

Lahore College for Women University, Lahore
Department of English

Self Assessment Report
MS Program

Submitted to:

Quality Enhancement Cell,
Lahore College for Women University, Lahore.

Representatives for Quality Enhancement Cell:

1. Dr. Amara Khan
2. Ms. Aaisha Umt Ur Rashid
3. Ms. Hina Nadeem

TABLE OF CONTENTS

Sr.No.	Description	Pg.No.
1	Introduction	1
2	Criterion 1: Programme Mission, Objectives and Outcomes	2
3	• Standard 1.1	2
4	• Standard 1.2	10
5	• Standard 1.3	11
6	• Standard 1.4	11
7	Criterion 2: Curriculum Design and Organization	17
8	• Standard 2.1	17
9	• Standard 2.2	17
10	• Standard 2.3	18
11	• Standard 2.4	18
12	• Standard 2.5	18
13	• Standard 2.6	19
14	• Standard 2.7	19
15	Criterion 3: Laboratories and Computing Facilities	19
16	• Standard 3.1	19
17	• Standard 3.2	19
18	• Standard 3.3	19
19	Criterion 4: Student Support and Advising	20
20	• Standard 4.1	20
21	• Standard 4.2	20
22	• Standard 4.3	21
23	Criterion 5: Process Control	21
24	• Standard 5.1	21
25	• Standard 5.2	22
26	• Standard 5.3	23
27	• Standard 5.4	23
28	• Standard 5.5	23
29	Criterion 6: Faculty	25
30	• Standard 6.1	25
31	• Standard 6.2	27
32	• Standard 6.3	28
33	Criterion 7: Institutional Facilities	29
34	• Standard 7.1	29
35	• Standard 7.2	29
36	• Standard 7.3	30
37	Criterion 8: Institutional Support	31
38	• Standard 8.1	31

39	• Standard 8.2	35
----	----------------	----

Introduction

Lahore College for Women University is one of the most prestigious universities for women in Pakistan with full time enrolment of about 11,000 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-five full-time faculty members serving the Department diligently.

The Department has contributed substantially towards the higher education of women. It offers a four year B.S. programme, an M.S. programme and a full-fledged evening programme in TESOL commenced with the aim of imparting higher studies in the discipline.

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 has been demonstrated.

Mission Statement of the Department of English Language and Literature , 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”

Standard 1-1:	The programme must have documented measurable objectives that support collage and institution mission statements.
----------------------	--

Programmes	Programme Duration	No. of Modules	Total Credit Hrs.
M. S. English Literature	2 years	4 Semesters	33-36

Mission Statement of the M.S. Programme

“To prepare students for critical reading and higher research (Ph.D.), emphasizing on understanding of the core literary concepts of study with a focus on formation of independent opinions.”

M.S. Programme Objectives

The M.S. Programme has the following objectives:

- To make students capable of analyzing a wide range of literary material. They should be able to critically read and analyze literary texts as well as make comparisons between individual texts.
- To enable students to relate literature as a universal reality and trace and recognize cross-cultural influences in it.
- To develop confidence, independence and ability to reflect
- To express ability to respond and interpret efficiently

- To help students get tuned towards taking up higher literary research.
(Ph.D.)

Alignment of M.S. Programme Objectives with the Department/M.S. Programme Mission Statement

The first objective is very much aligned with the M.S. Programme mission statement of developing the critical and analytical skills of students through an exposure to diverse literary material. The second objective is also in accordance with the programme's mission statement as it teaches students to relate literature as a universal reality and identify cross-cultural influences in it. The third objective reinforces the programme's mission to encourage students' research and academic growth.

- **Main Elements of the Strategic Plan to achieve MS. Programme Mission and Objectives
Curriculum Design**

- To introduce curriculum in keeping with historical and multidisciplinary development of literary study, critical approaches and contemporary trends in the subjects of Drama, Poetry, Literary Criticism, Novels and Short Stories.

- 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, group work, class discussions, and periodic assessments throughout the degree programme, and one extensive Research Project in the Final Year which may become the basis for highly motivated graduates to win a good job in the challenging job market.

- To have summer internships after the completion of Course Work to give hands-on experience and indispensable exposure coupled with a strong sense of commitment to MS. students.

- To encourage students' participation in co-curricular activities to help them develop well-rounded personalities and devotion to serve the country.

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 enroll 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,
- To acquire sufficient facilities in the newly established building of Post Graduate Block
- -To enrol highly motivated and committed students who have clear concepts, so-und comprehension and analytical skills through an assessment process
- -To induct and retain highly qualified faculty members and provide them regular opportunities for research and professional development.
- -To introduce curriculum in keeping with the modern trends in the subject emphasizing on research and real application of learning in the practical field.

Assessment of Educational Objectives of MS.Programme

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

OBJECTIVES	HOW MEASURED	WHEN MEASURED (FREQUENCY)	IMPROVEMENT IDENTIFIED	IMPROVEMENT MADE (CORRECTIVE & PREVENTIVE ACTION)
(1)	(2)	(3)	(4)	(5)
As given in Standard 1-1	1) Regular assessment by the teacher of students' knowledge and skills:		1) Regularity of attendees required	1) Attendance rules applied more strictly
	i) Class tests	1 pre mid-term, 1 pre final term	2) Research based teaching	2) Teachers training and development
	ii) Class discussions relating to the topics covered	1 pre mid-term, 1 pre final term	3) Improving confidence	3) Course / curriculum revised
	iii) Individual/Group Presentations on relevant topics	As per course requirement in each semester	4) Course / curriculum revision to enhance outcomes	a) MS. English Literature b) M.S. English Literature
	iv) Quizzes/Projects	As per course requirement	5) Enhancing communication skills	4) Students advised and motivated to read recommended books and watch suggested TV programmes and books.
	➔ Written examination	Twice during each semester	6) Students' counselling and guidance	
	➔ Assignments/Group Projects on each topic	As per requirement in a semester		

OBJECTIVES	HOW MEASURED	WHEN MEASURED (FREQUENCY)	IMPROVEMENT IDENTIFIED	IMPROVEMENT MADE (CORRECTIVE & PREVENTIVE ACTION)
(1)	(2)	(3)	(4)	(5)
	<ul style="list-style-type: none"> ➔ Class discussions on students' problem areas 	As per requirement		
	<ul style="list-style-type: none"> ➔ Individual Research and reports on selected topics in final semester 	Once during programme		
	<ul style="list-style-type: none"> ➔ Academic Programme Survey 	At the end of the final term	Shortcomings as per survey identified	Teachers conveyed results of the survey reports for required improvements and better outcomes in future.

	<ul style="list-style-type: none"> ➔ Faculty Survey Form 	At the end of the final term	1) More time to be spent on the following during teaching: i) Greater emphasis on enhancement of	All the improvements identified have been implemented
--	---	------------------------------	---	---

OBJECTIVES (1)	HOW MEASURED (2)	WHEN MEASURED (FREQUENCY) (3)	IMPROVEMENT IDENTIFIED (4)	IMPROVEMENT MADE (CORRECTIVE & PREVENTIVE ACTION) (5)
			<p>communication skills.</p> <p>ii) More frequent oral and written presentations by students</p> <p>2) Revision of MS. programme according to latest HEC requirements.</p> <p>3) Improvement in quality</p> <p>a) Infrastructural facilities</p> <p>b) Library</p>	

OBJECTIVES (1)	HOW MEASURED (2)	WHEN MEASURED (FREQUENCY) (3)	IMPROVEMENT IDENTIFIED (4)	IMPROVEMENT MADE (CORRECTIVE & PREVENTIVE ACTION) (5)
	<ul style="list-style-type: none"> ➔ Periodic Staff Meetings ➔ Students / Quality Assurance Advisor liaison 	As and when required	Administrative and personal problems of students	Complaints are addressed immediately
	<p>New Introductions</p> <p>1) Employer Surveys:</p> <p>2) Alumni Survey:</p> <p>3) Survey of Graduating Students:</p> <p>4) Faculty Resume</p>	<p>Once a year</p> <p>Once a year</p> <p>Once a year</p> <p>Once a year</p>	<p>In process</p> <p>In process</p> <p>1) Improved communication skills</p> <p>2) Improvement in terms of confidence and motivation</p> <p>1) Qualification</p>	<p>-</p> <p>-</p> <p>-</p> <p>1) Sent for higher studies</p>

OBJECTIVES (1)	HOW MEASURED (2)	WHEN MEASURED (FREQUENCY) (3)	IMPROVEMENT IDENTIFIED (4)	IMPROVEMENT MADE (CORRECTIVE & PREVENTIVE ACTION) (5)
			2) Training	2) Internal and external training arranged

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 college and institution mission statements.
----------------------	--

- **M.S. Programme Outcomes**

After the completion of M.S. two-year programme, the learners will be able-

1. To demonstrate knowledge of the core linguistic and literary concepts and their various applications
2. To understand the significance of social and historical contexts in analysing texts and make comparisons between them
3. To develop a research based comprehension of a literary sensibility and its multidisciplinary value
4. To conduct responsible research in an area of interest
5. To enhance their employability in various fields such as teaching, media communications etc.
6. To demonstrate effective cognitive and communication skills for life long-learning
7. To uphold and demonstrate the best standards of personal and professional ethics, working in a team as well as independently.

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

Table 2: Outcomes versus objectives

Objectives	M.S. Programme Outcomes				
	1	2	3	4	5
1.	Yes	Yes	Yes	Yes	Yes
2.		Yes	Yes		Yes
3.	Yes	Yes	Yes	Yes	Yes

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

Actions taken on the basis of assessment

- Syllabi revision
- Teachers training
- Faculty development
- Library development

Strengths of Institute

- Teamwork
- Infrastructure
- Work Environment
- Library Facilities

Weaknesses of Institute

- Need to induct Ph.D. Faculty.
- Need for computing infrastructure and facilities

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.
----------------------	---

Performance Measures

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

Research Area

Highly experienced faculty members of the department are involved in supervising the research work of the MS final year Theses. Many faculty members have got themselves enrolled in various programmes to enhance their learning and research skills. (Details provided under Criterion .8.)

Workshops and Seminars:

Faculty members regularly attend seminars and workshops, conducted by the DFDI in LCWU and many other organizations and institutions of national and international repute, such as the HEC and British Council. Attending workshops and seminars helps faculty members in revising and updating their teaching methodology and helps their teaching become more research-oriented.

Purchase of Books:

Books are regularly purchased by the department to cater to the needs of the students. The department houses a well-equipped library.

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		

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	

For M.S. English Literature

i. Number of students enrolled:

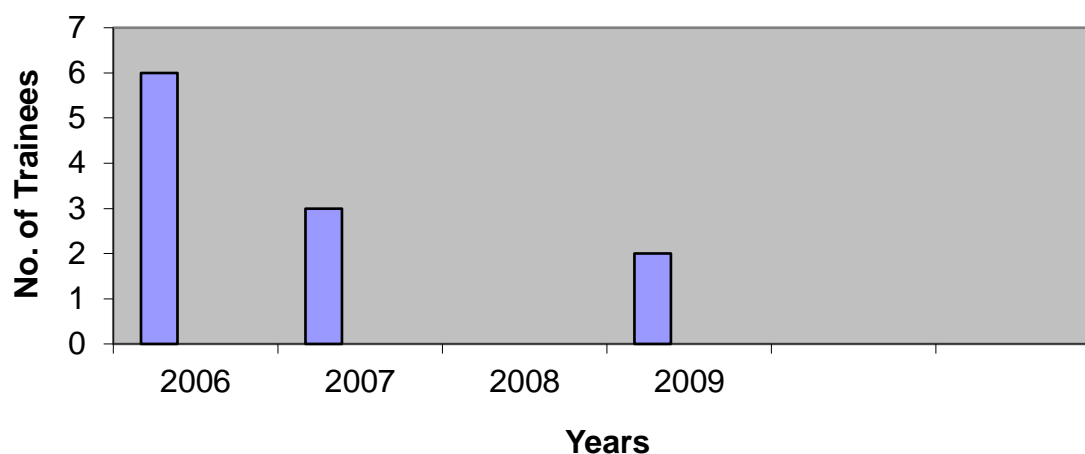
Programme	Year of Enrolment	No. of Students
M.S. English Literature	Commenced in 2009-11	27
	2010-12	21
	2011-13	15
	2012-14	21
	2015-17	15
	2016-18	15
	2017-19	13
	2018-2020	19

ii. No. of Students Passed Out:

Programme	Passing out Year	No. of Students
M.S. English Literature	2009-11	19
	2010-12	19
	2011-13	15
	2012-14	20
	2014-16	

iii. Faculty Training

Faculty Training



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 Programmes’ Curriculum

The development of curriculum of MS.programme of English Literature is based on the detailed curriculum development guidelines issued by HEC.

A. Degree Title

M.S. English Literature

B. Definition of Credit Hour

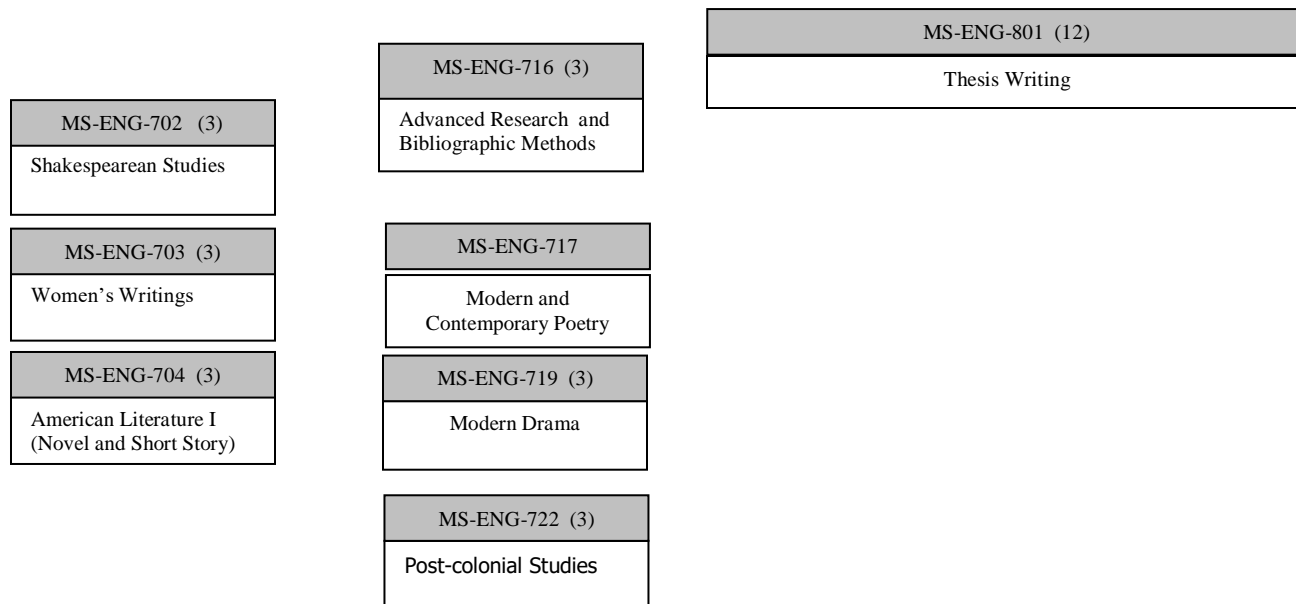
1 credit hr = 15/16 teaching hours per semester.

C. Degree Plan

The M.S. Programme is of 2 years which has 4 semesters in total.

Road Map for M.S.-English Literature 2009 onward

Semester I (15)	Semester II (21)	Semester III	Semester IV
MS/ENG-701 (3) Lit. Criticism and Theory			



Curriculum Breakup

MS ENGLISH LITERATURE

Year I-Semester I			
Sr. No.	Course Code	Course Title	Credit Hours
1	MS-ENG-701	Literary Criticism and Theory	3
2	MS-ENG-702	Shakespearean Studies	3
3	MS-ENG-703	Women's Writings	3
4	MS-ENG-704	American Literature I (Novel and Short Story)	3
Year I-Semester II			
Sr. No.	Course Code	Course Title	Credit Hours
1	MS-ENG-716	Advanced Research and Bibliographic Method	3
2	MS-ENG-717	Modern and Contemporary Poetry	3
3	MS-ENG-719	Modern Drama	3
4	MS-ENG-722	Post-Colonial Studies	3
Year II-Semester III and IV			
Sr. No.	Course Code	Course Title	Credit Hours
	MS-ENG-801	Thesis Writing	12

Curriculum course requirements (M.S. English Literature)

Semester	Course Number	Category (Credit Hours)				
		Maths and Basic Science		Core Courses	Humanities and Social Sciences	Electives
		Maths	Basic Science			
I	MS-ENG-701 MS-ENG-702 MS-ENG-703 MS-ENG-704	N.A	N.A	03	N.A	03 03 03
II	MS-ENG-716 MS-ENG-717 MS-ENG-719 MS-ENG-722	N.A	N.A	03	N.A	03 03 03
III+IV	MS-ENG-801 Thesis Writing Credit Hrs.	12		06		18
Total C.Hrs.	36					

Table 2: Curriculum course requirements

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

A table linking the M.S. English Literature courses to the programme outcomes is shown below:

Table 3: Courses versus programme outcomes

M.S. Major Literature Courses	M.S. Programme Outcomes				
	1	2	3	4	5
Literary Criticism and Theory	Yes		Yes		
Shakespearean Studies		Yes	Yes	Yes	Yes
Women's Writings	Yes	Yes	Yes	Yes	
American Literature I (Novel and Short Story)	Yes	Yes	Yes	Yes	Yes
Advanced Research and Bibliographic Methods		Yes	Yes	Yes	Yes
Modern and Contemporary Poetry	Yes	Yes	Yes	Yes	Yes
Modern Drama	Yes	Yes	Yes	Yes	Yes
Post-colonial Studies		Yes	Yes	Yes	Yes
Thesis Writing		Yes	Yes	Yes	Yes

Table 4: Courses versus programme outcomes

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

Programme: M.S. English Literature

All the modules of the programme adequately address the following:

- 1) Theoretical Background
- 2) Problem Analysis
- 3) Solution Design

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

Table 5: Standard 2.2 requirement

Elements	Courses
Theoretical Background	Literary Criticism and Theory, American Literature I, Women’s Writings Shakespearean Studies, Advanced Research, Post-Colonial Studies ,Modern Drama
Problem Analysis	Shakespearean Studies, American Literature I, Women’s Writings, Advanced Research, Thesis Writing, Post-Colonial Studies, Modern Drama
Solution Design	Advanced Research, Thesis Writing

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 fulfills 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.

Criterion 3: Computing Facilities

The Department is currently equipped with THREE computers only, which is grossly inadequate in fulfilling the requirements of staff members.

Standard 3-1	Laboratory manuals/ documentation/ instructions for experiments must be available and readily accessible to faculty and students.
---------------------	--

Currently, there is only ONE laboratory available for the literature and language students.

Standard 3-2	There must be adequate support personnel for instruction and maintaining the laboratories.
---------------------	---

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.
---------------------	---

The computing infrastructure of the English department is not quite adequate. The department has been provided with three 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 can support the objectives

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.
---------------------	--

- 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.
---------------------	---

- 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 explore new and alternative modes for research. 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 to make course decisions and career choices.
---------------------	--

- 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 and the students can approach them to seek expert advice regarding 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 student service centre to provide assistance in academic and professional decision making.
- Students do not have proper access to professional counselling at their disposal.
- Students can sometimes avail themselves of professional counselling through seminars conducted during their academic sessions.

SECTION 5

Criterion 5: Process Control

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

B.S. English Literature [4 Year Degree Programme]

This is a 4-year degree programme with minimum 133 credit hours. The programme is divided into 8 semesters (two semesters each year).

Eligibility

Female students who have passed Intermediate (Arts) with English Literature, or A Levels, or equivalent securing more than 60% marks in the subject can apply for admission. Students who have passed Intermediate (Pre- medical) may also apply, but will be first tested for aptitude and proficiency in English language.

Admission Criteria

Admission is strictly based on merit.

For candidates with Intermediate (Pre- medical) the following weightage applies:

Matriculation	25 %
Intermediate	25%
Written Test	50 %
Total	100 %

M.S. English Literature (2 Year Degree Programme)

This is a 2-year degree programme with minimum 33 credit hours. The programme is divided into 4 semesters (2 semesters each year).

Eligibility Criteria

Female students having B.S. (Eng Lit) 4-year degree programme (minimum 133 credit hours) or M.A (Eng Lit) or equivalent with at least 16 years of education securing more than 2.0 CGPA (from an HEC recognized university) can apply for admission.

Admission Criteria

Admission is strictly made on merit on the basis of the following weightage:

Matriculation	10%
Intermediate	10%
Graduation	50%
Written Test	20%
Interview	10%
Total	100 %

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.
---------------------	---

- Advertisements are published in leading newspapers and are available on Lahore College for Women University website. The student academic progress is regularly monitored through a system of periodic assignments and written examinations.
- Students seeking admission in M.S.(Eng Lit) Programme who have qualified from private universities are required to give equivalence certificates as per rules of Lahore College for Women University.

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.
---------------------	---

- The standards for candidates are clearly indicated in the university calendar which is strictly followed. The criteria for recruitment include sound academic qualification and work experience. Candidates are also judged through an analysis of their CVs and personal interviews. In case of permanent faculty members, the recruiting is done by a board constituted by Lahore College for Women University, whereas, visiting faculty members are recruited by a board constituted by the institution. The input of the students for maintaining the quality of the teaching is done by evaluating the teachers' performance regularly once in a semester by the students. The results of these studies are sent to the teachers who are asked to improve their performance.
- The annual confidential Report (ACR) is initialled by the Dean annually for each member of the staff. The retention of the staff, their increments and promotions are based on ACRs.

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.
---------------------	---

- The process and procedure to ensure that the teaching and the delivery of the programme material to the students emphasizes active and effective learning, for instance, exercises based on practicality of the knowledge given to the students and research work completed by the end of the programme ensure sound learning. This process is monitored and assessed regularly.

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 objectives.
---------------------	--

- The programme is based on high standards in order to ensure that graduates/ outgoing students have completed its requirements.
- The semester rules have been adopted by the Department of English Language and Literature. The Head of the Department ensures their compliance.
- The operation is reviewed once a year and is documented as Management of Academic Programmes.

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 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.
---------------------	---

Full Time Faculty

There are 37 full time and visiting faculty members in the English department of LCWU, who are striving hard for the stability of academic standards. Their names and designations are as follows:

Designation	Names
Professors Total no (01)	<ul style="list-style-type: none">• Ms Fareeha Basit Khan
Associate Professor Total no (03)	<ul style="list-style-type: none">• Ms Shehla Imdad• Ms Mahrukh Bokhari• Ms Bushra Nadeem (working in student affairs department)
Assistant Professor Total no (08)	<ul style="list-style-type: none">• Ms Mamoona Sohail• Ms Muqaddas Javed• Ms Fareena Waqar• Dr Amara Khan• Ms Fatima Hassan (on study leave)• Ms Sarwar Khaliq (on study leave)• Dr. Fareeha Javed (HOD TESOL)• Dr Sadia Zulfiqar
Lecturer Total no (16)	<ul style="list-style-type: none">• Ms Nadia Sheheryar• Ms Aneeqa Munir• Ms Ammara Iqbal• Ms Yasmeen Manzur• Ms Nabia Fakhar

	<ul style="list-style-type: none"> • Ms Aisha Umtur Rashid • Ms Sarah Abdullah • Ms Sadaf Javed • Ms Tahira Khanam • Ms Mudassira Makhdoom • Ms Fareeha Saeed • Ms Rahat Amin • Ms Amina Wasif • Ms SaminaAyub • Ms Anam Tariq • Ms Rabia Ashraf
Visiting Faculty Total no (06)	<ul style="list-style-type: none"> • Ms. Khursheed Alam (PhD) • Ms. Raana Nadeem • Ms. Sehar Akram (MS) • Ms. Nadia Anwar (MS) • Ms. Kaneez Fatima (MS) • Ms. Amna Shahid (MS)
Teaching Assistant Total no (03)	<ul style="list-style-type: none"> • Ms Hina Nadeem • Ms Masooma Zaidi • Ms Sadia Nazir

MS. Programme areas and number of faculty in each area

Programme Areas	Average number of section per semester	Number of faculty members in each area	Number of faculty with M.Phil./Ph.D.	
			M.Phil.	Ph.D.
Literary criticism	01	01	Nil	01
Shakespeare studies	01	01	Nil	01
Women's Writings	01	01	Nil	01
American Literature-1 (Novel and Short Story)	01	01	Nil	01
Advanced Research and Bibliographic Methods	01	01	Nil	01
Modern and Contemporary Poetry	01	01	Nil	01
Modern Drama	01	01	Nil	01
Postcolonial Studies	01	01	Nil	01

Table 2: Faculty Distribution by Programme areas

The following Faculty members are involved in the MS program:

Sr. No.	Name of the Faculty member	Programme area
1	Ms. Mahrukh Bokhari	Literary criticism
2	Dr. Khurshid Alam	Modern and Contemporary Poetry
3	Dr. Amara Khan	Advanced Research and Bibliographic Methods/ Modern Drama/ Shakespeare studies
4	Dr. Sadia Zulfiqar	Women's Writings

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.
---------------------	--

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:

- Six faculty members, Ms MamoonaSohail, Ms Ammara Iqbal, Ms Aniqa Usman and Ms Sarwar Khaliq are currently enrolled in the PhD program offered by LCWU.
- 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 two to three students of B.S. 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.), due to lack of clerical staff, they also have to perform the following duties, which leave little time for scholarly activities

- i. Doing almost all odd clerical jobs i.e. scrutiny of forms, making admission lists manually, gazette checking etc.
- ii. Performing discipline duty i.e. checking the dress code of the students

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:

- i. Advanced Teaching Skills
- ii. Educational Psychology
- iii. Measurement and Evaluation
- iv. Micro-Teaching
- v. Research Skills
- vi. Communication Skills
- vii. Administrative Planning
- viii. 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.
---------------------	--

- 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.

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.
---------------------	---

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 seven regular and visiting teachers.
- The Department is located to the Post graduate block. There are separate rooms for the Chairperson and Dean and a single staff room for all other faculty members. While the faculty rooms are a huge improvement on the previous rooms, there are still a number of issues that should be addressed. There are three computer systems for departmental use but they are insufficient keeping in mind the number of faculty members.

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:

- There is a dire need of a generator or atleast a UPS for the department.
- A coloured and regular Printer/ Scanner/
- Separate cabins for research purposes
- Security Cameras

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.
---------------------	--

- The English Department has an access to the University's main library which has a good collection of 5007 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
---------------------	--

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 M.S. as well as the B.S. Semesters V, VI, VII, VIII are conducted in the new Post graduate Department.

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.

Faculty Performa

Program Name		MS - English						
DETAILS OF Ph.D. FACULTY								
Sr. No.	Name	Designation	Permanent/Visiting	Title of degree	Specialized area	Awarding University	Year of Award of Degree	Number of student being supervised
1	Dr. Amara Khan	Assistant Professor	Permanent	PhD	Drama	Leeds University	2016	MS (7)
2	Dr. Sadia Zulfiqar	Assistant Professor	Permanent/TTS	PhD	Fiction	Glasgow University	2013	MS (8)
3	Dr. Fareeha Javed	Assistant Professor	Permanent	PhD	English Teaching and Learning	Massey University	2016	MS (1)
DETAILS OF MS/M.Phil. or Equivalent FACULTY								
Sr. No.	Name	Designation	Permanent/Visiting	Title of degree	Specialized area	Awarding University	Year of Award of Degree	Number of student being supervised
1	Ms Mahrukh Bokhari	Associate Professor	Permanent	MS. PhD in progress	Fiction	PU	2013	MS (2)
2	Ms Bushra Nadeem	Associate Professor	Permanent	MS	Linguistics	Minhaj	2013	-
3	Ms Memoona Sohail	Assistant Professor	Permanent	MS / PhD in progress	Curriculum of English Language	LCWU	2013	-
4	Ms Muqaddas Javed	Assistant Professor	Permanent	MS	Drama / Poetry	LCWU	2015	MS (2)
5	Ms Fatima Hasan	Assistant Professor	Permanent	MS. PhD in progress	Postcolonial Studies	LCWU	2011	On Leave
6	Ms Sarwar Khaliq	Assistant Professor	Permanent	MS / PhD in progress	TESOL	LCWU	2014	On Leave
7	Ms Nadia Sheharyar	Lecturer	Permanent	MS	Novel / Poetry	LCWU	2013	MS (1)
8	Ms Aniq Munir	Lecturer	Permanent	MS / PhD in progress	Post-Colonial Studies	LCWU	2013	MS (3)
9	Ms Amara Iqbal	Lecturer	Permanent	MS / PhD in progress	Measurement and Assessment	LCWU	2014	-
10	Ms Nabia Fakhar	Lecturer	Permanent	MS	South Asian Studies	LCWU	2016	-
11	Ms Aaisha Umtur Rasheed	Lecturer	Permanent	MS	Drama/Post-Colonial Studies/ Psychoanalysis/ Creative Writing	LCWU	2013	MS (3)

12	Ms Sarah Abdullah	Lecturer	Permanent	MS	Gender in South Asian Studies	PU	2013	MS (5)
13	Ms Tahira Khanum	Lecturer	Permanent	MS / PhD in progress	Language Acquisition	UMT	2009	MS (4)
14	Ms Fareeha Saeed	Lecturer	Permanent	MS	Post-Colonial Studies	LCWU	2011	MS (1)
15	Ms Hina Nadeem	Teaching Assistant	Permanent	MS	English Literature/ TESOL (Language Studies)	LCWU	2017	-
16	Ms Samina Ayub	Lecturer	Permanent	MS	Short Story and Post-Colonial Writings	LCWU	2011	MS (5)
17	Ms Amina Wasif	Lecturer	Permanent	MS	Comparative Literature/ Mythology/ Detective Fiction	GCU	2014	MS (5)
18	Ms Rahat Amin	Lecturer	Permanent	MS	South Asian Studies	LCWU	2011	MS (2)
19	Ms Sadia Nazir	Teaching Assistant	Permanent	MS	English Literature/ TESOL (In Progress)	LCWU	2011	MS (2)
20	Ms Masooma Zaidi	Teaching Assistant	Permanent	MS	Post-Colonial Studies	LCWU	2011	-
21	Ms Basila Hasnain	Lecturer	Permanent	MS	Post Modern Literature	LCWU	2016	-
22	Ms Anam Tariq	Lecturer	Permanent	MS	Modern Drama	LCWU	2013	MS (2)
23	Ms Rabia Ashraf	Lecturer	Permanent	MS	British Fiction / Feminist Study	LCWU	2014	-

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

There are currently no Professors recruited through the Tenure Track.

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.

Ms SadiaZulfiqar	Joined M.S. program leading to Ph.D. in 2008 in Glasgow, Scotland.
Ms TanzeelaAnbreen	Currently enrolled in PhD program at University of Reading, UK

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.

Staff Development Courses

The University has been organizing refresher courses in collaboration with HEC to expose faculty members to the modern teaching methodologies and help maintain competence in teaching and scholarly work. Table enlists the details of the HEC Staff Development Course in English Department at LCWU.

Participants	Year
Ms AmmaraIqbal	March 2006 – April 2006
Ms Aniqa	March 2006 – April 2006
Ms Fatima Hasan	July 2006 – August 2006
Ms SadiaZulfiqar	July 2006 – August 2006
Ms YasmeenManzoor	February 2007 – March 2007
Ms Farina Waqar	February 2007 – March 2007
Ms Amara Khan	July 2009 - August 2009
Ms SadafJaved	July 2009 - August 2009

The participants were granted a stipend of Rs.3000/- after successful completion.

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.

Suggestions:

The University should always be on the look-out for serious minded and dedicated scholars with potential and should facilitate them to upgrade learning and enhance professional skills. It may even help avoid the ‘brain drain’.

Standard 8.2: 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

For the first time in the history of the department of English, a Letter of Intent has been signed with International Islamic University, Malaysia for future collaboration between the English Departments of both the universities. The collaboration mission includes the following plans:

- a) Establish ties of friendship and cooperation between academicians
- b) Promote mutual understanding and academic collaboration exchanges
- c) Exchange of students for industrial training and internship
- d) Access to available research facilities and training for post graduate students
- e) Exchange of information and resources, promotion of joint publication and other scholar communications
- f) Other academic exchange to which both parties agree

To begin with this collaboration, two faculty members (Ms. Mahrukh Bokhari and Ms. Aaisha Umt Ur Rashid) have been recently sent to Malaysia for signing of the letter of intent. The visit was HEC funded.

Upcoming plans:

As a follow up to the above mentioned successful visit, a joint seminar entitled “Glocal in Postcoloniality” is scheduled to be held in October featuring faculty members from the English Departments of both universities.

Moreover, a joint venture of publication of an anthology of poems and short stories is in the process of being compiled. Prof. Farida (Deputy Director, IIUM) and Aaisha Umt Ur Rashid (Department of English, LCWU) are editors from both universities.

Expected Outcomes:

This collaboration would result in the development of both faculty and students as we plan to have a student exchange programme in future as well as faculty development workshops and training sessions in both the countries. The creative writing project would engage more students having creative skills resulting in more publications.