguistics.</td>
</tr>
<tr>
<td><strong>Memberships</strong></td>
<td>Life member of SPELT</td>
</tr>
<tr>
<td></td>
<td>Life member of Shakespeare Association of Pakistan</td>
</tr>
<tr>
<td></td>
<td>Member of many statuary bodies in the University of Karachi.</td>
</tr>
<tr>
<td><strong>Graduate Students</strong></td>
<td>M.Phil. One</td>
</tr>
<tr>
<td><strong>Postdocs</strong></td>
<td>M.A. (08)</td>
</tr>
<tr>
<td><strong>Undergraduate Students</strong></td>
<td>BS IV (10)</td>
</tr>
<tr>
<td><strong>Honours Students</strong></td>
<td>BS.III (45)</td>
</tr>
<tr>
<td><strong>Service Activity</strong></td>
<td>1. Member of the Board of Governors</td>
</tr>
<tr>
<td></td>
<td>2. Visiting colleges for affiliation</td>
</tr>
<tr>
<td></td>
<td>3. Examining External and Overseas students</td>
</tr>
<tr>
<td></td>
<td>4. Various duties as the Chairman, Department of English and as a senior professor in the University.</td>
</tr>
<tr>
<td><strong>Brief Statement of Research Interest</strong></td>
<td>Within linguistics my special interests include: bilingualism and codeswitching; phonology and text analysis.</td>
</tr>
<tr>
<td><strong>Publications</strong></td>
<td>1. Using Literature in Language Classes in SPELT Newsletter</td>
</tr>
</tbody>
</table>


10. The Question of Speech Community in *Journal of Social Sciences and Humanities*, Faculty of Arts, University of Karachi, Vols 1 & 2 (2001), pp 92-100.


<table>
<thead>
<tr>
<th>Research Grants and Contracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
</tr>
<tr>
<td>Technical Assistance Programme of British Council (1988-1989) enabled me to do a masters in Linguistics for ELT from Lancaster, UK.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Research or Creative Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five students have obtained M. Phil. Degrees under my supervision.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Selected Professional Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Forty seven papers presented in National and International Conferences</td>
</tr>
<tr>
<td>• More than 300 workshops on English Language Teaching throughout Pakistan.</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Personal</td>
</tr>
<tr>
<td>Experience</td>
</tr>
<tr>
<td>Memberships</td>
</tr>
<tr>
<td>Graduate students postdocs undergraduate</td>
</tr>
<tr>
<td>Honor students</td>
</tr>
<tr>
<td>Service activity</td>
</tr>
<tr>
<td>Brief statement of research interest</td>
</tr>
</tbody>
</table>
| Publications  | 1. The experience of In service Teachers Nominated for professional competency enhancement programme for Teachers, (PCEPT ):Reflections and Learning outcomes : Jan 2013 Vol 4, No 9 Interdisciplinary Journal of Contemporary Research in  
3. “Personality Types and Reading “: A correctional study December 2012, Vol 4 No 8 Interdisciplinary Journal of contemporary research in business  

<table>
<thead>
<tr>
<th>Researches grants and contracts</th>
<th>Scholarship awarded by the British council for master in applied linguistics in England</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other research or creative accomplishments</td>
<td>Supervised a member of M. Phil students</td>
</tr>
<tr>
<td>Selected professional presentations</td>
<td>Various presentations and workshops for SPELTS platform</td>
</tr>
<tr>
<td>Name</td>
<td>Shumaila Shafket Ali (Assistant Professor)</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Personal</td>
<td>Gender: Female</td>
</tr>
<tr>
<td></td>
<td>Date of Birth: 2.2.1977</td>
</tr>
<tr>
<td></td>
<td>CNIC #: 42000-0432882-4</td>
</tr>
<tr>
<td></td>
<td>E-mail address: <a href="mailto:shumailashafket@yahoo.com">shumailashafket@yahoo.com</a></td>
</tr>
<tr>
<td>Qualification:</td>
<td>• M. Phil in English (Linguistics) from the University of Karachi in 2010.</td>
</tr>
<tr>
<td></td>
<td>• M.A. English (Linguistics) from the University of Karachi in 2000 with First Class Second Position.</td>
</tr>
<tr>
<td></td>
<td>• M.A. English (Literature) from the University of Karachi in 1999.</td>
</tr>
<tr>
<td>Experience</td>
<td>• 4.5 years of teaching experience as a part-time cooperative teacher in the department of English (from Jan 2002 to April 2006).</td>
</tr>
<tr>
<td></td>
<td>• Eight years of teaching experience as a permanent faculty member in the Department of English, University of Karachi.</td>
</tr>
<tr>
<td></td>
<td>• Appointed as a Lecturer in the Department of English in May 2006.</td>
</tr>
<tr>
<td></td>
<td>• Promoted to the post of Assistant Professor in May 2011.</td>
</tr>
<tr>
<td></td>
<td>• Teaching as a permanent faculty in the Department of English, University of Karachi since May 2006.</td>
</tr>
<tr>
<td></td>
<td>• Taught English Language Proficiency Courses organized by the Students’ Guidance, Counselling, &amp; Placement Bureau &amp; Overseas Examinations at the University of Karachi from 2002 to 2006.</td>
</tr>
<tr>
<td></td>
<td>• Have also taught English to CSS candidates in the CSS preparatory classes organized by Students’ Guidance, Counseling, &amp; Placement Bureau &amp; Overseas Examinations, University of Karachi since November 2013.</td>
</tr>
<tr>
<td>Honor and Awards</td>
<td></td>
</tr>
<tr>
<td>Memberships</td>
<td>• Member of the Board of Studies (English), Department of English, University of Karachi from 2006 to 2009.</td>
</tr>
<tr>
<td></td>
<td>• Member of the Board of Faculty of Arts, University of Karachi from 2006 to 2009.</td>
</tr>
<tr>
<td>Graduate Students Postdocs Undergraduate Students</td>
<td>• Currently teaching 45 BS III students; 8 students of M.A Linguistics; 10 students of BS IV Linguistics; 1 M. Phil student.</td>
</tr>
<tr>
<td></td>
<td>• Supervising 1 MS student.</td>
</tr>
<tr>
<td>Honour students</td>
<td></td>
</tr>
<tr>
<td>Service Activity</td>
<td>• Besides teaching the assigned courses, I also work as a coordinator for the teaching of English Compulsory in different departments at the University of Karachi.</td>
</tr>
</tbody>
</table>
- Inspection of affiliated colleges as a subject expert.
- Examiner for M.A external and overseas examination.
- My other duties include designing semester and examination table every semester.

<table>
<thead>
<tr>
<th>Brief Statement of Research Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am interested in exploring the field of Sociolinguistics. My research interests within Sociolinguistics include: multilingualism, and language and gender.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Publications</th>
<th>Research Papers</th>
</tr>
</thead>
</table>

**Articles and Book Reviews**

4. Review of Mohsin Hamid’s *Moth Smoke* published in *Pakistan Perspectives*: a

**Poems**


**Translations**

- Translation of one of the poems of Faiz Ahmed Faiz and two of the poems of Ahmed Faraz published in *xirman*: a literary journal, 2009. (358-359).

**Research Grants and Contracts**

- Applied for the Research grant in The Research Facility Centre, Faculty of Arts, University of Karachi. Submitted the research proposal in May 2014. Waiting for the approval.
- Signed a contract with the HEC and British Council for the TELS (Transforming English Language Skills) Project in 2012.
**Other Research or Creative Accomplishments**

- Selected by the HEC and British Council as one of the module writers for the TELS project, which involved designing modules for the teaching of English and the professional development of teachers. I worked with a team of English language teachers from different universities of Pakistan. The modules were produced under the supervision of foreign consultants from Open University, UK in 2012 and have been piloted in eleven universities of Pakistan including the University of Karachi where the EAP module is taught to first year students as part of their English Compulsory course. I was also a part of the revision phase of the modules which was completed in 2013.

- **Following is the list of the TELS modules:**


**Selected Professional Presentations**

- Presented a paper on “Media and Social Change in Pakistan” at *Interdisciplinary International Conference on Media and Social Change* (IICMSC) organized by Faculty of Arts, University of Karachi in 2008.
- Conducted three workshops (2 hours each) on “Research Communication Skills” with specific focus on *Academic Reading and Writing* organized by the Khan Institute of Biochemistry & Genetic Engineering (KIBGE), University of Karachi (5th of July—7th of July, 2011).
- Conducted and participated in the Master Trainers’ Workshops held in Islamabad from the 10th to the 14th of September, 2012. The workshops aimed at training the teachers for using the EAP, EfE, and PD modules designed in the TELS Project.
- Conducted three workshops (50 minutes each) on Professional Development for Teaching through the Medium of English for teachers of different departments of the University of Karachi (14th of Dec-24th of Dec, 2012).
- Conducted a three-day workshop organized by the British Council in Karachi for the USAID teachers to provide them training to teach the EAP module and cascade the training to their colleagues (10th of April—12th of April, 2013).
- Conducted three workshops (2 hours each) on “Effective Communication Skills for Scientific Writing and Presentation” organized by the Khan Institute of Biochemistry & Genetic Engineering (KIBGE), University of Karachi (5th of July—13th of July, 2013).
- Conducted a five-day workshop on Professional Development organized by the British Council for STEVTA (Sindh Technical Education and Vocational Training Authority) teachers in Karachi. (10th of Nov—14th of Nov, 2014).
<table>
<thead>
<tr>
<th>Name</th>
<th>Wajdan Raza</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal</strong></td>
<td>Current Address: B-129, Block J, North Nazimabad, Karachi. Landline: 021 36614111. Mobile: 0322 2521766. Email: <a href="mailto:wajdanraza@hotmail.com">wajdanraza@hotmail.com</a></td>
</tr>
<tr>
<td><strong>Honor and Awards</strong></td>
<td>2009 King’s International Graduate Scholarship (KINGS) Award 2009/10  HEC Research Grants 2008</td>
</tr>
<tr>
<td><strong>Memberships</strong></td>
<td>SPELT  Teaching English as a Second Language  Cambridge ESOL Examination  Language Teaching Professional</td>
</tr>
<tr>
<td><strong>Graduate Students</strong></td>
<td>MS, MA and BS students</td>
</tr>
<tr>
<td><strong>Postdocs</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Undergraduate Students</strong></td>
<td></td>
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<td><strong>Honour Students</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Service Activity</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Brief Statement of Research Interest</strong></td>
<td>World Englishes and language planning management</td>
</tr>
<tr>
<td>NAME</td>
<td>M. BABUR KHAN SURI</td>
</tr>
<tr>
<td>------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| **Personal Info** | **Designation**: Lecture, Department of English, University of Karachi  
**C.N.I.C**: 61101-7763582-5  
**Cell Phone no**: 03335287560  
**Email**: babursuri@gmail.com |
| **Experience** | **Organization**: University of Karachi  
**Department**: English  
**Designation**: Lecturer  
**Tenure**: Jan 2015 – present  
**Organization**: University of Karachi  
**Department**: English  
**Designation**: Visiting Faculty  
**Tenure**: Jan 2010 – Jan 2015  
**Courses Taught**:  
- Experience of teaching Communication Skills and English as compulsory subjects.  
- 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).  
- Experience of teaching Phonology, Media Discourse Analysis and World Englishes to students of M.A (Linguistics).  
**Organization**: Greenwich University  
**Department**: Humanities  
**Designation**: Visiting Faculty  
**Tenure**: February 2013–present  
**Courses Taught**:  
- Experience of teaching English Composition and Remedial English.  
- 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. |
| **Honours and Awards.** |  
- First Position in M.A English Literature  
- First Position in M.A English Linguistics. |
### Academic Qualification

- M. Phil in English Literature (thesis in progress), University of Karachi, 2011-2013
- MA in Linguistics (First class first position), University of Karachi, 2009-2010.
- MA in English Literature (First class first position), University of Karachi, 2007-2009.

### Research Interest

- Literary Theory
- Postmodern Fiction
- American Literature
- World Literature
<table>
<thead>
<tr>
<th>Name</th>
<th>Syed Farhan Shaukat</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal</strong></td>
<td></td>
</tr>
<tr>
<td>Date of Birth: 15/07/1987</td>
<td></td>
</tr>
<tr>
<td>CNIC #: 42501-8615298-5</td>
<td></td>
</tr>
<tr>
<td>Father’s Name: Syed Shaukat Hussain</td>
<td></td>
</tr>
<tr>
<td>Address: 4/87/1, Model Colony, Karachi, 75100.</td>
<td></td>
</tr>
<tr>
<td>Cell #: 03432525679</td>
<td></td>
</tr>
<tr>
<td>Res # 02134407200</td>
<td></td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td></td>
</tr>
<tr>
<td>• University of Karachi (January 12th 2015 – to Date)</td>
<td></td>
</tr>
<tr>
<td>Lecturer, Department of English</td>
<td></td>
</tr>
<tr>
<td>• FAST NUCES (January 2013-December 2014)</td>
<td></td>
</tr>
<tr>
<td>Lecturer, Department of Humanities &amp; Sciences</td>
<td></td>
</tr>
<tr>
<td>• PAF KIET (January 2012-December 2012)</td>
<td></td>
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<tr>
<td>Visiting Faculty, Department of English</td>
<td></td>
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<tr>
<td>• Iqra University (August 2012-December 2012)</td>
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<tr>
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<tr>
<td>• UBIT Department of Computer Science, University of Karachi, (July 2012- to Date), Visiting Faculty for English for Academic Purpose.</td>
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</tr>
<tr>
<td><strong>Honor and Awards</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Memberships</strong></td>
<td></td>
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<tr>
<td><strong>Graduate Students</strong></td>
<td>I have recently joined the Department of English, UoK. I will be teaching TESOL, Syllabus Design &amp; Materials Development &amp; Language, Culture &amp; Identity this semester.</td>
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<tr>
<td><strong>Postdocs</strong></td>
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<tr>
<td><strong>Undergraduate Students</strong></td>
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<tr>
<td><strong>Honour Students</strong></td>
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</tr>
<tr>
<td><strong>Service Activity</strong></td>
<td></td>
</tr>
<tr>
<td>Brief Statement of Research Interest</td>
<td>My areas of Research interest are Sociolinguistics and Discourse Analysis.</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Publications</th>
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<tr>
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<tr>
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<table>
<thead>
<tr>
<th>Selected Professional Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>------</td>
</tr>
</tbody>
</table>
| **Personal** | Date of Birth: 14/7/1988  
              CNIC#: 42101-7809290-5  
              Father’s Name: Ather Pervez  
              Address: R-92, Pioneer Fountain Phase-2, Gulzar-e-Hijri, Karachi.  
              Cell #: 0313-1010800  
              Email address: a.basit.ku@gmail.com |
| **Experience** | • University of Karachi (January 12th 2015 – to Date)  
                      Lecturer, Department of English.  
                      • Ziauddin University, Karachi (March 2014 to Nov.2014)  
                      • Bahria University, Karachi (Feb. 2013 to June 2013)  
                      • Hamdard University, Karachi (Aug.2012 to June 2013)  
                      • UBIT Department of Computer Science, University of Karachi,(July 2012- to Date), Visiting Faculty for English for Academic Purpose. |
<p>| <strong>Honor and Awards</strong> | |
| <strong>Memberships</strong> | |
| Graduate Students | I have recently joined the Department of English, University of Karachi. I am teaching TESOL, Syllabus Design &amp; Materials Development and Psycholinguistics this semester. |
| Undergraduate Students | |
| Honour Students | I have recently joined the Department of English, University of Karachi. I am teaching compulsory English to BA (Honours) at the department |
| <strong>Service Activity</strong> | |
| <strong>Brief Statement of Research Interest</strong> | The areas of research I am interested in are: TESOL, Sociolinguistics, and Discourse Analysis |</p>
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<tbody>
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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 Linguistics programme as most of the teachers’ teaching is rated above 60%. However, students have expressed the need for including assignments in the World Englishes paper to make it more interesting and practical. 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 (Linguistics):
  - **TESL II:**
    - Not enough supplementary material on syllabus designing
    - Not enough tasks on syllabus designing

  - **Media Discourse Analysis:**
    - There was no use of multimedia for teaching Media Discourse Analysis
    - Not enough assignments were given

  - **Sociolinguistics:**
    - Very few local studies and articles are included in the reading pack

  - **Text Analysis:**
    - Little time for practice

  - **World Englishes:**
    - Objectives of the course were not known
    - The course outline was not provided
    - There was no practical work
    - The reading material provided was not enough
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. asking all the teachers to provide the course outline to students in the introductory class for effective teaching and learning
c. promoting team work which is currently missing at the department level
d. conducting teacher-training sessions regularly every semester
e. arranging seminars on different topics related to the courses offered in different programmes of the department
f. revising the syllabus by redefining the course objectives
g. improving and updating the course content and reference material
h. making the courses research-oriented by incorporating practical work
i. encouraging peer collaboration and group work in classes
## SURVEY DATA

**Prof Dr Kaleem Raza Khan**  
**Total students who filled the evaluation form: 08**

<table>
<thead>
<tr>
<th>Teacher evaluation</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Teacher is prepared for each class</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The Teacher demonstrates knowledge of the subject</td>
<td></td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The Teacher has completed the whole course</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. The Teacher provides additional material apart from the textbook</td>
<td>6</td>
<td>2</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5. The Teacher gives citations regarding current situations with reference to Pakistan</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The Teacher communicates the subject matter effectively</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The Teacher shows respect towards students and encourages class participation.</td>
<td></td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
<td>1</td>
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<tr>
<td>8. The Teacher maintains an environment that is conducive to learning</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The Teacher arrives on time</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The Teacher leaves on time</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The Teacher is fair in examination</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The Teacher announces the result in a reasonable time</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
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<tr>
<td>13. The Teacher was available during the specified office hours and for after class consultations</td>
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<td>4</td>
<td>2</td>
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<td></td>
<td><strong>79</strong></td>
<td><strong>21</strong></td>
<td><strong>4</strong></td>
<td></td>
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<td><strong>1 (1%)</strong></td>
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<table>
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<tr>
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<th>E</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. The Subject matter presented in the course has increased your knowledge of the subject</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. The syllabus clearly states course objectives requirements, procedures and grading criteria</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. The course integrates theoretical course concepts with real-world applications</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>17. The assignments and exams covered the materials presented in the course</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. The course material is modern and updated</td>
<td>4</td>
<td>4</td>
<td></td>
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<td></td>
<td><strong>24</strong></td>
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Ms Shumaila Shafket Ali  
Total students who filled the evaluation form: 08

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<th>D</th>
<th>E</th>
<th>No response</th>
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<tbody>
<tr>
<td>1. The Teacher is prepared for each class</td>
<td>8</td>
<td></td>
<td></td>
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<tr>
<td>2. The Teacher demonstrates knowledge of the subject</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. The Teacher has completed the whole course</td>
<td>8</td>
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<td></td>
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<tr>
<td>4. The Teacher provides additional material apart from the textbook</td>
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<tr>
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<tr>
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<tr>
<td>8. The Teacher maintains an environment that is conducive to learning.</td>
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<td>1</td>
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<tr>
<td>9. The Teacher arrives on time.</td>
<td>8</td>
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<tr>
<td>10. The Teacher leaves on time.</td>
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<tr>
<td>11. The Teacher is fair in examination.</td>
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<tr>
<td>12. The Teacher announces the result in a reasonable time.</td>
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<tr>
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<td></td>
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100 (96%) 4 (4%)  
36 (90%) 4 (10%)
### Teacher evaluation

<table>
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<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>No response</th>
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<tbody>
<tr>
<td>1. The Teacher is prepared for each class</td>
<td>4</td>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>2. The Teacher demonstrates knowledge of the subject</td>
<td>3</td>
<td>5</td>
<td></td>
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</tr>
<tr>
<td>3. The Teacher has completed the whole course</td>
<td>3</td>
<td>5</td>
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</tr>
<tr>
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<tr>
<td>9. The Teacher arrives on time</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>1</td>
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<tr>
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<td>2</td>
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<td>4</td>
<td>2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12. The Teacher announces the result in a reasonable time</td>
<td>2</td>
<td>3</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>13. The Teacher was available during the specified office hours and for after class consultations</td>
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<tr>
<td></td>
<td>34</td>
<td>58 (57%)</td>
<td>8 (8%)</td>
<td>1 (1%)</td>
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### Course evaluation

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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>18</td>
<td>45%</td>
<td>20 (50%)</td>
<td>2 (5%)</td>
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</table>

Total students who filled the evaluation form: 8
Ms Yusra Hussain  
Total students who filled the evaluation form: 8

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<th>Teacher evaluation</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Teacher is prepared for each class</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The Teacher demonstrates knowledge of the subject</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The Teacher has completed the whole course</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
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</tr>
<tr>
<td>6. The Teacher communicates the subject matter effectively.</td>
<td>1</td>
<td>6</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7. The Teacher shows respect towards students and encourages class participation.</td>
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<td></td>
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</tr>
<tr>
<td>9. The Teacher arrives on time.</td>
<td>7</td>
<td>1</td>
<td></td>
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<td></td>
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<tr>
<td>10. The Teacher leaves on time.</td>
<td>8</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The Teacher announces the result in a reasonable time.</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
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<tr>
<td>13. The Teacher was available during the specified office hours and for after class consultations</td>
<td>6</td>
<td>2</td>
<td></td>
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<td></td>
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<td></td>
<td>67</td>
<td>31</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>(64%) 31% (30%) 3% 1% 2% (2%)</td>
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<tr>
<td>Course evaluation</td>
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<tr>
<td>14. The Subject matter presented in the course has increased your knowledge of the subject</td>
<td>3</td>
<td>5</td>
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<tr>
<td>15. The syllabus clearly states course objectives requirements, procedures and grading criteria</td>
<td>4</td>
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<tr>
<td>16. The course integrates theoretical course concepts with real-world applications</td>
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<tr>
<td>17. The assignments and exams covered the materials presented in the course</td>
<td>6</td>
<td>2</td>
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<tr>
<td>18. The course material is modern and updated</td>
<td>6</td>
<td>2</td>
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<tr>
<td></td>
<td>23</td>
<td>17</td>
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<td>(57.5%) 42.5%)</td>
</tr>
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