

**DEPARTMENT OF ENGLISH
LAHORE COLLEGE FOR WOMEN UNIVERSITY, LAHORE**



**SELF-ASSESSMENT REPORT
BS ENGLISH LITERATURE**

Submitted to
**Quality Enhancement Cell,
Lahore College for Women University, Lahore**

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T A B L E O F C O N T E N T S

Description	Page No.
Criterion 1: Program Mission, Objectives and Outcomes	
Standard 1.1	8
Standard 1.2	9
Standard 1.3	9
Standard 1.4	9
Criterion 2: Curriculum Design and Organization	
Standard 2.1	15
Standard 2.2	15
Standard 2.3	16
Standard 2.4	16
Standard 2.5	16
Standard 2.6	16
Standard 2.7	16
Criterion 3: Laboratories and Computing Facilities	
Standard 3.1	12
Standard 3.2	12
Standard 3.3	12
Criterion 4: Student Support and Advising	
Standard 4.1	14
Standard 4.2	14
Standard 4.3	21
Criterion 5: Process Control	

Standard 5.1	16
Standard 5.2	16
Standard 5.3	18
Standard 5.4	27
Standard 5.5	30
Criterion 6: Faculty	
Standard 6.1	31
Standard 6.2	34
Standard 6.3	35
Criterion 7: Institutional Facilities	
Standard 7.1	36
Standard 7.2	37
Standard 7.3	37
Criterion 8: Institutional Support	
Standard 8.1	39
Standard 8.2	41
Standard 8.3	42
Appendices	

Introduction

Lahore College for Women University is one of the most prestigious universities for women in Pakistan with full time enrolment of about 14000 students.

The Department of English Language and Literature at LCWU, founded by Professor Mrs U.K. Siraj-ud-Din, has witnessed incessant growth and expansion since its inception in 1940. Being

the oldest post-graduate department of the University, rooted in the traditions of academic and professional excellence, it is the backbone of LCWU, and is thus fully active and conscious of its obligations and responsibilities. Presently, there are thirty-two full-time faculty members serving the Department diligently.

The Department has contributed substantially towards the higher education of women. It offers a four year BS programme and a two year MS programme in literature.

The Department of English has always made an effort to achieve high academic goals, to build the students' confidence and enable them to think and analyse critically.

Among its alumni are extraordinary number of teachers and other professionals contributing substantially to the nation's moral, intellectual and professional development.

The report has eight sections. The first section outlines the Department's Programme Mission, Objectives and Outcomes. The second section provides information on curriculum design and its organization. The third section deals with laboratories and computing facilities. Section four presents information on students' support and guidance. Section five presents the policies of the University regarding admissions and recruitments. Section six through eight covers details of faculty, institutional facilities and support.

Section 1

Criterion 1: Programme Mission, Objectives and Outcomes

Each programme has a mission, measurable objective and expected outcome for graduates. A strategic plan is in place to achieve the programme objectives. The extent to which these objectives are achieved through continuous assessment and improvements have been demonstrated.

Standard 1-1:	The programme must have documented measurable objectives that support collage and institution mission statements.
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- **Mission Statement of the Department of English Literature and Language , LCWU**

“To impart quality education based on academic knowledge and expertise to produce graduates possessing required skills and proficiency to make their place in the professional environment”

- **Mission Statement of the BS (Hons) Programme**

“To equip students with the knowledge of literary texts, their historical background and skills of close critical analysis with the view to develop their minds and refine their sensibilities while enhancing their communication skills”.

- **BS (Hons) Programme Objectives**

The BS (Hons) Programme has the following objectives:

1. To help students develop competence in the English language so that they feel confident to think independently and use language creatively.
2. To expose students to the core linguistic and literary concepts and their various applications.
3. To acquaint students with the literary texts, historical background of literary movements, development of literary genres, critical theories and skills of close critical analysis to help them appreciate and enjoy literature.
4. To help students trace and recognize the major traditions and trends in research so that they may themselves become responsible, independent researchers.
5. To enable students to be productively absorbed in the job market by equipping them with adequate knowledge and skills required for professional excellence.

Alignment of BS Programme Objectives with the Department/BS Programme Mission Statement

The first objective is very much aligned with the Department's mission to impart quality education based on academic knowledge and skill. The second objective also provided students an exposure to the core linguistic and literary concepts to broaden academic horizons. The third objective is also consistent with the programme's mission to make them well-versed and proficient in a variety of literary texts. The fourth objective is to equip students with the skills of conducting valuable research to help them contribute constructively in their particular area which again is in alignment with the Department's mission. The fifth objective is also in congruence with the Department's mission statement as it will enable students to make their place in the professional world.

- **Main Elements of the Strategic Plan to achieve BS Programme Mission and Objectives**

Curriculum Design

- To introduce curriculum in keeping with modern trends in the subjects
- To have student-centred classrooms with an environment conducive to building confidence and enhancing communication skills for better learning outcomes
- To have regular presentations, submission of assignments and periodic assessments throughout the degree programme, and one Research Project in the Final Semester which may become the basis for winning a good job.
- To have summer internships after the final semester to give hands-on experience to students.
- To encourage students' participation in co-curricular activities to help them develop well-rounded personalities

Research Environment

- To provide a research oriented environment to develop students' potential for research
- To seek funds to enhance research infrastructure

Faculty

To induct and retain high qualified and competent faculty members and to provide them opportunities for regular programmes to help upgrade their knowledge and skills.

Admission Policy

- To revise the graduate programme admission policy so as to enrol highly motivated and committed students.
- To periodically increase the number of students on Honours lists

Infrastructure

- To allocate sufficient funds per year for a well-stocked library, new computing facilities and enhancement of infrastructure,

Assessment of Educational Objectives of each Programme

The educational objectives of each programme are regularly assessed .Table 1 shows the programme objective assessment.

OBJECTIVES (1)	HOW MEASURED (2)	WHEN MEASURED (FREQUENCY) (3)	IMPROVEMENT IDENTIFIED (4)
As given in Standard 1-1	1) Regular assessment by the teacher of students' knowledge and skills:		1) Regularity of attendees require
	i) Class tests	Twice in mid-term	2) Research based teaching
	ii) Class exercises relating to the topics covered	Several in both the terms	3) Improving confid
	iii) Individual/Group Presentations on relevant topics	Once-twice in a semester	4) Course / curriculum revision to enhan
	iv) Quizzes	As per course requirement	5) Enhancing outcomes
	➔ Written examination	Twice during each semester	6) Students' counse
	➔ Assignments/Group Projects on each topic	Once in a semester	and guidance
	➔ Class discussions on students' problem areas	As per requirement	
	➔ Individual Research and reports on selected topics in final semester	Once during programme	
	➔ Academic Programme Survey	At the end of the final term	Shortcomings as per survey identified

OBJECTIVES (1)	HOW MEASURED (2)	WHEN MEASURED (FREQUENCY) (3)	IMPROVEMENT IDENTIFIED (4)
	<p>➔ Faculty Survey Form</p>	At the end of the final term	<p>1) More time to be spent on the following during teaching:</p> <p>i) Greater emphasis on enhancement of communication skills</p> <p>ii) More frequent oral and written presentations by students</p> <p>2) Revision of programme according to latest HEC requirements.</p> <p>3) Improvement in quality</p> <p>a) Infrastructure facilities</p> <p>b) Library</p>
	<p>➔ Periodic Staff Meetings</p>	As and when required	Administrative and personal problems of students
	<p>➔ Students / Quality Assurance Advisor liaison</p>		
	<p>New Introductions</p> <p>1) Employer Surveys:</p>	Once a year	In process
	<p>2) Alumni Survey:</p>	Once a year	In process
	<p>3) Survey of Graduating Students:</p>	Once a year	1) Improved

OBJECTIVES	HOW MEASURED	WHEN MEASURED (FREQUENCY)	IMPROVEMENT IDENTIFIED
(1)	(2)	(3)	(4)
			communication s 2) Improvement in t of confidence and motivation
	4) Faculty Resume	Once a year	1) Qualification 2) Training

Table 1 : Programme Objectives Assessment

Standard 1-2:	The programme must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the programme objectives and that graduating students are capable of performing these outcomes, measurable objectives that support collage and institution mission statements.
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• **BS Programme Outcomes**

After the completion of BS four-year programme, the learners will be able-

1. To display substantial proficiency in oral and written English with effective communication and presentation skills.
2. To respond to and interpret a range of literary texts with a skill to use concepts and terminologies, both in literature and linguistics, with understanding.
3. To conduct an innovative and basic research study in an area of interest
4. To enhance their employability in various fields such as teaching, media, communication, C.S.S. and other relevant fields.
5. To uphold and demonstrate the best standards of personal and professional ethics, working in a team as well as independently.

Table 2 shows the BS programme outcomes that are aligned with each BS programme objective.

Objectives	BS (Hons) Programme Outcomes				
	1	2	3	4	5
1.	Yes		Yes	Yes	
2.	Yes	Yes	Yes	Yes	
3.	Yes	Yes	Yes	Yes	
4.	Yes	Yes	Yes	Yes	Yes
5.	Yes		Yes	Yes	Yes

Table 2: Outcomes versus objectives

Standard 1-3:	The results of programmes' assessment and the extent to which they are used to improve the programme must be documented
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Actions taken on the basis of assessment

- Syllabi revision
- Teachers training
- Faculty development

Strengths of Institute

- Teamwork
- Infrastructure
- Work Environment
- Library Facilities

Weaknesses of Institute

- Need to induct PhD Faculty.
- Need for computing infrastructure and facilities
- Shortage of Classrooms
- Inadequate Staffroom

Future Plans

- Faculty of English Department, LCWU is continuously striving to improve themselves, and keep on engaging themselves in different programmes for their professional development. Two faculty members have completed their Ph.Ds from U.K. Seven faculty members have joined the Ph.D programme and are currently working on their theses and six faculty members have joined the MS programme. English Department aims to launch its own Ph.D. programme in future.

Standard 1-4:	The department must assess its overall performance periodically using quantifiable measures.
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Performance Measures

English Department assesses the overall performance using quantifiable measures e.g. statistical method.

Research Area

The entire faculty of the department is involved in supervising the research work of the BS final semester students.

Many faculty members have got themselves enrolled in various programmes to enhance their learning and skills. (Details provided under Criterion .8.)

ACADEMIC CALENDER

For BS English Literature

Academic Calendar (Session: 2014, 2015, 2016, 2017)

	Fall Semester	Spring Semester	Summer	Thesis Submission
Start of Semester	3 rd Sep 2018	26 th Jan 2019	1 st Aug-31 st Aug 2019	15 th July 2019
Allocation of Assignment	17 th -22 nd Sep 2018	11 th Feb-15 th Feb 2019		
1st Mid Term Test	1 st Oct-6 th Oct 2018	25 th Feb – 1 st Mar 2019		
Presentation/Quiz	1 st Nov-14 th Nov 2018	18 th Mar – 5 th Apr 2019		
2nd Mid Term Test	19 th Nov – 23 rd Nov 2018	22 nd Apr – 26 th Apr 2019		
Follow-up Week	17 th Dec – 21 st Dec 2018	6 th May – 10 th May 2019		

Final Term	16 th Jan – 25 th Jan 2019	10 th – 21 st Jun 2019		
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Academic Calendar (Session 2018)

	Fall Semester	Spring Semester	Summer
Start of Semester	18 th Oct 2018	18 th Feb 2019	1 st to 31 st Aug 2019
Allocation of Assignment	1 st Nov-7 th Nov 2019	4 th Mar-9 th Mar 2019	
1st Mid Term Test	19 th Nov-24 th Nov	25 th – 30 th Ma 2019	
Presentation/Quiz	3 rd Dec – 21 st Dec 2018	15 th – 25 th Apr 2019	
2nd Mid Term Test	2 nd Jan – 9 th Jan 2019	6 th – 11 th May 2019	
Follow-up Week	28 th Jan – 1 st Feb 2019	27 th – 31 st May 2019	
Final Term	4 th – 17 th Feb 2019	17 th Jun to 6 th July 2019	

i. Number of Students Enrolled:

Program	Year of Enrollment	No. of Students
B.S. English Literature	2018-2022	133
	2017-2021	87
	2016-2020	82
	2015-2019	70

ii. No. of Students Passed Out:

Program	Passing out Year	No. of Students
B.S. English Literature	2018	85
	2017	70
	2016	69
	2015	55

i. Percentage of Honour Students & Attrition Rate

Program	Year	%age of	Attrition Rate
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		Honour Students	
B.S. English Literature	2018	96%	96%
	2017	96%	96%
	2016	87%	87%
	2015	84%	84%

SECTION 2

Criterion 2: Curriculum Design and Organization

The curriculum has been designed and organized to achieve the programme's objectives and outcomes. Course objectives are in line with programme outcomes. The curriculum standards are specified in terms of credit hours of study. A semester credit hour equals one class hour. The semester is of approximately sixteen weeks.

Information about the Programme's Curriculum

A. Degree Title

The Program Degree Title is **BS (Hons)**

B. Definition of Credit Hour

One teaching hour is taken to be one credit hour.

C. Degree Plan

Our BS (Hons) Degree plan is of 4 years which has 8 semesters in total. In each semester, the students ought to appear in one mid-term exam leading to the final exam of the semester. Pass percentage in each exam is 50 %.

BS Programme English Language and Literature

Road Map for BS English Language and Literature 2018-2022

Semester I (45)	Semester II (45)	Semester III (45)	Semester IV (45)	Semester V (45)	Semester VI (45)	Semester VII (45)	Semester VIII (45)
ENG-1101 3 English-1	CC/Eng-102 3 Academic Reading and Writing	CC/Eng-201 3 Communication Skills	CC/Eng-204 3 Advanced Academic Reading and Writing	Maj/Eng-301 Literary Criticism-I	Maj/Eng-306 American Literature-II	ENG-4701 3 Research Thesis	ENG-4801 3 Research Thesis
ENG-101 3 Language in Use	Maj/Eng-102 3 Introduction to Literature-II (Poetry and One Act Plays)	Maj/Eng-202 2 Introduction to Literature-III (Fiction)	Maj/Eng-205 3 Introduction to Literature-IV (Prose)	Maj/Eng-302 Introduction to Linguistics-III (Phonetics and English Phonology)	Maj/Eng-307 Literary Criticism II	ENG-4702 3 Romantic Poetry	ENG-4802 3 20 th Century Literature
Maj/Eng-101 3 Introduction to Linguistics-I	CC/PS-101 2 Pakistan Studies	Maj/Eng-203 3 Introduction to Linguistics-I	Maj/Eng-206 3 Introduction to Linguistics-II	Maj/Eng-303 Poetry 14 th to 18 th Century	Maj/Eng-308 Classics in Drama	ENG-4703 3 Women Writers	ENG-4803 3 TESOL II (Syllabus and Materials Evaluation and Design)
CC/Isl-101/CC/Phil-101 2 Pakistan Islamic Studies/Ethics	CC/Math-101 3 Compulsory Mathematics	EC/Psy-201 3 Fundamental Psychology	CC/Cs-201 3 Computer Application	Maj/Eng-304 Novel 18 th to 19 th Century	Maj/Eng-309 World Literature in English	ENG-4704 3 TESOL I	ENG-4804 3 Modern Poetry
EC/Pol.Sc-101	Minor I	Minor I	Minor I	Maj/Eng-305	Maj/Eng-310	ENG-4705	ENG-4805

3	3	3	3			3	3
Introduction to Human Rights	Minor-I	Minor I	Minor I	American Literature-I	Romantic Poetry	Afro-American Studies	Modern Novel
Minor I 3	Minor II 3				Maj/Eng-311		
Minor-I	Minor-II				ELT		
Minor II 3							
Minor-II							

D. Curriculum course requirements

Semester	Course Number	Category (Credit Hours)				
		Math and Basic Science		Core Courses	Humanities and Social Sciences	Technical Electives
		Math	Basic Science			
I	ENG-311	N.A	N.A	4	*C.E=4 Minors: 4+4 = 8	N.A
II	ENG-312	N.A	N.A	4	C.E=4 *I.E= 3 Minors: 4+4=8	N.A
III	ENG-413 ENG-416	N.A	N.A	3 3	C.E=4 Minor= 4 *I.E= 2	N.A
IV	ENG-414 ENG-415	N.A	N.A	3 3	C.E=4 Minor= 4 *P.S= 2	N.A
V	ENG-513 ENG-514 ENG-515 ENG-516	N.A	N.A	4 4 4 4	N.A	N.A
VI	ENG-518 ENG-519 ENG-520 ENG-521	N.A	N.A	4 4 4 4	N.A	N.A
VII	ENG-611 ENG-612 ENG-613	N.A	N.A	4 3 3	N.A	N.A

	ENG-614 ENG-615			3 4		
VIII	ENG-617 ENG-618 ENG-619 ENG-620	N.A	N.A	4 4 4 6	N.A	N.A
Total				87	47	
Minimum Requirements						

Table 1: Curriculum course requirements

- * C.E- Compulsory English
- * Isl- Islamiyat
- * P.S- Pakistan Studies

Standard 2-1: The curriculum must be consistent with and support the documented objectives of the programme.

A table linking the BS Major courses to the programme outcomes is shown below:

BS Major Literature Courses	BS Programme Outcomes				
	1	2	3	4	5
History of Language	Yes		Yes	Yes	
History of Literature		Yes	Yes	Yes	Yes
Drama I		Yes	Yes	Yes	Yes
Poetry I		Yes	Yes	Yes	Yes
Novel I	Yes	Yes	Yes	Yes	Yes
Drama II		Yes	Yes	Yes	Yes
Prose I	Yes	Yes		Yes	Yes
Novel II	Yes		Yes	Yes	Yes
Poetry II		Yes	Yes	Yes	Yes
Drama III		Yes	Yes	Yes	Yes
American Literature	Yes		Yes	Yes	Yes
ELT	Yes	Yes	Yes	Yes	Yes
Literary Criticism		Yes	Yes	Yes	
World Literature in English	Yes	Yes	Yes	Yes	Yes
Semantics	Yes	Yes	Yes	Yes	
Introduction to Modern Poetry		Yes	Yes	Yes	Yes
Short Stories	Yes	Yes	Yes	Yes	Yes
Modern English Grammar	Yes	Yes		Yes	Yes

Table 2: Courses versus programme outcomes

Standard 2-2: Theoretical background, problem analysis and solution design must be stressed within the programme’s core material.

- The following table shows the courses that contain significant portion (more than 30%) of the elements in standard 2.2.

Elements	Courses
Theoretical Background	English Literature, English Language History, Novel, Drama, Poetry, Prose, Short Story, Grammar.
Problem Analysis	Novel, Drama, Poetry, Prose, Semantics, Criticism, Grammar.
Solution Design	ELT, Research Methodology, Semantics.

Table 3: Standard 2.2 requirement

Standard 2-3: The curriculum must satisfy the core requirements for the programme, as specified by the respective accreditation body.

The curriculum satisfies both the core requirements of credit hours and criteria of admission laid down by Lahore College for Women University and HEC

Standard 2-4: The curriculum must satisfy the major requirements for the programme, as specified by the respective accreditation body.

The curriculum has been approved by the Board of Studies and it fulfils the core requirements for the programme.

Standard 2-5: The curriculum must satisfy general education, arts, and professional and other discipline requirements for the programme, as specified by the respective accreditation body.

The curriculum satisfies general education, arts, and professional and other discipline requirements for the programme. It has also been approved by the Board of Studies.

Standard 2-6: Information technology component of the curriculum must be integrated throughout the programme.

The students are encouraged to prepare presentations on multi-media, which acts as an inspiration and they are provoked to think deeply about the subject they are presenting.

Standard 2-7: Oral and written communication skills of the students must be developed and applied in the programme.

- All the courses in the programme are designed in a way that they improve the oral and written communication skills of the students.
- Each part of a course requires students to make oral presentations, participate in class discussions, prepare written assignments/ projects, conduct research on related topics, write reports and appear in periodic assessments. All these activities help enhance their confidence and improve their oral and written communication skills.

A Course Outline

BS ENGLISH LITERATURE MAJOR

Year I-Semester I			
Sr. No.	Course Code	Course Title	Credit Hours
1	Eng-305	Reading and Vocabulary Development	3
2	Eng-403	Essays for Reading, Thinking and Writing	
3	Eng-405	Reading Literary Texts	
4	Eng-401	English Grammar	
Year I-Semester II			
Sr. No.	Course Code	Course Title	Credit Hours
1	Eng-301	Basic Study Skills for Learners of English	3
2	Eng-402	Writing (Paraphrase, Summary, Report Writing)	
3	Eng-404	Essays for Reading, Thinking and Writing	
Year II-Semester III			
Sr. No.	Course Code	Course Title	Credit Hours
1	Eng-505	A Selection of English Verse	3
2	Eng-503	Communication Skills	

Year II-Semester IV			
Sr. No.	Course Code	Course Title	Credit Hours
1	Eng-503	Communication Skills	3

Year III-Semester V			
Sr. No.	Course Code	Course Title	Credit Hours
1	Maj/Eng-301	Literary Criticism-I	3 (3+0)
2	Maj/Eng-302	Introduction to Linguistic-III, Phonetics & English Phonology	3 (3+0)
3	Maj/Eng-303	Poetry 14 th to 18 th Century	3 (3+0)
4	Maj/Eng-304	Novel 18 th to 19 th Century	3 (3+0)
5	Maj/Eng-305	American Literature-I (Poetry & Novel)	3 (3+0)
		Total Credit Hours	15

Year III-Semester VI			
Sr. No.	Course Code	Course Title	Credit Hours
1	Maj/Eng-306	American Literature-II (Drama)	3 (3+0)
2	Maj/Eng-307	Literary Criticism-II	3 (3+0)
3	Maj/Eng-308	Classics in Drama	3 (3+0)
4	Maj/Eng-309	World Literature in English	3 (3+0)
5	Maj/Eng-310	Romantic Poetry	3 (3+0)
6	Maj/Eng-311	English Language Teaching (ESL)	3 (3+0)
		Total Credit Hours	18

Year IV-Semester VII			
Sr. No.	Course Code	Course Title	Credit Hours
1	Maj/Eng-401	Literary Movement (20 th Century)	3 (3+0)
2	Maj/Eng-402	South Asian Literature	3 (3+0)
3	Maj/Eng-501	Guidelines for Writing the Research Paper	3 (3+0)
4	Maj/Eng-404	Continental Drama	3 (3+0)
5	Maj/Eng-405	Afro-American Literature	3 (3+0)
		Total Credit Hours	15

Year IV-Semester VIII			
Sr. No.	Course Code	Course Title	Credit Hours
1	Maj/Eng-407	20 th Century Fiction & Non Fiction	3 (3+0)
2	Maj/Eng-408	Stylistic	3 (3+0)
3	EC/Eng-409	Modern Poetry	3 (3+0)
4	EC/Eng-410	Modern Novel	3 (3+0)

5	Maj/Eng-406	Research Project	6 (6+0)
		Total Credit Hours	18

SECTION III

Criterion 3: Computing Facilities

In the department of English, there are two computers which are shared by all the staff members. They are used for all important matters related to the department and the courses taught. Moreover, the department also has two fully functional printers and a photocopier.

Standard 3-1	Laboratory manuals/ documentation/ instructions for experiments must be available and readily accessible to faculty and students.
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There is a fully equipped computer lab for the students having 40 modern computers. They are connected to the internet and are readily accessible to both the faculty and students .

Standard 3-2	There must be adequate support personnel for instruction and maintaining the laboratories.
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There is a permanently appointed lab attendant in the department, who maintains the computer lab and all the other equipment related to it including multimedia projector.

Standard 3-3	The University computing infrastructure and facilities must be adequate to support programme's objectives.
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The computing infrastructure of the English department is not quite adequate. The department has been provided with two computers only so the staff members have to wait for their turn and most of the times they are unable to use the computers in the department. However, wifi is available and staff can use their laptops.

Suggestions

Adequate Computing Infrastructure and Facilities

The university's computing infrastructure and facilities must be adequate to support the objectives of English Department.

- The computing component of programmes being offered in English Literature are being supported by the computing facilities. The department has two multimedia projectors, two speakers and a sound amplifier which are used for various academic purposes.
- Headphones should be provided with each system so that students can listen to different recordings and required material conveniently.
- There should be separate individual cabins for students so that when they have to work on an assignment that requires audio recording or listening to audio clips, they can do that without any interference from others and may not cause any disturbance to others either.
- The Computing facilities in general are similar to those found in major reputable universities. One shortcoming in our computing support is the ability to setup networking in open areas outside computer labs. (i.e. wireless network). This would give the faculty and students unconstrained access to the internet and other resources.

Section 4

Criterion 4: STUDENT SUPPORT AND ADVISING

Students must have adequate support to complete the programme in a timely manner and must have ample opportunity to interact with their instructors and receive timely advice about programme requirements and career alternatives.

Standard 4-1	Courses must be offered with sufficient frequency and number for students to complete the programme in a timely manner.
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- The prospectus documents essential information about the courses offered. This information is also available on-line to all students. Course outline is provided before the start of each semester which includes the structure of course work to be studied in that semester. The department offers its students specific courses only which are to be taught in that specific semester.
- Courses are offered for each year in two semesters. Each semester has two terms, mid-term and final-term.
- No elective courses are offered as yet. Elective courses will be offered in semesters VII and VIII.
- Arrangements for courses outside the department are finalized by the Head of the department through the Registrar's office.

Standard 4-2	Courses in the major must be structured to ensure effective interaction between students, faculty and teaching assistants.
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- Effective student/faculty interaction is achieved during courses taught by two faculty members for a better output. Students can approach two resource persons and hence can share prolific ideas and multi-dimensional approach. The burden of teaching and learning is shared in the areas of quiz/test, assignments and presentations. This type of interaction is less monotonous and more motivating.

Standard 4-3	Guidance on how to complete the programme must be available to all students and access to qualified advising must be available
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	to make course decisions and career choices.
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- Students are informed about programme requirements through the prospectus. All such information is also available on-line for the convenience of students. Director Academics and Student Affairs are also available on the campus.
- Faculty members also play the role of academic advisors whom the students can consult to seek expert advice on curriculum matters. Its effectiveness is reflected in their choice of a correct programme for themselves and in their better performance and ability.
- The university has established a Students Service Centre to provide assistance in academic and professional decision making.
- Students have proper access to professional counselling at their disposal. They can access them through the students service centre.
- Students can also avail themselves of professional counselling through seminars conducted during their academic sessions. Renowned professionals from the field of English Literature are invited to offer guidance and motivation to the students.
- “Writers in Conversation” are sessions where eminent writers are invited to address the students, and they share their personal experiences and guide the aspiring students.

SECTION 5: **Criterion 5: Process Control**

The processes by which the major functions are delivered are in place, controlled, periodically reviewed, evaluated and continuously improved.

Standard 5.1	The Process by which students are admitted to the programme must be based on quantitative and qualitative criteria and Cleary documented. This process must be periodically evaluated to ensure that it is meeting its objectives.
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- **Programme Admission Criteria**

The success of any programme lies in the soundness of its admission criteria according to which students having a thorough academic background and knowledge are accepted.

- **Admission - B.S. (Hons.) / BS-CS / BE**

Lahore College for Women University is offering a four year graduation programme to equip students to pursue higher education careers national demands and international challenges in the rapidly changing world scenario.

With the new four year programme all students shall study English as a compulsory subject for two years, Pakistan Studies and Islamic Studies for one year.

Standard 5.2	The process by which the students are registered in the programme and monitoring of students' progress to ensure timely completion of the programme must be documented. This programme must be periodically evaluated to ensure that it is meeting its objectives.
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- **Process of registration**

1. The candidates may obtain admission forms along with the prospectus from the university office on the dates notified.

2. They are required to fill out white forms for applying for subjects that come under the Faculty of Social Sciences or the Faculty of Humanities, Islamic and Oriental Learning, blue forms for applying for the subjects that come under the Faculty of Natural Sciences or Faculty of Engineering and Technology and separate forms for Reserved seats and write the words Reserved Seat in Red ink on the form.
3. They are directed to attach the attested photocopies of the following documents with the form:
 - i. Matriculation Certificate (Two copies)
 - ii. Detailed Marks Card of F.A./F.Sc. (Two copies)
 - iii. Provisional/Character Certificate from the Head of the Institution last attended.
 - iv. NIC of Father/Guardian.
 - v. Monthly Income Certificate of Father/Guardian.
4. The declaration at the back of the form must be signed by the candidate as well as by the parent.
5. The candidate must not be above 22 years of age on the last date of the receipt of form.
6. All the selected candidates are required to bring the original documents, one set of attested photocopies of these documents and four photographs at the time of depositing university dues.
7. After payment of dues, the candidate will go to the teacher on duty and get her Enrolment No. and section written at the back of her fee receipt which once allotted cannot be changed.
8. The selected candidates will be admitted provisionally and the Verification Committee of the University will make final admission after the verification of the documents. If at any stage after the admission it comes to the knowledge of the authorities that the documents presented by the candidate are fake or there is a misstatement or clerical error in the documents, her admission will be cancelled.
9. Migration is not allowed.

• **Special Instructions**

1. The students are required to take one major and two minor subjects - total three subjects.
2. F.Sc. students with more than 60% marks and A Level students with high grades only are eligible to apply for B.S. (Hons) programme. However they will be selected on merit against the seats allocated for each major subject.
3. The students who have not studied Mathematics at intermediate level are not eligible to apply for Mathematics, Statistics, Economics and Business Studies as major subject.
4. The student with F.Sc (Pre Engineering), DAE (Electronics) and B.Sc. with Physics and Mathematics are eligible to apply for Bachelors of Electronic Engineering BE.
5. F.Sc. Pre Medical / A Level students with more than 70 % marks are eligible to apply for Pharm D (5 years) degree programme.
6. The student must have studied the major subject at intermediate level (in which she is seeking admission).
7. The students who wish to study English, Fine Arts and Design & Visual Arts will have to qualify an aptitude test and an interview.

8. The students are allowed to change their minor subjects only within seven working days only after commencement of regular classes. No application for the change of subject will be entertained after the notified due date.

Standard 5.3	The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting its objectives.
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Recruiting Process

1. Policy

The Department of English Language and Literature recognizes its staff as being fundamental to its success. A strategic and professional approach to recruitment processes help enable the department to attract and appoint staff with the necessary skills and attributes to fulfil its strategic aims and support the values of the university.

The University is committed to ensure that the recruitment and selection of staff is conducted in a manner that is systematic, efficient and effective and promotes equal employment.

Professional advice and support is available at all stages of the recruiting process from the Registrar's office.

2. Scope

This policy applies to the recruitment and selection of all staff to the department of English in the Lahore College for Women University Lahore.

The candidates applying for the advertised post are informed about the procedure of the recruitment.

3. Aims

- To appoint the best candidate for each position.
- To ensure equal employment for all applicants.

Preparation Stage

- The recruitment and selection process does not commence until a full evaluation of the need has been completed. Once the need has been finalized, the advertisement is placed in the newspaper which encourages the candidates to apply for the post.

Employment of the Candidates:

All positions are not only advertised in the newspapers but within the university as well. This helps to maximize equal employment and to provide staff with opportunities for career development, thus maintaining the skills and expertise of existing staff by upgrading their posts.

The Registrar's office demonstrates that a comprehensive search has been conducted and the nominated individual is the most suitable candidate for the position.

Positions are advertised using the most appropriate and cost effective medium to maximize the number of eligible candidates. The posts are advertised in the local, national and international newspapers.

Applicants are treated with respect and provided with sufficient information to make informed decisions regarding their suitability for the role.

SELECTION PROCESS

The selection process is:

- Transparent
- Timely and Cost effective
- Impartial
- All recruitment is based on agreed job descriptions. Recruitment and selection is conducted as an evidence-based process and candidates are assessed against agreed selection criteria, based on relevant knowledge, skills, competencies, experience and qualifications to perform the desired role. This is made possible through a written test and all decisions are recorded.
- The written test is directly related to the post advertised. Interviews are conducted for the candidates who qualify the written test. Moreover the candidates applying for the post of Lecturer/ Senior Lecturer are required to submit a copy of their research work.
- Short listing is undertaken by the Registrar's office in collaboration with the department of English which is a part of the Selection board. Interviews are conducted by this Selection board.
- Interview questions relate to the job requirements.
- The appointment of the candidate is determined by the majority view of the interviewers.

Standard 5.4	The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and those course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.
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Teaching and Delivery of Course Material

It has been observed that the teaching skills, rapport with students, grading policies, knowledge of materials and presentation skills of the teaching staff are affected when different delivery methods are used.

The Department has the following resources available to help faculty with the delivery of course materials:

- **Blackboard** is a management system for instructors to manage distribution of course materials. Student assignments, course communications, groups, collaborations, assessment and other aspects of instruction for their courses.
- **Video** is used for certain courses e.g. Drama/Novel.
- **Websites** are informed to the students which are of great help.

Various modes are taken into consideration for the role of instruction in the classroom. The traditional face-to-face pedagogy has been observed by far the most effective means of teaching students.

The educators rely on course evaluations to enhance their students' learning experience. That is, student feedback provides instructors with directions on how to improve their teaching styles.

Innovations in the delivery of higher education are becoming more evident. The use of Internet by the Literature students is encouraged. Guidance through Internet has allowed educators to exceed the boundaries of the traditional classroom by expanding the learning environment.

The use of voice and print technology is utilized as a means to bridge the gap between the content provider and learners. Classroom setting is formed according to the demands of the lecture. Therefore, the classroom is transformed into an Interactive forum for discussion, and the communication process amongst the students and their Instructor proves fruitful. Text and graphics are involved for the better understanding of the students.

The involvement and interaction Mode of learning is preferred. This style of delivery of course indicates the enthusiasm, preparation and responsiveness of the Instructor and, therefore, the teaching is made effective.

The most common styles adopted by the Lecturers are:

- Face-to-face interaction
- Evaluation of students through tests
- Student-to-student interaction
- Presentations by the students
- Group activity

It has been proved through the results that education is made effective through the involvement and interaction strategies. Immediate feedback is obtained through various quizzes and tests designed for the taught course.

Evaluation of the Courses

The taught courses are evaluated by examining the attitudes, outcomes, perceptions, and learning experience in terms of the grades and results of the students. With students as educators' primary customers, these findings prove critical in order to improve the effectiveness of teaching methodology. The teaching staff, hence, plans their lectures beforehand.

For the teaching of English Literature, special attention is given for the promotion of the writing skills of the students. The most common errors in writing are avoided through practice along with the development of their interest in creative writing.

Teaching and learning methods: Lectures and Presentations

- Our emphasis is on student participation, to encourage them to develop research and writing skills, and to be self-confident and articulate both in writing and in speech. Lectures and presentations are the modes of teaching most commonly used in this department to achieve these ends.
- Presentations are specifically made a part of the teaching process because it helps the students to develop different skills.

Lectures and their effectiveness

- Lectures are used (a) to assist in the introduction of unfamiliar material, as in first-year introductory courses; (b) to assist in the assimilation of technically demanding or conceptually difficult material; (c) above all, to present the students with original ideas and approaches they will encounter elsewhere.
- Lectures are not talking text-books. Even though they are used to present information relevant to the subject matter of the lecture series, their main function is to demonstrate how complex materials can be organized into lucidly expressed, logically developed and

intellectually persuasive pattern of argument. In this way they enhance the acquisition of key practical and intellectual skills at the university level.

Active Participation

- We believe that active participation is essential to learning of students through lectures.
- The students are asked in lectures to discuss material with those sitting alongside them in the classroom.
- Lectures are the first stage in the development of the student's independent understanding of the subject matter covered in the lecture. It is not sufficient simply to reproduce what is said in a lecture. The students are able to assess, respond to and work from the arguments demonstrated in a lecture. They are able to combine the lecture with recommended further reading, with the materials contained in the course and with their own reading of primary texts.
- The purpose of lectures at the university level is to make the students confident, lucid and persuasive performers: performers on paper and in their own point of view.

Oral Presentations

- In the promotion of active learning, a common teaching method is the student-led presentation, in which one or more of the students give oral presentation on an aspect of the topic assigned to them. Oral presentations are a formal part of the assessment of some of our courses. It is helpful when the students work on a text which engages them in the preparation of such presentations through consultation with their tutor.
- An oral presentation is a formal presentation and requires planning and serious preparation. The presentation consists of an introduction, a development of their argument with references to the texts discussed, and a conclusion.
- The students learn how to organize the main points of their argument one after another and present them clearly. They illustrate the points through references from the texts. Use of appropriate language for the occasion is also learnt during this process.
- Above all, it is made sure that the students are advancing their own point of view in their own words.

Standard 5.5	The process that ensures that graduates have completed the requirements of the programme must be based on standards, effective and clearly documented procedures. The process must be periodically evaluated to ensure that it is meeting its
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	objectives.
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Standard 5.5 The process to ensure the programme requirements.

Following are the procedures used to ensure that the graduates meet the programme requirements.

- The students must have studied English Literature in their intermediate programme.
- The students must have scored at least 60 percent marks in total.
- The academic progress of the students is monitored through class tests, assignments, presentations and internal assessments before the mid and final term examinations.

SECTION 6
Criterion 6: Faculty

Full time LCWU English Department faculty is committed to the program development and course coverage in addition to manipulating continuity and stability of academic standards. The LCWU English Department faculty accumulatively presents an impressive level of competence in planning, teaching, modifying and updating all offered courses and curriculum.

Standard 6.1	There must be enough full time faculty who are committed to the program to provide adequate coverage of the program
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	<p>areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D. in the discipline.</p>
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Full Time Faculty

There are **30** full time faculty members in the English department of LCWU, who are striving hard for the stability of academic standards. The detail of these faculty members is as under.

Professors

1. **Prof. Fareeha Basit Khan** Professor MA. PU,
2. **Prof. Zareen Isaad** Professor MA. PU,

Associate Professors

1. **Ms Shehla Imdad** Associate Professor MS TESOL LCWU
2. **Ms Mahrukh Bokhari** Associate Professor M. Phil, PU Ph.D (in progress)
3. **Ms. Bushra Nadeem** Associate Professor M. Phill, (Minhaj University) Director, Student Affairs

Assistant Professors

1. **Ms. Memoona Sohail** Assistant Professor MS TESOL (LCWU) Ph.D (in progress)
2. **Ms. Muqaddas Javed** Assistant Professor M.Phil (Bahawalpur University)
3. **Ms. Fatima Hassan** Assistant Professor Ph.D (in progress) (on study leave)
4. **DR. Amara Khan** Assistant Professor Ph.D (Leeds UK)
5. **Dr. Sadia Zulfiqar** Assistant Professor Ph.D., (Glasgow University)
6. **Ms. Sarwar Khaliq** Assistant Professor MS TESOL, LCWU PhD(in progress) on study leave

Lecturers

1. **Ms. Nadia Sheheryar** Lecturer MS LCWU
2. **Ms. Aniq Munir** Lecturer MS LCWU PhD (in progress)
3. **Ms. Ammara Iqbal** Lecturer MS TESOL (LCWU) Ph. D (in progress)
4. **Ms. Yasmeen Manzur** Lecturer MS in progress, LCWU
5. **Ms. Nabia Fakhar** Lecturer MS Kinnaird College
6. **Ms. Aaisha Umt ur Rashid** Lecturer MS (LCWU)
7. **Ms. Sarah Abdullah** Lecturer M. Phil, PU
8. **Ms. Sadaf Javed** Lecturer MS (in progress)
9. **Ms. Tahira Khanum** Lecturer Ph.D in progress, UMT
10. **Ms. Mudassira Makhdoom** Lecturer MS in Progress, LCWU
11. **Ms. Fareeha Saeed** Lecturer MS LCWU

- 12. Ms. Samina Ayub Lecturer MS LCWU
- 13. Ms. Amina Wasif Lecturer MS, GCU
- 14. Ms Rahat Amin, Lecturer MS, LCWU
- 15. Ms. Anam Tariq Lecturer MS LCWU
- 16. Ms. Rabia Ashraf Lecturer MS. Kinnaird College
- 17. Ms Sadia Nazir Teaching Assistant MS LCWU
- 18. Ms Hina Nadeem Teaching Assistant MS TESOL LCWU
- 19. Ms Masooma Zaidi Teaching Assistant MS, LCWU

List of Adjunct Faculty ·

Ms Raana Nadeem (MA,PU)

Dr. Rubina Sheikh Ph.D (Indiana)

Supporting Staff · **Salman Shakeel**, Junior Clerk (MA Pol Science MA Education)

Contact Details: Ph No: 99203801-9 Ext 236

Email:- fareeha.basit@lcwu.edu.pk

B.S. Programme areas & number of faculty in each area

Program Areas	Average number of section per semester	Number of faculty members in each area	Number of faculty with PhD
Listening, Speaking Skills Comprehension Skills Vocabulary Building Skills	67 sections of Compulsory courses 16 of major	30	02

Writing Skills Grammar			
Reading &Critical thinking Writing Academic Texts Grammar in context	67 sections of Compulsory courses 16 of major	30	02
Communication Skills	67 sections of Compulsory courses 16 of major	30	02
Critical Reading, Advanced Academic Writing	67 sections of Compulsory courses 16 of major	30	02

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

In order to remain current in the discipline, almost two seminars are conducted per year for scholarly activities and professional development of the faculty and the criteria for faculty to be deemed current is as follows:

- The faculty members are continuously supposed to improve their qualifications. So two of the members: Ms Sadia Zulfiqar & Ms Ammara Khan have successfully completed their PhDs and rejoined the department. While, Ms Tahira Khanum, Ms Maimoona Sohail, Ms Mahrukh Bokhari, Ms Fatima Hasan, Ms Aniq Munir, Ms Ammara Iqbal and Ms Sarwar Khaliq are currently enrolled in PhD programmes whereas six faculty members are enrolled in various Ms Programmes.

- Another criteria for faculty to be deemed current in the discipline, is their constant involvement in the research process. For that matter, almost all the faculty members are assigned three to four students of BS VIII semester for guidance and internal supervision.
- All the new staff members are supposed to attend the Staff Development Course.

Sufficient time for scholarly & Professional development

Although all the staff members are doing the things associated with scholarly & professional development (Research, Preparing lectures, working as a member or facilitator for self-assessment report, carrying out departmental duties, maintaining course files etc.), but they are also carrying out the following duties which do not leave sufficient time for scholarly activities.

- Doing almost all odd clerical jobs i.e. scrutiny of forms, making admission lists manually, gazette checking etc.
- Performing discipline duty i.e. checking the dress code of the students
- Lack of computing facilities-only two computers have been provided.
- No proper staff room provided-no work areas available.

Existing Faculty Programs at the Departmental and University Level

The existing faculty development program is staff development course which all the new staff members are supposed to attend. It is quite effective for faculty development as it covers various areas related to the development of the staff members, such as:

- Advanced Teaching Skills
- Educational Psychology
- Measurement and Evaluation
- Micro-Teaching
- Research Skills
- Communication Skills
- Administrative Planning
- Curriculum & Material Development

Evaluation of Faculty Programs

Faculty Programs are evaluated after the completion of the course and the results are timely used for improvement.

Standard 6.3	All faculty members should be motivated and have job satisfaction to excel in their profession.
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- The faculty members are regularly motivated and efforts are being made to provide job satisfaction so that they excel in their profession. The satisfaction of the faculty and their input is measured by faculty survey form.

Standard 6.3 Faculty Motivation and Job Satisfaction

Faculty input through a survey, on programs for faculty motivation and job satisfaction was carried out by QEC. They have the relevant data and evaluation record.

SECTION 7 **Criterion 7: Institutional Facilities**

Availability of adequate facilities like classrooms, libraries, offices and modern resources like the internet and multimedia gear up the teaching and learning process towards the fulfilment of the objectives of each programme.

Standard 7.1	The institution must have the infrastructure to support new trends in learning English language and literature for example e-learning.
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Infrastructure

- The infrastructure and modern facilities like e-learning support new trends of education, keeping students and teachers up-to-date about the modern developments in their subject.

- Presently, the Department of English Language and Literature has thirty-five regular teachers, of whom thirteen are the employees of the Punjab Government and seventeen are the University employees.

The Head of the Department has been allotted a room which is shared by her staff members since there is no separate staff room for them. The department has been provided with only two computers installed with Microsoft Windows. This computer can only be used by staff members for research, preparation for lectures, downloading teaching/learning material and typing of question papers. The staff has an access to the digital library. However, since there are only two computers, the facility cannot be easily availed by more than two staff members at a time. Apart from this, facilities for e-learning do not exist. The department is awaiting the provision of this facility in order to adopt new trends in e-learning.

Observations of the faculty regarding the adequacy of the infrastructure

The faculty of the Department of English has expressed that the availability of the following resources would enrich the academic environment and help them achieve the desired goals:

- To have sufficient working place that is conducive to their respective academic duties which can only be possible if they are provided separate working stations.
- The present staffroom is not sufficient and does not accommodate the entire English department staff so a proper staffroom according to total number of staff should be provided.
- Similarly there is only one washroom that is used by the staff as well as the head of the department that results in awkward situations. As there are 30 members of the department two or three washrooms should be available.

Standard 7.2	The library must possess an up-to-date technical collection relevant to the programme and must be adequately staffed with professional personnel.
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- The English Department has an access to the University’s main library which has a good collection of 10084 books, both old and contemporary, on English Language and Literature.
- The Department also has its own separate library located in a room in the Old Masters’ Block, having 7350 books on English Language and Literature on the shelves.

Observations of the faculty regarding the adequacy of the two libraries

- The libraries have a good variety of books, but to keep pace with the new developments and trends in English Language and Literature, it is necessary to have access to more contemporary books and other resources.
- To accommodate new books, a more spacious library, with better seating capacity and furniture is required.

Standard 7.3	Classrooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities
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Classrooms

- Proper classrooms with adequate facilities and pleasant environment are one of the essentials of effective teaching/learning activities. Since English is taught as a compulsory subject to almost all levels of the University students, therefore, the teachers of the English Department are involved with all the departments of the University. The classes for MS as well as the BS Semesters V, VI, VII, VIII are conducted in a separate block allotted to the Department of English for this purpose. However, with the absence of sufficient number of proper classrooms, its faculty has to use the rooms mainly in the old “Piracha Building”, the “Old Hostel”, and the “Administration Block”. Some of these rooms are not spacious enough to accommodate a large number of students. These rooms also lack adequate lighting and fans. Also, they are not weather or noise proof, since most of the windows are broken and the noise from outside distracts and disturbs the students. However, the teachers who teach in departments that have their own buildings, have the facility of newer and better classrooms to teach in.

Observations of the faculty regarding classrooms

- Regarding classroom facilities, the faculty has observed that they are not adequate because they are often very small. Moreover, they also complain that the atmosphere in the existing classrooms is dull, depressing and noisy; unfavourable rather than conducive to effective learning.

Faculty Offices

- Presently, there are no private offices for the staff members to work in. Therefore, they have to use either the Head of the Department’s office or the common staff room, which

makes it difficult for them to work properly, so more space is urgently required to help teachers achieve their aims.

Observations of the Faculty regarding private offices

- Regarding office and related facilities, the faculty observed that the availability of independent and adequately equipped offices for them is of utmost importance because it provides them with privacy, enabling them to carry out their responsibilities properly.

Section 8 **Criterion 8: Institutional Support**

Lahore College for Women University (LCWU) has already embarked on the road to achieve academic and professional excellence. In order to provide an environment in which the program can achieve its objectives in realistic settings, the resources have been mobilized. However, it has sincerely been realized by the faculty that more efforts need to be put in so as to meet the desired standards.

Standard 8.1: There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars

The university seeks to attract and retain high quality faculty members. Table 1 shows the list of highly qualified faculty members in the department of English language and literature.

1.	<i>Dr. Sadia Zulfiqar</i> <i>Assistant Professor</i>	Ph. D. Glasgow (UK), MA (PU)
2.	<i>Ms Mahrukh Bokhari</i> <i>Associate Professor</i>	Doing Ph. D, (PU), course work completed. Dissertation in progress.

3.	Dr. Amara Khan <i>Assistant Professor</i>	Ph. D (Leeds, UK), M.A. English, M.Phil (PU)
4.	Ms Tahira Khanam <i>Lecturer</i>	M.A. English, M.Phil. (Applied Linguistics) Ph.D. in progress UMT.
5.	Ms. Maimoona Sohail <i>Assistant Professor</i>	Ph.D Education in progress
6.	Ms. Sarwar Khaliq <i>Assistant Professor</i>	Ph.D Education in progress (on study leave)
7.	Ms. Aniq Munir <i>Lecturer</i>	Ph.D Education in progress
8.	Ms Ammara Iqbal <i>Lecturer</i>	Ph.D Education in progress

In addition to this, the department has thirty (30) other faculty members on its pay roll.

Suggestions:

In view of the wide-spread demand for English teachers due to the initiation of interdisciplinary projects and in order to cope with an ever increasing number of students on the university rolls, more recruitment in the English Department have been felt to be the need of the hour.

Recruitments on Tenure Track

In order to develop innovative courses, materials and instructional approaches, and to further assist faculty members in their scholarly work by providing them professional support and guidance, LCWU has hired the following faculty members in the department of English language & literature on Tenure Track.

Dr. Sadia Zulfiqar <i>Assitant Professor</i>	Ph.D. Glasgow University (UK), M.A (Pb)
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HEC Funded Scholarships

HEC offers handsome scholarships with a view to encourage willing scholars to enhance their capabilities, professional skills and knowledge so that they may better equip themselves to meet the challenges of modern learning and teaching.

The university encourages its members to avail HEC funded scholarships. The following faculty members in the English Department have so far been benefited by it.

Fatima Hassan Assistant Professor	Ongoing Ph.D. program started in 2015 in University of Malaya, Malaysia.
Dr. Sadia Zulfiqar <i>Assitant Professor</i>	Completed Ph.D. Glasgow University (UK), (2014).

Suggestions:

- Faculty members must be timely intimated of the availability of scholarships from HEC for more fruitful outcomes.
- To foster professional growth and development of faculty members, the university must provide an atmosphere conducive to carry on research work. In this context it is further suggested that:
 - Faculty members must be relieved of the unnecessary burden of performing non-academic duties such as on admissions, invigilation or maintaining discipline so that they may use their energies for more constructive outcomes.
 - Limited period sabbatical leaves must be provided for research work.

The university, being supportive, has accommodated faculty members desiring to pursue higher studies either on study leave (Ms Sarwar Khalique), Ph.D. Education course work complete dissertation in progress) or in-service (Ms Masooma Zaidi has joined MS (TESOL) Program at LCWU). Ms. Sadia Nazir is also doing MS (TESOL) course work completed research work ongoing. Ms. Fareeha Saeed is also enrolled in MS (Education).

Staff Development Courses

DFDI (Directorate of Staff Development and Internationalization) LCWU is robustly involved in providing platform to faculty for their development. The department nominates its staff for the training as per requirements.

These trainings open new vistas of enlightenment for the faculty and in this way they brush their teaching skills and deliver the same to the students at all levels i.e (Graduate, Undergraduate and MS and Ph. D.)

Suggestions:

- HEC must continue providing funds for arranging lectures, workshops and short courses for the professional development of faculty members.
- A platform must be provided to ensure interaction among scholars of different institutions so that they may exchange useful information to gain experience.
- Faculty members must be supported to attend international conferences and seminars.
- International should be invited for seminars or conferences for the benefit of faculty and staff.

Standard 8.2:	There must be an adequate number of high quality graduate students, research assistants and Ph.D. students.
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Year	No. of Graduate Students	No. of Research Assistants	No. of Ph.D. Students
2018	85	Nil	Nil

The faculty: graduate student ratio for the year 2018 is 1: 50

Standard 8.3:	Financial Resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.
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Financial Resources for the Library:

Funds have been allocated to acquire and maintain library holdings. HEC used to provide an annual grant but at present no fixed amount is set apart for library funds.

Library has the following types of resources:

1. Books,
2. Journals,
3. Electronic Resources

Resources – Collection/Holdings as of February 2010

ITEMS	Quantity	
	Main Library	Departmental Library
Books	10,084	7,350
Journals		
Electronic Resources	HEC Digital Library	HEC Digital Library

There is a need for increasing the financial resources allocated to acquire and maintain library holdings.

Financial Resources for Laboratories and Computing Facilities.

Presently no financial resources are available for the language laboratories and computing facilities. There is a fully equipped computer lab for the students but no funds have been allocated for its maintenance.