

Introduction:

The Institute of English Language and Literature originally the department of English (1989) was upgraded in 2014 as an Institute offering degrees in Language, Linguistics and Literature. It is one of the oldest and top- rated departments of the University. Since its inception the department played an important role in teaching of English compulsory to 22 departments of the university and then establishing its own specializations in Language, linguistics & literature. The Institute is offering BS (Four year) Program in English (Linguistics) and (Literature), and M.Phil/MS Programs in Linguistics and Literature. These programs meet not only with the longstanding national requirements to streamline education within the country but also measure up to bring its degree at par with the international standards. With 18 members of academic staff, the department teaches across the whole range of English Studies from old English literature to modern poetry, from literary theory to Anglo- Irish literature. American literature from colonial period to modern times is also a prominent part of our curriculum.

We try to provide students with stimulating environment in which they can develop their skills in all areas of English studies. Thus, the overall objective of the program is to enable students to acquire a superior level of linguistics, literary, communicative, cultural and humanistic competence broad enough to make them operate in diverse walks of life quite effectively and efficiently.

We provide intensive monitoring to our students both in and beyond the classroom in a wide variety of forums. Lectures, workshops, conferences, trainings and debates make up our calendar. We take pride in the fact that students here are taught with great care & love.

Criterion 1: Program Mission, Objective and Outcomes.

Standards 1.1: The program must have documented measurable Objectives that support Faculty / Institution Mission Statements.

Mission Statement of the University:

- ✓ To achieve and attain Quality Standards and become a Model by providing an outstanding educational environment.
- ✓ Taking measures for capacity building of faculty and supporting staff.
- ✓ Establishing a system to enhance research objectively developed, avoid those policies which encourage malicious activities.

Mission Statement of the Institute:

Our Mission is to educate, enable, and empower students to achieve excellence, wellbeing, and success in life by imparting in them conceptual knowledge and technical skills in English Language, Linguistics, and Literature as well as the development of their personality and character through education and training in 21st century skills of problem solving, communication skills, imagination, creativity, and critical thinking.

Program Aims & Objectives:

- Enabling individuals to face with success the challenges of modern times
- Empowering students with critical thinking, analytical reasoning, communicative skills, emotional intelligence, 21st century skills of leadership and individual excellence
- Encouraging the learners to read and analyze critically a wide range of texts to orientate the learners to various traditions of writing and speech in English
- Equipping the graduates of the region to face the challenges of globalization posed by language, linguistics, culture and various modes of communication.
- Providing a welcoming, supportive and familiar environment in which students will feel comfortable- whether they are learning English for pleasure or for preparation for their future career which means they are immersed in the kind of authentic language learning environment which is so vital to improving confidence and proficiency.
- Displaying substantial proficiency in oral/speech and written in English
- Demonstrating knowledge of the core linguistic and literary concepts and their various applications.
- Using critical concepts and terminology, both in Literature and Linguistics with understanding
- Expressing the ability to respond to and interpret a range of text types effectively
- Analyzing individual texts and make comparisons between them
- Appreciating the significance of social and historical context in analyzing texts
- Tracing and recognizing the major traditions in research on select issues/themes
- Conducting a small-scale research study in an area of interest.
- Enhancing their employability in various fields, such as media, communications, teaching, competitive examinations and other relevant fields.

Table1. Shows how Objectives are measured and Improvements have been identified			
Program Objectives Assessment			
Objectives	How Measured	When Measured	Improvement Identified
Display substantial proficiency in oral and written / speech in English.	After completion of Degree	At the end of every Academic Year	Multimedia and Computer accessories.
Demonstrate knowledge of the core linguistic and literary concepts and their various applications	During class performances and test	Class tests and Group discussions	Language Lab is required
Use critical concepts and terminology, both in literature and linguistic with understanding	In Research Proposals and Research Papers	Any time after coursework	Extensive seminar Library of the M.Phil/M.S Students
Express the ability to respond to interpret a range of text type effectively	Through various assessments	Any time during the studies	The Discussion room is required
Analyze individual texts and make comparisons between them	Through various assessments	Any time during the studies	The Discussion room is required

☞ **Note: Improvement Made:** This will be informed after AT visits.

Standard 1-2: The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

Table: 2. The following Table shows how program outcomes support the Program Outcomes.

Program Objectives	Program Outcomes		
	1.	2.	3.
Display substantial proficiency in oral and written / speech in English.	Good speakers of English	Good writers of English	Strong communications Skills
Demonstrate knowledge of the core linguistic and literary concepts and their various applications	Literary theories are explored	Applied Linguistics is researched	Reserech done in Pakistani context
Use critical concepts and terminology, both in literature and linguistic with understanding	Students write research papers	They write thesis	Good contribution in research writing
Express the ability to respond to interpret a range of text type effectively	Students contribute in various Journals	ELF is published	Students get General understanding of Language Literature
Analyze individual texts and make comparisons between them	Students contribute in various Journals	ELF is published	Students get General understanding of Language Literature

Table - 3:Shows Program Objectives & Program Outcomes.

PROGRAM OBJECTIVES	PROGRAM OUTCOMES		
	1	2	3
Become ready for careers in English & related fields.	XXX	XXX	XXX
Develop discipline in their individual life to lead institution	XXX	XXX	XXX
Perform independent laboratory analysis of research problems	XXX	XXX	XXX
*	Relevant & satisfactory to some extent		
**	Relevant & satisfactory		
***	Very relevant & satisfactory		
****	Highly relevant & highly satisfactory		

Standard 1.3: The result of program's assessment and the extent to which they are used to improve the program must be documented.

Major Future Improvement Plans:

- ❖ To impart quality education in the department using Audio Visual Aids and modern tools along with provision of latest literature, journals, books, reviews and access to internet.
- ❖ To upgrade Post-Graduate Laboratories with the latest equipments
- ❖ To emphasize problem oriented research work on specific areas related to plants.
- ❖ Overall enhancement of knowledge and skills of faculty members in relation to the latest global advancements in various discipline through exchange programs, short trainings and collaborative research projects within and outside country.

Table - 4:Shows Program Strengths & Weakness.

PROGRAM STRENGTHS AND WEAKNESSES.				
PROGRAM	STRENGTHS	WEAKNESSES	THINGS TO BE DEVELOPED	ACTIVITIES TAKEN FOR IMPROVEMENTS
MS/M.Phil (Compulsory & Elective)	Very good teaching faculty in quality	Shortage of number of faculty	Digital library Computer facility (for each faculty members) Seminar Library for M.Phil/MS	

Standard 1.4: The department must assess its overall performance periodically using quantifiable measures.

Table – 5: Number of student enrolment during last three years and student faculty ratio:

MPhil/MS English (Linguistics)

Program	Year 2020	Students/Faculty Ratio	Year 2021	Students/Faculty Ratio	Year 2022	Students/Faculty Ratio
MS/M.Phil	No Induction		No Induction		21	05/1

Total:-	00		00		21	
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Table – 5: Number of student enrolment during last three years and student faculty ratio:
MPhil/MS English (Literature)

Program	Year 2020	Students/ Faculty Ratio	Year 2021	Students/ Faculty Ratio	Year 2022	Students/ Faculty Ratio
MS/M.Phil	No Induction		No Induction		19	05/1
Total:-	00		00		19	

Table: 6. Weaknesses & Strengths of the program.

Weaknesses	Strengths	General Comments
1. Problem formulation & solving skills including computer skills. (E)	1. Ability to work in teams, Motivations (A) 2. Discipline (B)	1. The students may be given lab knowledge, computer skills, collecting data, analysis, report preparation and finally presentation.

Table –7: Number of Publications, Awards, and Workshops & Seminars organized by the Faculty:

Publications (HEC recognized only)		Research Projects		Monograph	Awards	Scholars produced		Organized National & International Conferences
National	International	Completed	Ongoing			M.Phil	Ph.D.	
	00					21	00	
05	00							

Criterion 2: The curriculum must be designed and organized to achieve the program's objectives and outcomes. Also course objectives must be in line with the program outcomes.

Program:

The Scholar shall complete 30 credit hours out of which 24 credit hours will be reserved for course work and 06 credit hours for Dissertation / Research Project, which may lead to the award of MS/M.Phil Degree.

MS/M.Phil: (1st Semester Literature Group)

COURSE NO:	TITLE OF COURSE	MAJOR/MINOR/COMPULSORY / ELECTIVE	THEORY/ PRACTICAL	CREDIT HOURS	TOTAL MARKS
Eng-500	Elizabethan & Restoration Drama	Major	03	03	100
Eng-501	Literary Criticism and Theory	Major	03	03	100
Eng-502	American Literature-1 OR Modern Contemporary Poetry	Optional	03	03	100
Eng-503	Advanced Research and Bibliographic Methods-I	Core	03	03	100
Total			12	12	400

MS/M.Phil: (2nd Semester Literature Group)

COURSE NO:	TITLE OF COURSE	MAJOR/MINOR/COMPULSORY / ELECTIVE	THEORY/ PRACTICAL	CREDIT HOURS	TOTAL MARKS
Eng-550	Advanced Research and Bibliographic Methods-II	Major	03	03	100
Eng-551	American Literature	Major	03	03	100
Eng-552	Modern & Contemporary Fiction	Major	03	03	100
Eng-553	Post- Colonial Studies	Core	03	03	100
Total			12	12	400

MS/M.Phil: (1st Semester Linguistics Group)

COURSE NO:	TITLE OF COURSE	MAJOR/MINOR/COMPULSORY / ELECTIVE	THEORY/ PRACTICAL	CREDIT HOURS	TOTAL MARKS
Eng-650	Critical Discourse Analysis	Major	03	03	100
Eng-651	Language Testing & Assessment	Major	03	03	100
Eng-652	Applied Linguistics or English for specific purpose	Core	03	03	100
Eng-653	Research Methodology in Linguistics-I	Major	03	03	100
Total			12	12	400

MS/M.Phil: (2nd Semester Linguistics Group)

COURSE NO:	TITLE OF COURSE	MAJOR/MINOR/COMPULSORY / ELECTIVE	THEORY/ PRACTICAL	CREDIT HOURS	TOTAL MARKS
Eng-700	Research Methodology in Linguistics-II	Major	03	03	100
Eng-701	Issues in Syntax	Major	03	03	100
Eng-702	Sociolinguistics	Major	03	03	100
Eng-703	S.L.A Or pragmatics	core	03	03	100
Total			12	12	400

MS/M.Phil: (3rd & 4th Semester)

COURSE NO:	TITLE OF COURSE	MAJOR/MINOR/COMPULSORY / ELECTIVE	THEORY/ PRACTICAL	CREDIT HOURS	TOTAL MARKS
Eng-600	Thesis Writing (20,000 to 25,000 words)	Compulsory	06	06	100

Standard: 2.1: The curriculum must be consistent & support the program's documented objectives.

Table – 8: Courses versus program outcomes

COURSES/GROUP OF COURSES	OBJECTIVES		
	1	2	3
Thesis based on field work & Laboratory study with Report Writing & Presentation in Seminar	Students write thesis on the approved topics	Students scholarship, writing skills and Research work are enhanced	Students learn how to engage themselves in research

Weaknesses:

Short courses on ELT and English Language Proficiency

Strengths:

- The curriculum fulfills all basic requirements of program's objective.
- The curriculum design, theoretical background within program's core material and requirements.

Program Learning Outcomes	Program Objectives				
	Skills in critical thinking, Program solving & communication	Initiate and manage change	Understand Professional ethics and responsibility	Employ I. S. Technology	Enable organization to make optimal decision
Scholars can be able to work in the field of English individually as well as in team	✓	✓	✓		✓
Research oriented Scholars can prepare complete field report	✓	✓	✓		
Self determent, and reliance Scholar	✓	✓			✓
The Scholars produce to render their services in the field of English, Literature and Linguistics	✓				
Capable to manage the renewable resources					
Life Long Learning	✓	✓			
Professional ethics and responsibilities					

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

Table – 9: Shows Theoretical background, problem analysis and solution of the courses.	
Elements	Courses
Theoretical background	Eng-500, Eng-501, Eng-502, Eng-503, Eng-550, Eng-551, Eng-552, Eng-553, Eng-650, Eng-651, Eng-652, Eng-653, Eng-700, Eng-701, Eng-702, Eng-703, Eng-600
Problems analysis	
Solution design	

Standard: 2.3: The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body. Examples of such requirements are given in Table A.1, **Appendix A**.

Standard: 2.4: The curriculum must satisfy the major requirements for the program as specified by HEC, the respective accreditation body / councils. Examples of such requirements are given in Table A.1, **Appendix A**.

Standard: 2.5: The curriculum must satisfy general education, arts, and professional and other discipline requirements for the program, as specified by the respective accreditation body / council. Examples of such requirements are given in Table A.1, **Appendix A**.

Minimum Requirements for Each Program
(Program Semester Credit Hours)

Program	Math & Basic Science	Engineering Topics	General Education	Others
MS/M.Phil	--	--	--	30

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

Has the IT program been included in the course: Yes No ✓

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

Is there any oral/written communication skills have been included in the program:
Yes ✓ No.

Criterion 3: LABORATORIES AND COMPUTING FACILITIES

Standards: 3-1. There is no computer laboratory in the institute which may be provided as in this modern world of higher education computer labs play a vital role in enhancement of student learning skills.

Sufficient collection of books in the seminar library also helps develop reading habits in the students.

Seminar Library Facilities/Provision:

Fully equipped with cabinets/bookshelves and separate seminar library and reading hall is needed.

Computer Laboratory Facilities/Provision:

At present, there is only one computer laboratory established in the department. Laboratory in the Department

Location	Institute of English Language & Literature
Courses being taught	To study various subjects where usage of computer is necessary
No of Computers	NIL
Usage	NIL
Lab. Accessories	NIL

Standard: 3-2 Computer laboratory manuals/ documentation instruction for usage must be available and readily accessible to faculty and students.

✓ (1) None (2) Available for students (3) Available for Faculty (4) **Both**

Standard: 3-3 There must be adequate support personnel for instruction and maintaining the program. ✓ YES

Standard: 3-4 The University computing infrastructure and facilities must be adequate to support program's objectives Computing Facilities.

(1) Highly Adequate (2) Adequate (3) Inadequate ✓ (4) Highly Inadequate

Weaknesses:

- Lack of computers labs. At least TWO well-equipped/furnished computer laboratories with internet facility may be established.
- Shortage of some of the basic equipment like multimedia projectors, screens, laptop computers, Air-Conditioners etc.
- Need well trained lab assistants and equipment operators.
- Some basic lab precautionary facilities like, fire extinguisher apparatus, Fire-Alarm in the building, and First Aid Facilities.
- Separate computer facility for faculty members.

Criterion 4: Student Support and Advising:

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

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

Table – 10: Shows classes/week of Compulsory & Elective Courses offered in 2 –Years program.

Course offered/Year	Semester	Classes/Week /Cr.Hs.
MS/M.Phil	1 st	12
MS/M.Phil	2 nd	12
MS/M.Phil (Thesis/Dissertation)	3 rd & 4 th	06

❖ The above mentioned classes are strictly followed throughout the academic year. The core courses, optional can be easily completed under the favorable environment.

The compulsory disciplines and optional/elective subjects are managed by the related departments.

Subject:	Managed by:	Theory/Practical: CrHs/ Class.	
Compulsory Subjects (English)	English Department	MS/ M.Phil	1 st Semester
			06
			2 nd Semester
			06
Elective Subjects	English Department	MS/ M.Phil	1 st Semester
			06
			2 nd Semester
			06

Standard: 4.2: Courses in the major are must be structured to ensure effective interaction between students and faculty and teaching and teaching assistance?

(1) Well structured√

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

Are students informed about program requirements?

(1) No (2) To some extent ✓ (3) Fully

Does there student advising system exist and how effective it is?

(1) No ✓ (2) To some extent (3) Completely

Have students access to professional counseling?

(1) No (2) To some extent (3) Full

Do the students have interacted with practitioners and to have membership in technical & professional societies?

(1) No (2) To some extent ✓ (3) Full

Criterion 5: The processes by which major functions are delivered must be in place, controlled, periodically reviewed, evaluated and continuously improved. To meet this criterion a set of standards must be satisfied.

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

Program/credit transfer: N.A.

Transfer of a student from outside the university: N.A.

Admission Criteria: The departments follow policy made by the University which is also mentioned in “**Prospectus of the university**”.

Standard 5.2: The process by which students are registered in the program and monitoring of students progress to ensure timely completion of the program must be documented this process must be periodically evaluated to ensure that it is meeting its objectives:

How frequently admission criteria are evaluated?

(1) None (2) **Not Regularly**√ (3) Every Year

Are the evaluated results used to improve the results?

(1) No (2) To some extent (3) **Yes**√

Is there any policy regarding program /credit transfer?

(1) No (2) To some extent (3) **Well defined**√

Is there any mechanism of student’s registration in the program?

(1) No (2) To some extent (3) **Well defined**√

How frequently process of registration is monitored?

(1) None (2) Within 1-Year (3) After 1-Year (4) **When needed**√

Are the evaluation results used to improve the results?

(1) No (2) To some extent (3) **Yes**√

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

- ❖ Shah Abdul Latif University strictly follows the policy of “Equal Opportunity” regardless religion, race, faith, cast & creed, gender regarding recruiting faculty including admissions, educational programs and employment.

- ❖ The University applies standard operating methodology for evaluation, such as Annual Confidential Report (ACR), required research papers, teaching experience and all other conditions as directed by the HEC.
- ❖ This process ensures the objectives of the program mission.

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

- ❖ It is strictly observed that the time table is followed by the faculty. However, **Weaknesses & Strengths** have been observed through the student feedback for the “Course Evaluation”. The department needs to improve in various aspects.

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

The process for the degrees of MS/M.Phil has been well designed by the Advanced Studies & Research Board (ASRB) followed by the HEC directions. Details are as under.

DEGREE	GPA/CLASS/GRE	INTERVIEW	
MS/M.Phil	Pre-Admission Test (NTS) style	Yes: Conducted from qualified candidates	

This process must be periodically evaluated to ensure that it is meeting its objectives.√ (Yes)

The department ensures that the Scholars actively participate in laboratory work, Punctual in the classes, maintaining attendance over **75%**

Criterion: 6. Faculty: Faculty members must be current & active in their discipline & have the necessary technical depth & breadth to support the program. There must be enough faculty members to provide continuity and stability, to cover the curriculum adequately & effectively. To meet this criterion the following standards must be satisfied.

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

Table: 11. Program areas and number of faculty in each area.			
PROGRAM AREAS OF SPECIALIZATION	COURSES IN THE AREA	NUMBER OF FACULTY MEMBERS IN EACH AREA	NUMBER OF FACULTY WITH Ph.D. DEGREE
Literature Linguistics	03	03	02
Total:-	03	03	02

Faculty Resume:

☞ **Note:** Faculty resumes are well documented as per policy/criteria of HEC. Names of the faculty members and field of specialization are as under.

Name:	Position	Qualification	Field of specialization
Dr. Ghulam Mustafa Mashori	Professor	Ph. D	Applied Linguistics
Dr. Syed Zulifqar Ali Shah	Professor	Ph.D	Applied Linguistics
Ms. Rubina Shaheen Arain	Assistant Professor	M.Phil	Literature
Mr Muhammad Hassan Shaikh	Assistant Professor	M.Phil	Literature
Mr.Tanveer Hussain Mangnejo	Assistant Professor	M.Phil	Literature
Ms Paras Niaz	Assistant Professor	M.Phil	Applied Linguistics

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

- a. Participation in Seminars, Conferences at National/International levels.
- b. Research proposals for funding and linkage with other Institutions.
- c. Taking classes, involved in research and reading new books in the relevant field.
- d. Publications in HEC recognized journals or journals having impact factors.
- e. Organize workshops, Seminars and Conferences.
- f. The department arranges lectures from eminent scholars on various topics of the subject for its Scholars and faculty at National level.
- g. Prepare their resume in line with HEC guidelines.

Faculty Development Program:

Standard 6:3. All faculty members should be motivated and have job satisfaction to excel in their profession.

The following criteria are under practice in order to satisfy the faculty members in their profession.

- a. Fair, timely selection, appointment / promotion as per HEC policy.
- b. Providing Tenure Track salary package
- c. Excellent working environment.

1. General Comments:

- a. Teachers have expressed their views that seminars, symposiums and conferences, in general, have motivated to impart the new techniques and methods of teaching.

Suggest programs / factors that could improve your motivation and job satisfaction?

- b. More faculty members may be appointed on the regular basis or contract to cover the workload as per HEC policy.

Criterion: 7: Institutional Facilities: Institutional facilities, including library, clean rooms and offices must be adequate to support the objectives of the program. To satisfy this criterion, the following standards must be met.

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

Standard 7.2: The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.

Standard 7.3: Class rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibility.

Details of facilities available in the department:

Item	Position	Remarks
Seminar Library & Books / Journals	Good with one room total No of Books more than 3000	
Computer Laboratory	N/A	N/A
Laboratory	N/A	N/A
Class Rooms	02 Rooms for M.Phil	Two classrooms are required
Faculty Offices	04 Offices	02 office required
Internet	Available	Access to Digital Library Required

Teacher Evaluation Form (To be filled by the student)

Institute of English Language & Literature

Year-2021-22

A: Strongly Agree B: Agree C: Uncertain D: Disagree E: Strongly Disagree

S. No.	Teacher:	A	B	C	D	E
1.	The teacher is prepared for each class	80%	18%	0%	2%	0%
2.	The teacher demonstrates knowledge of the subject properly	72%	15%	8%	5%	0%
3.	The teacher has completed the whole course	80%	10%	5%	5%	0%
4.	The teacher provides additional material apart from the textbook	70%	15%	10%	5%	0%
5.	The teacher gives citations regarding current situations with reference to Pakistani context.	40%	20%	20%	15%	5%
6.	The teacher communicates the subject matter effectively	75%	20%	0%	5%	0%
7.	The teacher shows respect towards students and encourages class participation	80%	18%	0%	2%	0%
8.	The teacher maintains an environment that is conducive to learning	72%	15%	8%	5%	0%
9.	The teacher is punctual & regular.	80%	10%	5%	5%	0%
10.	The teacher is fair in examination	70%	15%	10%	5%	0%
11.	The teacher returns the checked scripts etc. with his suggestions to the students.	35%	40%	15%	8%	2%
12.	The teacher was available for consultations after class hours.	80%	15%	2%	3%	0%
Course:						
13.	The matter presented in the course has increased the knowledge of the subject	35%	40%	15%	8%	2%
14.	The syllabus clearly states course objectives requirements, procedures and grading criteria	80%	15%	2%	3%	0%
15.	The subject integrates theoretical course concepts with real world.	70%	20%	5%	5%	0%
16.	The assignments and exams taken by the teacher were according to course and syllabi.	72%	22%	0%	4%	2%

Survey of Survey of Graduating Students

(To be filled out by graduating students in last semester / year before the award of degree)

Institute of English Language & Literature

Year-2021-22

A: Very satisfied

B: Satisfied

C: Uncertain

D: Dissatisfied

E: Very dissatisfied

S. No.	Question	Percentage/Status				
		A	B	C	D	E
1.	The work in the program is too heavy and induces a lot of pressure.	70%	28%	0%	2%	0%
2.	The program is effective in enhancing team-working abilities.	75%	20%	2%	3%	0%
3.	The program is effective in developing analytical and problem solving skills.	66%	24%	8%	2%	0%
4.	The program is effective in developing written communication skills.	70%	20%	10%	4%	6%
5.	The program is effective in developing planning abilities.	40%	20%	20%	15%	5%
6.	The objectives of the program have been fully achieved	75%	20%	0%	5%	0%
7.	Faculty was able to meet the program objectives	80%	18%	0%	2%	0%
8.	Environment was conducive for learning	72%	15%	8%	5%	0%
9.	Whether the Infrastructure of the department was good.	80%	10%	5%	5%	0%
10.	Whether the program was comprised of Co-curricular and extra-curricular activities	70%	15%	10%	5%	0%
11.	Whether scholarships/ grants were available to students in case of hardship	35%	40%	15%	8%	2%

Answer question, if applicable.

The internship experience is effective in enhancing.

S. No.	Question	Percentage/Status				
		A	B	C	D	E
A.	Ability to work in teams.	80%	15%	2%	3%	0%
B.	Independent thinking.	40%	20%	20%	15%	5%
C.	Appreciation of ethical Values.	75%	20%	0%	5%	0%
D.	Professional development.	80%	18%	0%	2%	0%
E.	Time management skills.	72%	15%	8%	5%	0%
F.	Judgment.	80%	10%	5%	5%	0%
G.	Discipline.	70%	15%	10%	5%	0%
H.	The link between theory and practice.	35%	40%	15%	8%	2%

Student Course Evaluation Questionnaire

(To be filled by each student at the time of Course Completion)

Institute of English Language & Literature

Year-2021-22

CORE QUESTIONS

Course Content and Organization		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1.	The course objectives were clear.	80%	15%	5%	0%	0%
2.	The Course workload was manageable.	70%	15%	10%	5%	0%
3.	The Course was well organized (e.g. timely access to materials, notification of changes, etc.)	80%	15%	5%	0%	0%
Student Contribution		>81%	80%	60%	40%	<20%
4.	Approximate level of your own attendance during the whole Course.	80%	15%	5%	0%	0%
5.	I participated actively in the Course.	85%	15%	0%	0%	0%
6.	I think I have made progress in this Course.	80%	20%	0%	0%	0%
Learning Environment and Teaching Methods		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
7.	I think the Course was well structured to achieve the learning outcomes.	80%	20%	0%	0%	0%
8.	The learning and teaching methods encouraged participation.	85%	15%	0%	0%	0%
9.	The overall environment in the class was academic & friendly.	80%	15%	5%	0%	0%
10.	Classrooms environment were satisfactory.	90%	10%	0%	0%	0%
Learning Resources		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
11.	Learn materials provided by teacher were relevant and useful.	85%	15%	0%	0%	0%
12.	Recommended reading Books etc. were relevant and appropriate	80%	15%	5%	0%	0%
13.	The provision of learning resources in the library was adequate and appropriate.	90%	10%	0%	0%	0%
14.	The provision of learning resources on the Web was adequate and appropriate (if relevant)	80%	15%	5%	0%	0%
Quality of Delivery		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
15.	The Course stimulated my interest and thought on the subject area Teaching techniques of the teacher were interesting and conducive.	80%	15%	5%	0%	0%
16.	The pace of the Course was appropriate	80%	20%	0%	0%	0%
17.	Ideas and concepts were presented by the teacher were clear.	85%	15%	0%	0%	0%

Assessment		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
18.	The method of assessment was reasonable.	75%	20%	5%	0%	0%
19.	Feedback on assessment was timely.	80%	15%	5%	0%	0%
20.	Feedback on assessment was helpful.	80%	20%	0%	0%	0%
Additional Core Questions		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Teaching Assistant Evaluation						
21.	I understood the lectures.	90%	10%	0%	0%	0%
22.	The material was well organized and presented.	85%	15%	0%	0%	0%
23.	The teacher was responsive to student needs and problems.	80%	15%	5%	0%	0%
24.	Had the teacher been regular throughout the course?	90%	10%	0%	0%	0%
Practical		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
25.	The material in the practicals was useful.					
26.	The demonstrators dealt effectively with my problems.	85%	15%	0%	0%	0%

Criterion: 8. Institutional Support.

The institution's support and the financial resources for the program must be sufficient to provide an environment in which the program can achieve its objectives and retain its strength.

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

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

Table: 12. The number of students in each program:

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

❖ The University provides resources to maintain library & laboratories.

Does the department provide opportunities to the faculty members to attend International/National Conferences?

(1) No (2) To some extent (3) **Full** ✓

Prof Dr Zulfiqar Ali Shah

Director, Institute of English Language & Literature

Zulfiqar
10-02-22

Signature