2023

Self-Assessment Report

DEPARTMENT OF ENGLISH (BS ENGLISH)

ABCCK

GGDC KDA KARAK | KDA KARAK

SELF ASSESSMENT REPORT

BS ENGLISH

FALL 2022

PTM:

Ms.Saba Shaheen

Focal Person:

Dr.Shahida Naveed

Department of English

GGDC KDA KARAK

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Executive Summary

Quality Enhancement Cell

Self-Assessment Report Executive Summary

BS English, Department of English, GGDC KDA Karak

Introductions

Quality Enhancement Cell (QEC) since its inception has been active in promoting its core function of bringing standardization to its academic programs to get them in line with the guidelines enunciated by the Higher Education Commission. In this regard, the following programs offered at GGD KDA Karak were selected for Self-Assessment process for the year 2023.

QEC conducted several workshops to create awareness of the Self-Assessment process and its significance in further improving the quality of education at GGD KDA Karak, Self-Assessment process of all the programs was simultaneously initiated. The highlights of SAR of BS English are as follows:

1. Nomination of Program Team Members (PT)

The PT was nominated by the Head of English Department, Ms. Shandana Rafique and approved by Principal GGDC KDA Karak on dated 16 May, 2023 as follows:

(i) Ms. Shawana Maqbool (PTM)
(ii) Ms. Saba Shaheen (PTM)

2. Submission of SAR Report by PTM

The PTM submitted the report on Monday 22 May, 2023. The QEC Focal Person examined the report, identified shortcomings, and communicated the same to the PT. After incorporating QEC suggestions, the report was finalized on 29 May 2023.

3. Nomination of Assessment Team (AT)

The AT was nominated by the Principal GGDC KDA Karak on 19 May,2023. Following were the members of the AT:

(i) Ms. Haseena Firdous
(ii) Ms. Hussan

4. Date of Submission of AT Report

The Assessment Team visited the department on Monday 5 June, 2023 and the AT Report was submitted on

June 12, 2023.

5. AT Findings and Recommendations

Following are the some of the recommendations made by the AT to overcome the major shortcomings in the program:

1. Shortage of subject related books/Periodical journals and daily newspaper at College Library.
2. Students should have access to HEC E-Library
3. Need of computer lab/computer and net facility for research.
4. Need of Multimedia for presentations for teachers and students.
5. Proper funds availability for research.

6. Preparation of Assessment Results Implementation Plan Summary

The AT prepared the Assessment Results Implementation Plan Summary by highlighting the weaknesses of the program and suggesting remedial measures. The Department plans to implement the suggested corrective measures soon.

Introduction:

A centre of wisdom, excellence, intellect and beacon of light with the motto "KNOWLEDGE IS LIGHT", Government Girls Degree College KDA, Karak is an old leading centre of female education in this area. GGDC Karak is well known as an institution of high ambition and strong performance because it has continued to make excellent progress to achieve its goals. It has played a significant role in developing indigenous human resources through its highly productive achievements, both in sciences and humanities. It is striving hard to deal with the diverse needs of society by imparting education in basic fields of science and technology.

This journey of excellence was started as an intermediate college in 1997 in the present building situated in the centre of the Karak Development Township. It was elevated to the degree level in 2005 and this long journey reached to its pinnacle when it was granted the status of BS College in July 2018.

The GGDC Karak has a glorious history of quality and distinction as an institution. During this course, many competent and well-known Principals served this college. It has produced outstanding graduates who are now serving the country in various capacities.

Department of English is one of the premier departments of the faculty. Its staff comprises Two Regular Staff Members and recently, as per requirements, four lecturers are also hired, for Fall semester 2021-2022 and Spring -2022, as per SOPs, to fulfill the staff deficiency. A specialized course like BS in English (Language and Literature) can inculcate a spirit of research and knowledge in the students which can be very beneficial for our society in terms of their social, psychological, and moral development.

At present, 162 students have been enrolled since Fall-2018 to Fall-2022 (including 5 batches) in BS English program and 25 students of Fall 2018 batch (session Fall-2018-Spring 2022) have been graduated including 5 students conducted research successfully.

Criterion 1: Program Mission, Objectives and Outcomes

Standard 1-1

The program must have documented measurable objectives that support Faculty/College and Institution mission statement.

1-1.1Mission Statement of GGDC KDA Karak:

Government Girls Degree College Karak pursues the mission to evolve the college as a trusted institution in the district for imparting quality education in a conducive environment, congenial to the needs of its female students hailing from parts of the semi-tribal backward district. The pedagogy encompasses critical thinking, skills development, effective communication, creativity, and cultural awareness in a safe, accessible and affordable arrangement, essentially imbued in cultural and Islamic guidelines.

1-1.2. Mission Statement of English Department:

Serving humanity with the conventional and modern applications of the linguistic and literary knowledge and skills.

1-1.3. Mission Statement of BS English program:

Mission of the BS English is to transfer the fundamental and latest knowledge of English in a conducive academic environment and to provide facilities for conducting innovative research with a focus on language and literature and the research environments to produce passionate and enthusiastic graduates for the uplift of society.

1-1.4. **BS English Program Objectives**:

The objectives of BS English program are;

Objectives:

- To serve the needs of young students who have completed their twelve years of education and are looking for formal education in the field of Language and Literature.
- To provide students with concrete foundation in Linguistics and Literary Knowledge and Skills by delivering them the theoretical knowledge of classic and applied Linguistic and Literary Knowledge.
- To produce skilled graduates.
- To prepare graduates for advanced / postgraduate studies.
- To familiarize students with the basic concept of research work.

1-1.5. Program Learning Outcomes

The BS English program prepares students to attain the educational objectives by ensuring tha students demonstrate achievement of the following academic outcomes.

1-1.6.Learning Outcomes of THE Department:

Department of English is striving hard to offer a competitive degree at bachelor level. The course contents are constantly being updated.

Graduates from our department will be trained for;

- Laboratory work
- Teaching proficiencies
- Research and Development programs

1-1.7 Alignment of Program Objectives with Department & College Mission Statements :

The program objectives were developed in alignment with the Department and College Mission statements which emphasize to offer need-based education and training program in order to produce highly qualified professionals, entrepreneurs and leaders in their respective fields. The goals and objectives of BS English state

that it will produce graduates who will identify, formulate, and solve problems of daily life related to life and society using appropriate approaches and tools.

1-1.8 Main Elements of Strategic Plan:

Strategic plan for BS English not only covers the different program contents offered in this program but also covers the curriculum development, concept building by different methods including the theoretical and practical framework. The program is designed in a special strategic way that will enable the qualified graduates to perform their duties with confidence. Moreover, this program will enable the successful graduates to undertake higher studies and research. For this purpose, the following steps are taken to achieve the desired objectives of the program:

1-1.9 Curriculum design:

The different subjects which are offered in this program vary in its nature to prepare students for every area of the English (Language and Literature). Students are offered fundamental levels in the initial semesters of the degree program while they are offered specialization courses in last semesters. BS English program is comprised total of 136 credit hours. The details of distribution of credit hours are as below.

Table1. 1: Course Type and Credit Hours

Categories	No of courses	Credit Hours
Compulsory General	**03**	**09**
General Courses	**06**	**18**
Foundational Courses	**05**	**15**
Subject Specific Foundational Courses	**04**	**12**
Subject-Specific	**26**	**78**

Courses		
Compulsory	**02**	**04**
Total	**46**	**136**
2 compulsory courses are of 2 credit hours each. **In the 7th and 8th Semester some courses may be opt out for the electives based on the availability of expertise in the Department. Research Thesis comprises of a total 6 credit hours which may also result in the elimination of a course in both 7th and 8th semester.**		

1-1.10 Program Delivery Methodology:

Program delivery methodology includes lectures, practical work, tutorials, assignments, field trips / visits. A notified academic calendar is followed during the semesters. Students are given an opportunity of group discussions for enhancing communication skills. In a more technical term, the courses are delivered through a pre-planned procedure that comprised of course outline, class timetable, lecture notes, slides sharing and other supportive materials.

1-1.11 Co-curricular activities:

The students of BS English program are encouraged to actively participate in the Co-curricular activities which not only enhance their physical wellbeing but also give them the opportunity to work in a team and enhance their emotional intelligence as well.

1-1.12 Program Output Evaluation

Program output is regularly evaluated and measured through regular examinations, assignments` results and final projects` results. The marks distributions are as follows:

Table1. 2: Subject Marks Distribution

S.NO	Marks	Weightage
1	Mid-term	30
2	Session internal marks	20
3	Final Examination	50
Total		100

The program output evaluation is ensured by a systematic procedure, which comprised of a series of different kinds of evaluation techniques to be used by the instructor at different stages. Like for example, initially the

instructor will evaluate the performance of students by internal quizzes and assignments, while at the end of semester the instructor will conduct a comprehensive written examination.

Objectives are aligned with program, department and college mission statements.

Program Objective	Program Mission	Department Mission	College Mission
To produce skilled graduates	To transfer the fundamental and latest knowledge of the subject in a conducive teaching environment	Serving humanity with the conventional and modern applications of skills and approaches of learned in the subject.	The pedagogy encompasses critical thinking, skills development, effective communication, creativity, and cultural awareness in a safe, accessible and affordable arrangement, essentially imbued in cultural and Islamic guidelines.
To produce and enhance communication, technical and logical skills			
To prepare graduates for advanced / postgraduate studies	To produce passionate and enthusiastic graduates for the uplift of society.		
To familiarize students with the basic concept of research work	To provide facilities for conducting innovative research with a focus on the development of the society keeping in mind the techniques and approaches learned in the subject		

Outline the main elements of the strategic plan to achieve the ' BS English program mission and objectives

Strategic Plan	Program Mission	Program Objectives
Courses offered at BS English program are updated according to new advancement in the fields of Technology. Moreover, the courses are composed of theory and practice.	To transfer the fundamental and latest knowledge of the subject in a conducive teaching environment	To produce skilled graduates To produce and enhance communication, technical and logical skills
Students learning level is evaluated by different measuring tools	To produce passionate and enthusiastic graduates for the uplift of society.	To prepare graduates for advanced / postgraduate studies
In 7th and 8th semesters, competent and enthusiastic students are offered research as an optional choice.	To provide facilities for conducting innovative research.	To familiarize students with the basic concept of research work

Provide for each objective how it was measured, when it was measured and improvements identified and made.

'BS English' Program Objectives Assessment

Objectives	How measured	When measured	Improvement identified	Improvement made
Providing opportunity of learning further in their desired subject to female intermediate students	**Interview at admission time**	**At admission time**	**Written expression of candidates should be checked**	**Written test will be conducted at admission time.**
To produce skilled graduates	Final Examination (With GPA achieved).Employ ment of Students and Feedback from Employers.	At the end of program and post-graduation feedback	There should be more opportunities for research work.	Nil

To produce and enhance communication, presentation and logical skills	Class Presentation, group discussion and co curricular activities.	Before conduct of Final term Exam	There should be involvement of students in group discussion	
To prepare graduates for advanced /postgraduate studies	Guidance about different ability and competitive exams			
To familiarize students with the basic concept of research work	research as optional paper in 7th and 8th semester			

Standard 1-2

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

1-2.1 Program Outcomes

Program Outcomes are given below:

1. Students shall be able to go for higher education.
2. Students shall be able to lead, motivate and manage teams.
3. Students shall be able to demonstrate specific knowledge, attitudes, skills and behavior for the welfare of the society.
4. Students will be able to perform jobs in related fields.
5. Students shall be able to perform research in related fields.
6. Come up with research ideas which fulfill local needs and regional conditions.
7. Boost up of inter- communicative skills

Relationship between Program Objectives and Program Outcomes

1-2.2 Program Objectives and Outcomes Matching

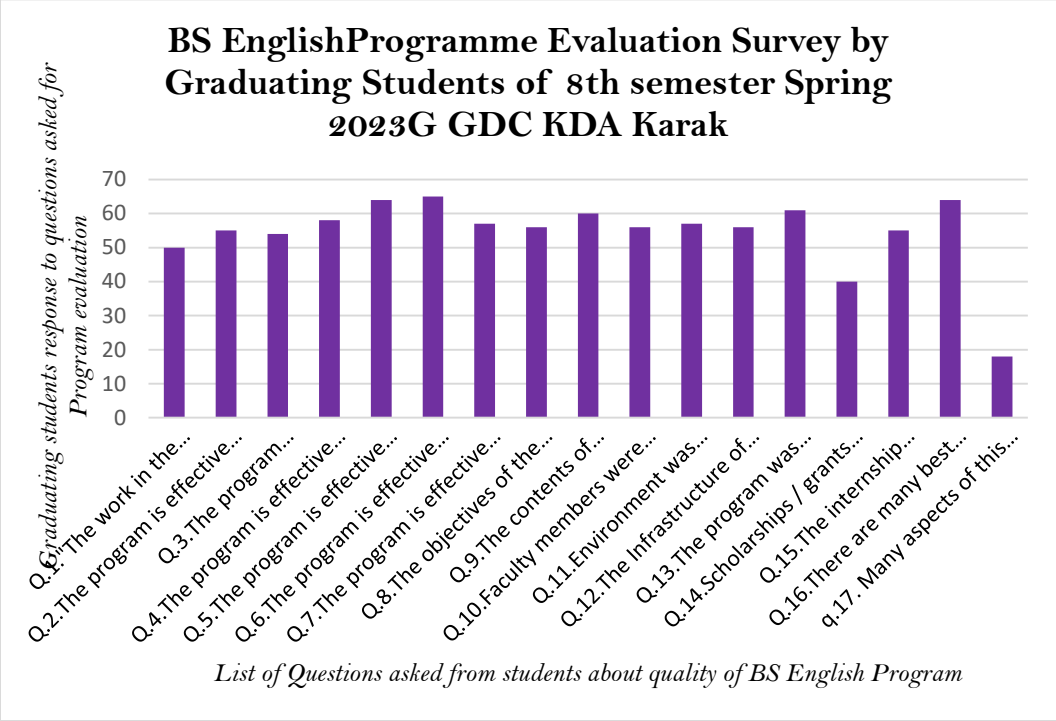
The table 1.4 is showing the matrix presenting the match between program objectives and outcomes of the program.

Program Outcomes	**Program Objectives**				
	Produce competent graduate	To impart worth learning in the field	To impart technical and logical skills	Create facilities for post studies	Establish the platform for research
Students shall be able to go for higher education	*	-	-	*	*
Students shall be able to lead, motivate and manage teams	*	-	*	*	*
Students shall be able to demonstrate specific knowledge, attitudes, skills and behaviour for the welfare of the society	*	*	*		---
Students will be able to perform jobs in related field	*	*	*	*	
Students shall be able to perform research in related field	*	*	-	*	*
Come up with research ideas which fulfill local needs and regional conditions.	*	*	*	-	*
Boost up of inter-communicative skills	*	*	*	-	-

- **Describe the means for assessing the extent to which graduates are performing the stated Program outcomes/learning objectives.**

The three tools for the assessment of program outcomes/learning objectives are:

- Employer Survey- 1st batch has been passed out, but in future we are planning to conduct the employer survey.
- Alumni Survey- 1st batch has been passed out, but in future we are planning to conduct the employer survey.
- Graduating Student Survey- 2nd Batch (session Fall 2019-Spring 2023) of BS English program of English department has passed out in July -2022 . Graduating Student Survey is conducted in May 2023 before the final term exam -2023 and the results are presented below.



Standard 1-3

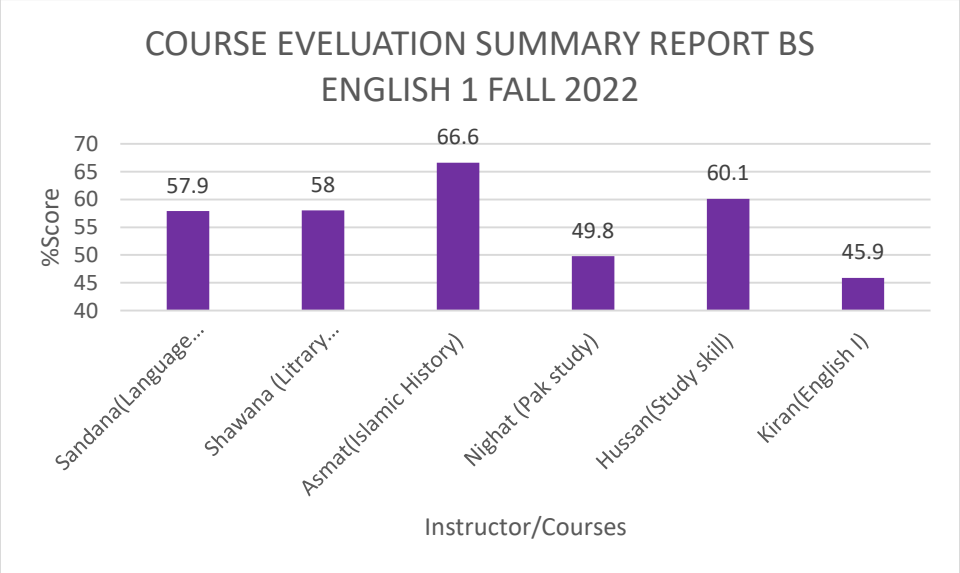
The results of Program's assessment and the extent to which they are used to improve the Program must be documented.

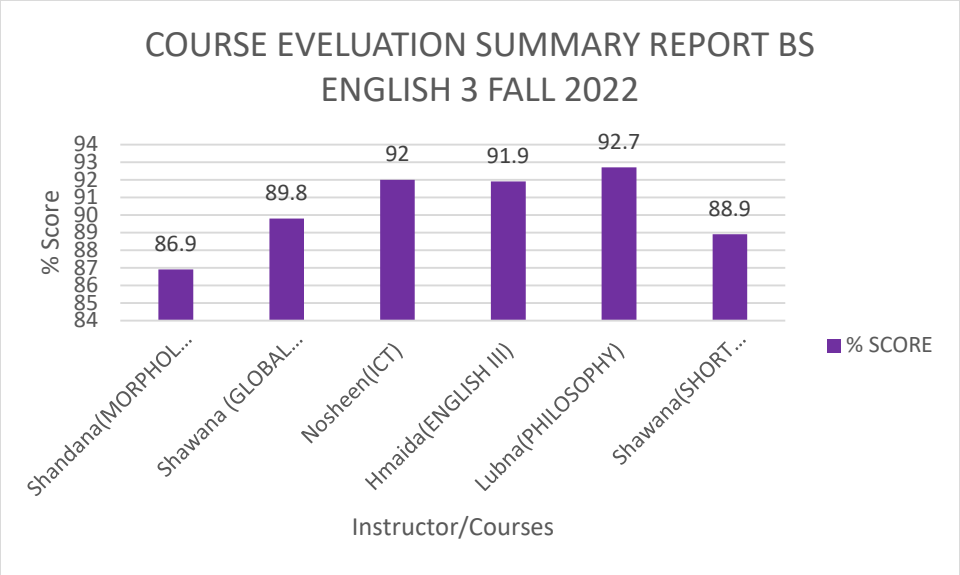
The program assessment is done through the standard evaluation and assessment process prescribed by QAC

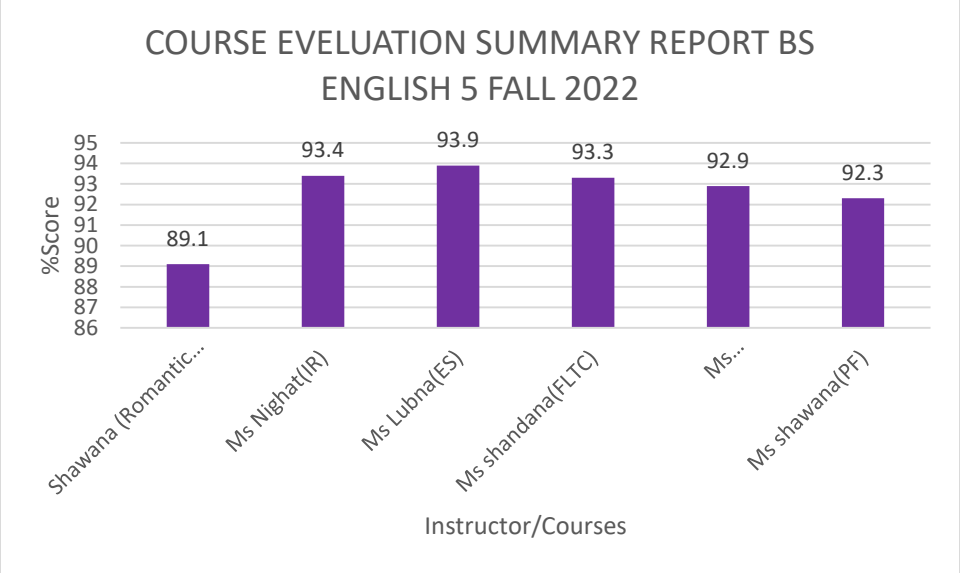
1-3.1 Course Evaluation for the session fall 2022 and Spring 2023.

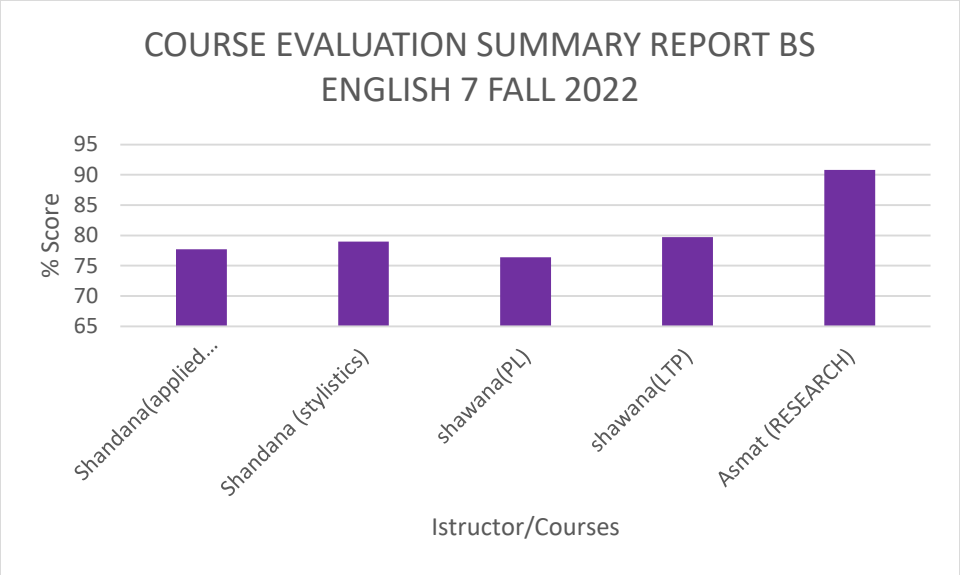
Results of Course Evaluation are shown below. The data is collected from students of BS English enrolled in different semesters. Students have graded the courses against the course structure, teaching methodology, learning objectives and outcomes and practical implementation of the theory.

FALL SEMESTER-2022

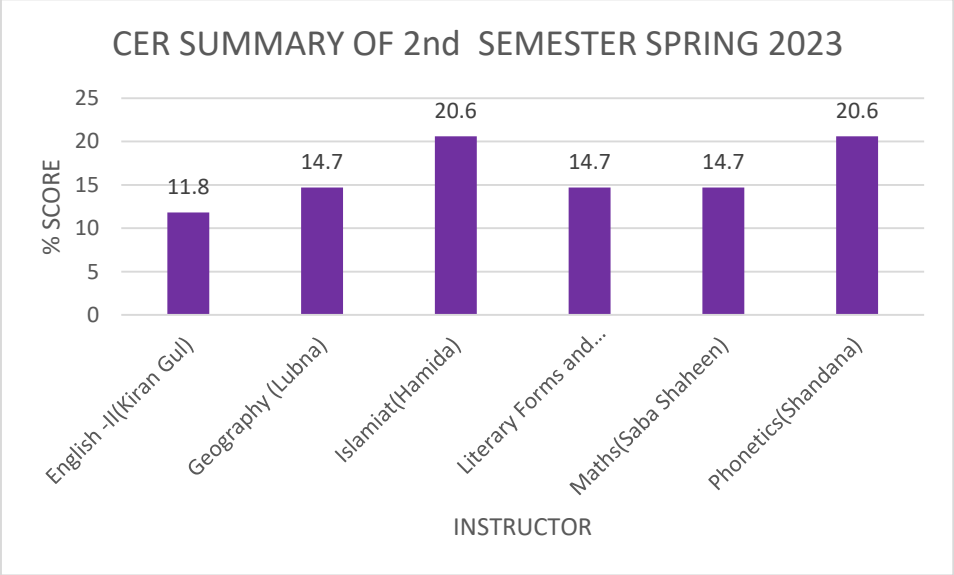


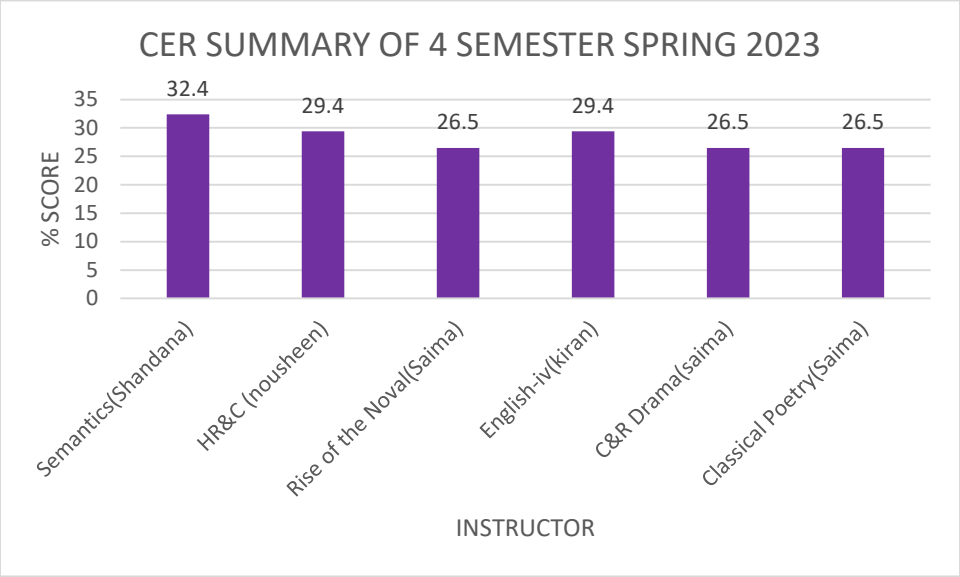

COURSE EVELUATION SUMMARY REPORT BS ENGLISH 3 FALL 2022
% Score
94
93
92
91
90
89
88
87
86
85
84
86.9
89.8
92
91.9
92.7
88.9
Shandana(MORPHOL...
Shawana (GLOBAL...
Nosheen(ICT)
Hmaida(ENGLISH III)
Lubna(PHILOSOPHY)
Shawana(SHORT...
% SCORE
Instructor/Courses

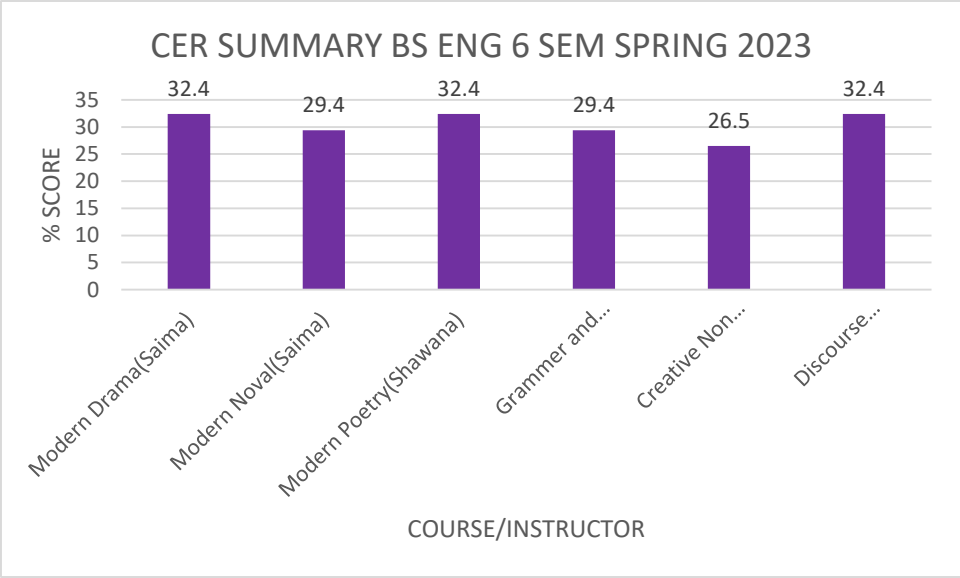

COURSE EVELUATION SUMMARY REPORT BS ENGLISH 5 FALL 2022
%Score
95
94
93
92
91
90
89
88
87
86
89.1
93.4
93.9
93.3
92.9
92.3
Shawana (Romantic...
Ms Nighat(IR)
Ms Lubna(ES)
Ms shandana(FLTC)
Ms...
Ms shawana(PF)
Instructor/Courses

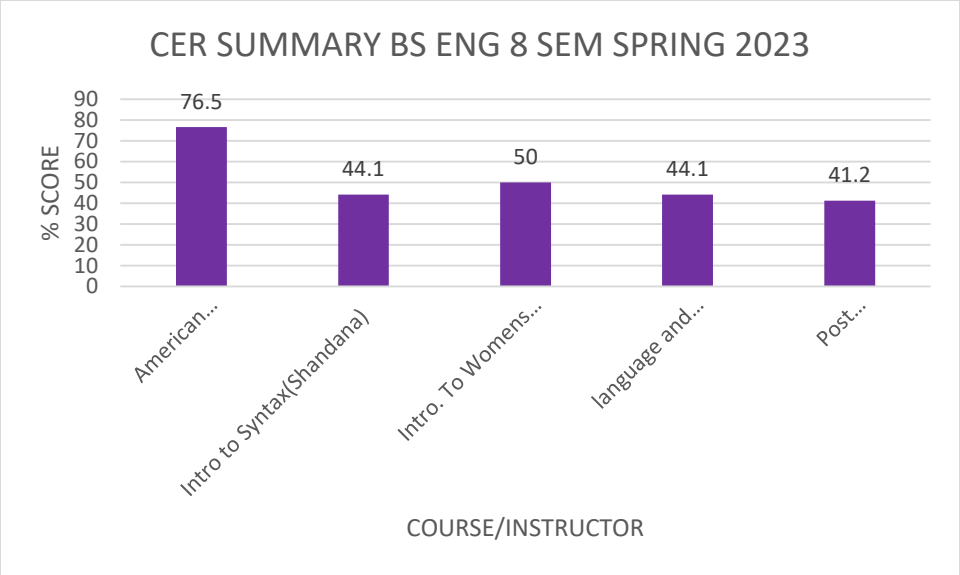


SPRING EMESTER -2023 .




CER SUMMARY OF 4 SEMESTER SPRING 2023
% SCORE
35
30
25
20
15
10
5
0
32.4
29.4
26.5
29.4
26.5
26.5
Semantics(Shandana)
HR&C (nousheen)
Rise of the Noval(Saima)
English-iv(kiran)
C&R Drama(saima)
Classical Poetry(Saima)
INSTRUCTOR

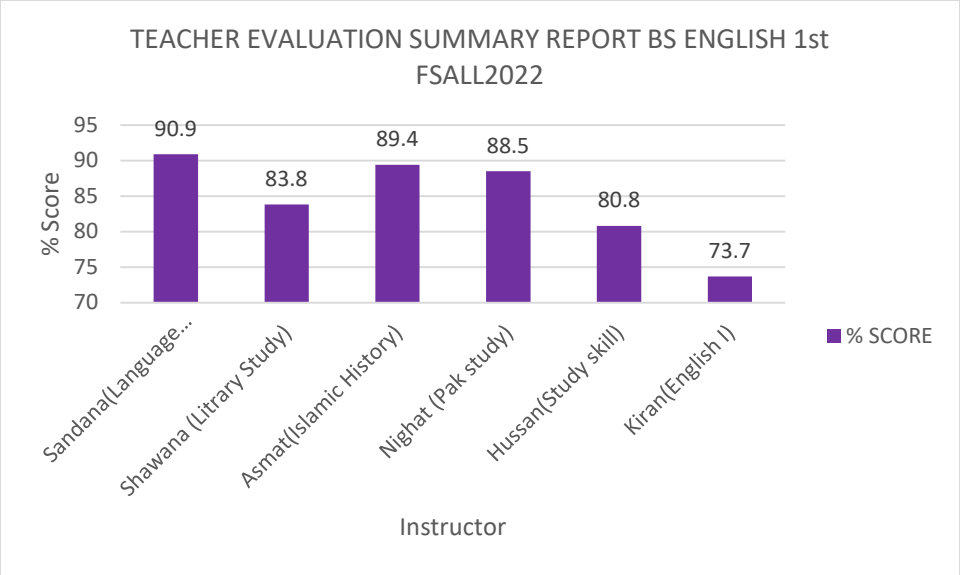

CER SUMMARY BS ENG 6 SEM SPRING 2023
% SCORE
35
30
25
20
15
10
5
0
32.4
29.4
32.4
29.4
26.5
32.4
Modern Drama(Saima)
Modern Noval(Saima)
Modern Poetry(Shawana)
Grammer and...
Creative Non...
Discourse...
COURSE/INSTRUCTOR

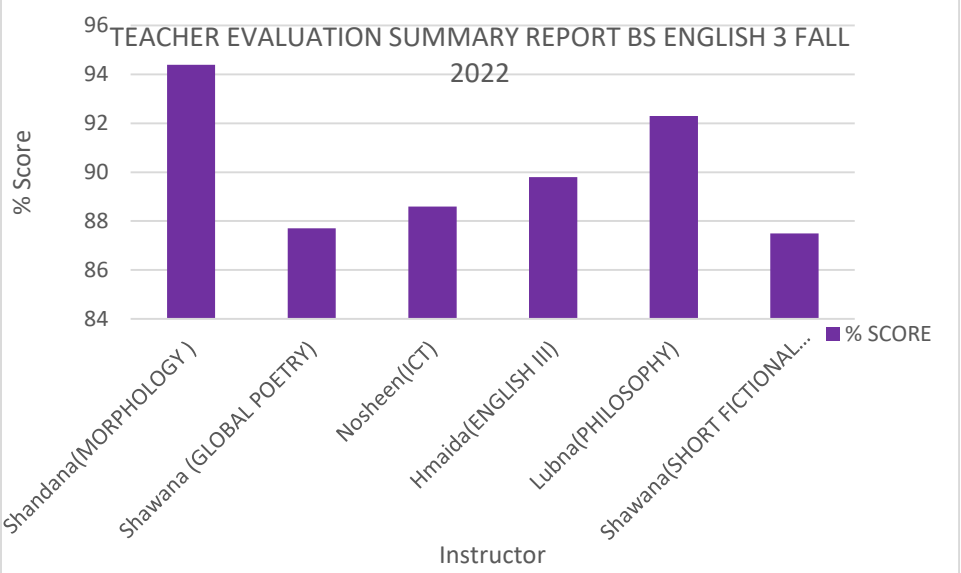


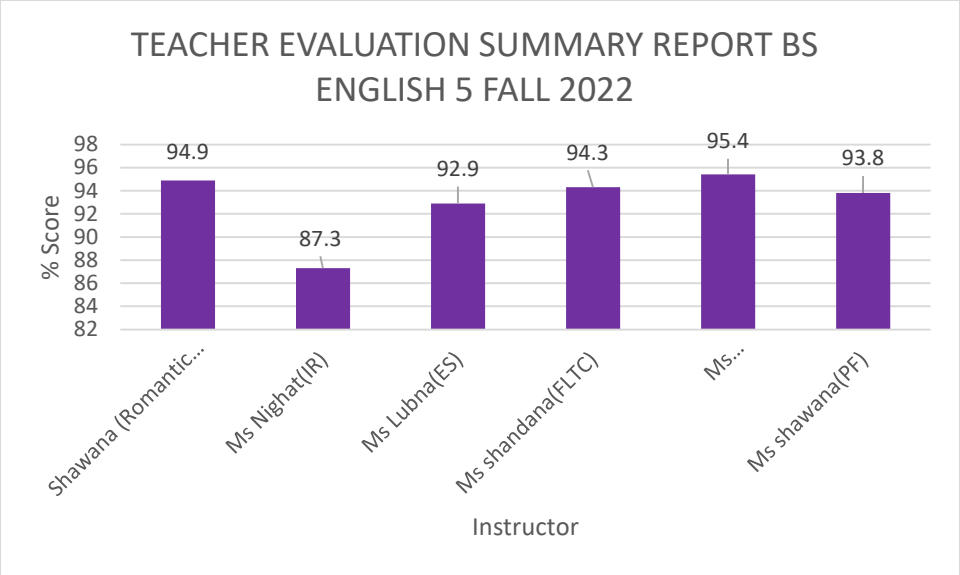
1-3.2 Teachers Evaluation for the session fall 2022 and Spring 2023.

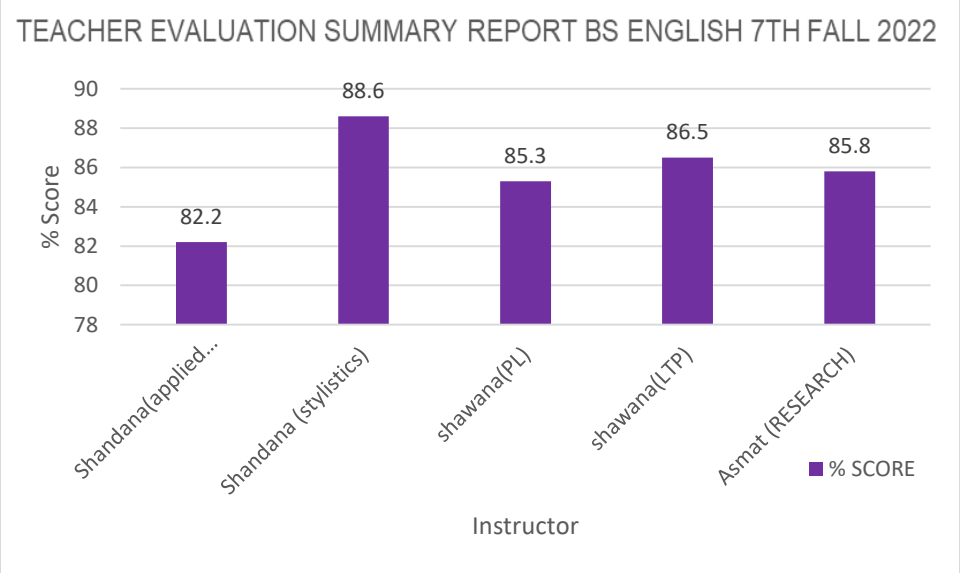
Results of Teacher's evaluation are shown below. The data was collected from students of BS English enrolled in different semesters. Students have graded the instructors against their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology.

TEACHER EVALUATION OF FALL SEMESTER 2022

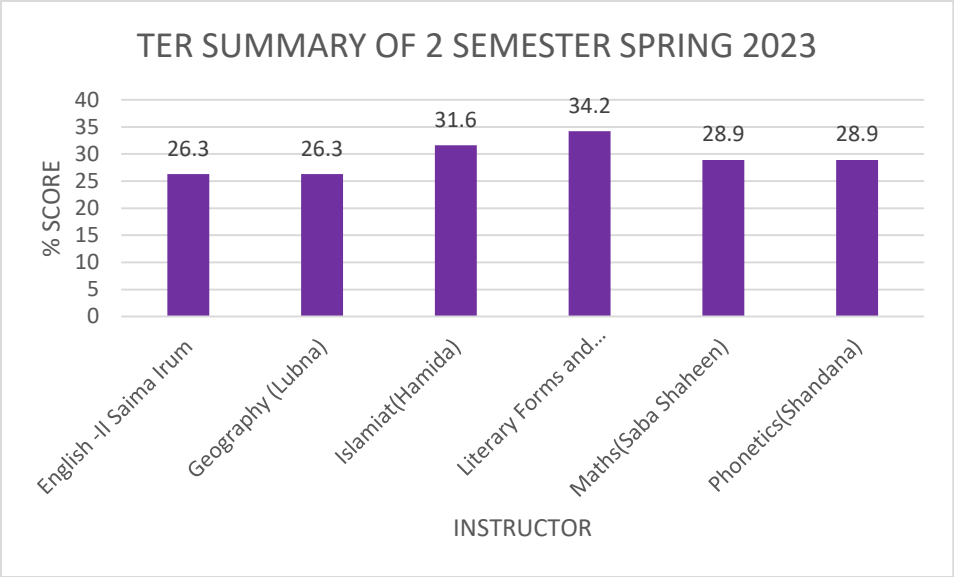

TEACHER EVALUATION SUMMARY REPORT BS ENGLISH 1st FSALL2022
% Score
95
90
85
80
75
70
90.9
83.8
89.4
88.5
80.8
73.7
Sandana(Language...
Shawana (Litrary Study)
Asmat(Islamic History)
Nighat (Pak study)
Hussan(Study skill)
Kiran(English I)
% SCORE
Instructor

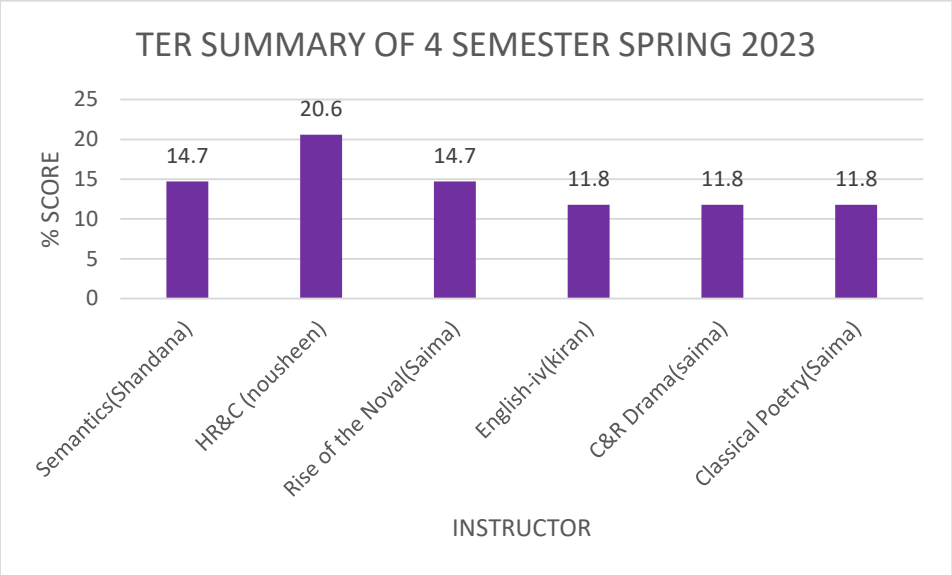

TEACHER EVALUATION SUMMARY REPORT BS ENGLISH 3 FALL 2022
% Score
96
94
92
90
88
86
84
Shandana(MORPHOLOGY)
Shawana (GLOBAL POETRY)
Nosheen(ICT)
Hmaida(ENGLISH III)
Lubna(PHILOSOPHY)
Shawana(SHORT FICTIONAL...
% SCORE
Instructor

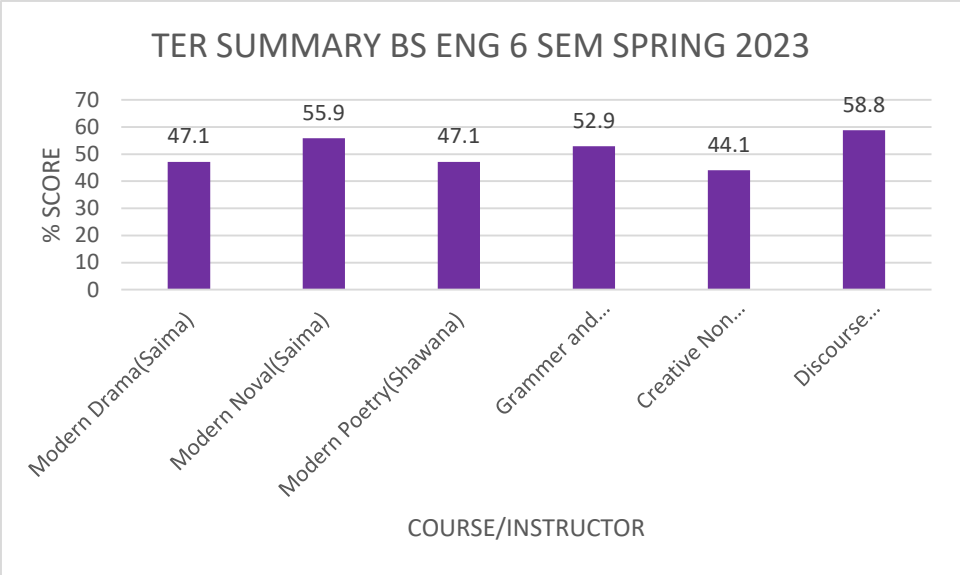


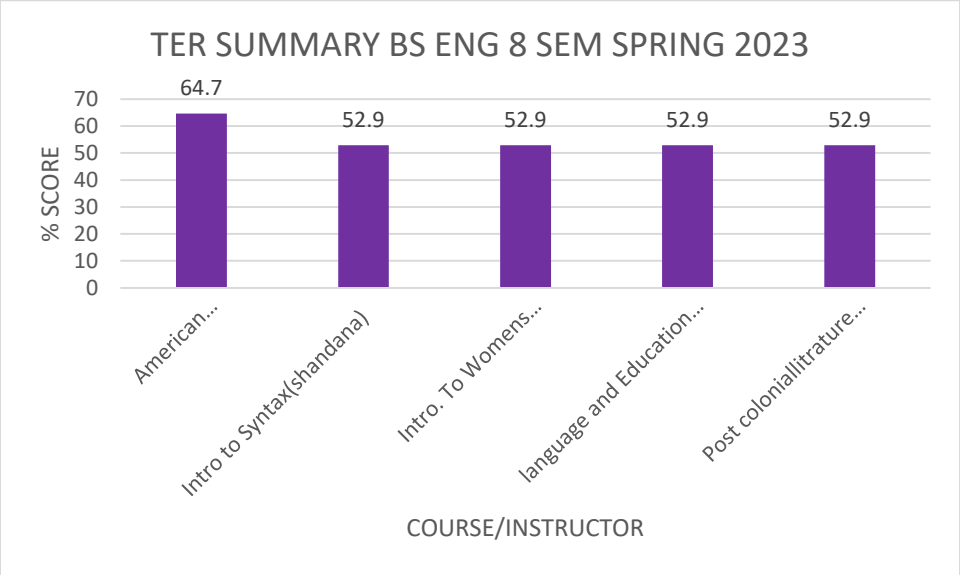


TEACHER EVALUATION OF SPRING SEMESTER - 2023


TER SUMMARY OF 2 SEMESTER SPRING 2023
% SCORE
40
35
30
25
20
15
10
5
0
26.3
26.3
31.6
34.2
28.9
28.9
English -II Saima Irum
Geography (Lubna)
Islamiat(Hamida)
Literary Forms and...
Maths(Saba Shaheen)
Phonetics(Shandana)
INSTRUCTOR


TER SUMMARY OF 4 SEMESTER SPRING 2023
% SCORE
25
20
15
10
5
0
14.7
20.6
14.7
11.8
11.8
11.8
Semantics(Shandana)
HR&C (nousheen)
Rise of the Noval(Saima)
English-iv(kiran)
C&R Drama(saima)
Classical Poetry(Saima)
INSTRUCTOR

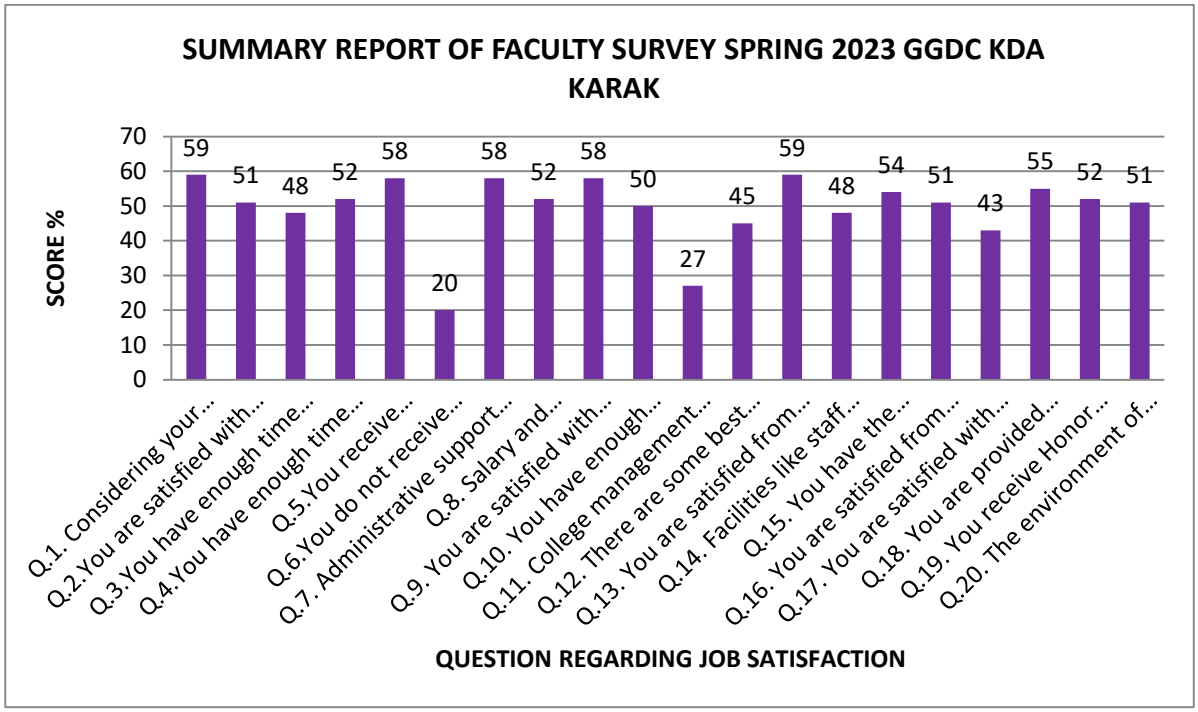




1-3.3 Faculty Survey:

Results of Faculty Survey Spring 2023 are shown in the following graphical chart: The data was collected from faculty of GGDC KDA Karak including faculty of the department.

Faculty satisfaction of the administrative services offered by the Department/College.



Administrative support is available in the college.

1-3.3 The Strong and Weak points of BS English Program

BS English Program is designed to educate students to meet the challenges of the modern world and present market needs. Since Fall 2018, when the BS English program was started, the following strong and negative points have been detected. These points are listed below:

Strong points of BS English Program

Following are the strong points of BS English Program at GGDC KDA Karak:

1. Well qualified faculty.
2. Courses according to HEC BS curriculum.
3. Affordable fee structure.
4. Recognized degree
5. Timely admission announcement
6. Courses are offered on regular basis.
7. Enough, spacious class rooms furnished with basic necessities.
8. Research offered in 7th and 8th semesters.
9. Field trips are arranged when required.
10. Participation of students in various co-curricular activities is ensured.

1-3.5 The Weak points of BS English Program

Following are the week points of BS English Program at GGDC KDA Karak:

Weaknesses: Following deficiencies should be fulfilled to enhance teaching learning quality at the Department.

- Subject relevant books availability at college library
- Language Laboratory (Functional) with basic instruments
- Lack of infrastructure i.e., E-library, Equipped Laboratories and Computer Labs, and class rooms with basic facility.
- Weak academic background of the students.

1-3.6 List significant future development plans for the Program.

Significant Future Development Plans

i. Selection criteria for the students to be set tough for the next semester.

ii. Addition of more learning resources for the students including

1. E-library.

2. Purchase of subject relevant books.
3. Fully equipped Language Laboratory
4. Computer Lab

Describe major future Program improvements plans based on recent assessments.

Following Program improvement tasks are being planned:

1. Access to e- Library of college.
2. Provision of a desktop at department level.
3. Internet connectivity to the desktop at department level
4. Subject relevant books availability at college library.
5. Request to Principal for purchase of basic laboratory instruments and equipments to facilitate research activities.

Standard 1-4

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

1-4.1.`1 Undergraduates enrolled in last four years

A total of 123 students of the program have been enrolled since the start of the program in Fall 2018. As the BS program is still in its infancy stages therefore, the number of students has not increased at bigger level, however, a gradual increase in the number of students has been observed over passage of time.

1-4.1. 2. Average Completion Time

Average Completion Time for the program is four years, but a maximum of two extra semesters are allowed.

1-4.1.3. Students' Faculty Evaluation

PT members of the department conduct the teachers' evaluation survey by sharing teacher evolution Performa with the students of different semesters to ensure objective feedback. The results show the evaluation lies between the graded score of **3 to 4.8 at maximum graded score of 5.0.**

The results of CER and TER for Fall 2022 and Spring 2023 are shown graphically, in the section 2.1.3.1.2.

1-4.`1.4. Research

The department has offered research as an optional paper to the students of BS 8th semester to enhance knowledge and skills of students in order to achieve a core program objective. Hopefully, after successful completion of research process their works will be submitted to reputable HEC Recognized journal for publication.

List of research students of BS 8th semester Batch 2nd (Fall-2019-Spring-2023) and their research under the supervision of Ms. Shawan Maqbooll for Fall semester 2022 and Spring 2023..

Department of English

Research Students list 2019-23

Supervisor: Ms. Shawana Maqbool (Lect. English GGDC KDA Karak)

Co. Supervisor: Ms. Saima Gulfam (Visiting Faculty Lect. English GGDC KDA Karak)

Proposed External Examiners:

1. Dr. Fasih Ur Rehman
   Department of English
   Khushal Khan Khattak University Karak
2. Zahid Aslam
   Department of English
   Khushal Khan Khattak University Karak
3. Dr. Kifayat Ullah
   University of Chetral

S.No	Registration #	Name of Candidates	Research Topics
01	15-GGDCKDA-ENG-F19	Rida Shaheen	An Allegorical Study of Moth Smoke by Mohsin Hamid
	06--GGGDCKDA-ENG-F19	Savera Imam	An Analysis of Muhammad Hanif`s Our Lady of Alice Bhatti from a Feminist Perspective on the Representation of Women`s Opression

03	04-GGGDCKDA-ENG-F19	Bibi Maryam	An Analysis of symbolism and meaning found in Twilight in Delhi by
04	26-GGGDCKDA-ENG-F19	Zamrood	A Stylistic Analysis in Daud Kamal " A Shadow is not a Memory" and "Erasure"

1-4.1.5, Community Service

The Faculty of GGDC KDA Karak is always motivating its students and staff to constantly engage in community services. For this purpose, Social work Committee is constituted in the college. Students are motivated to donate their old clothes, books for helping other needy fellow students. Students are motivated to plant different plants as well as maintenance of the various lawns, which are distributed among different classes.

1-4.1.6. Students`/Teacher`s Satisfaction

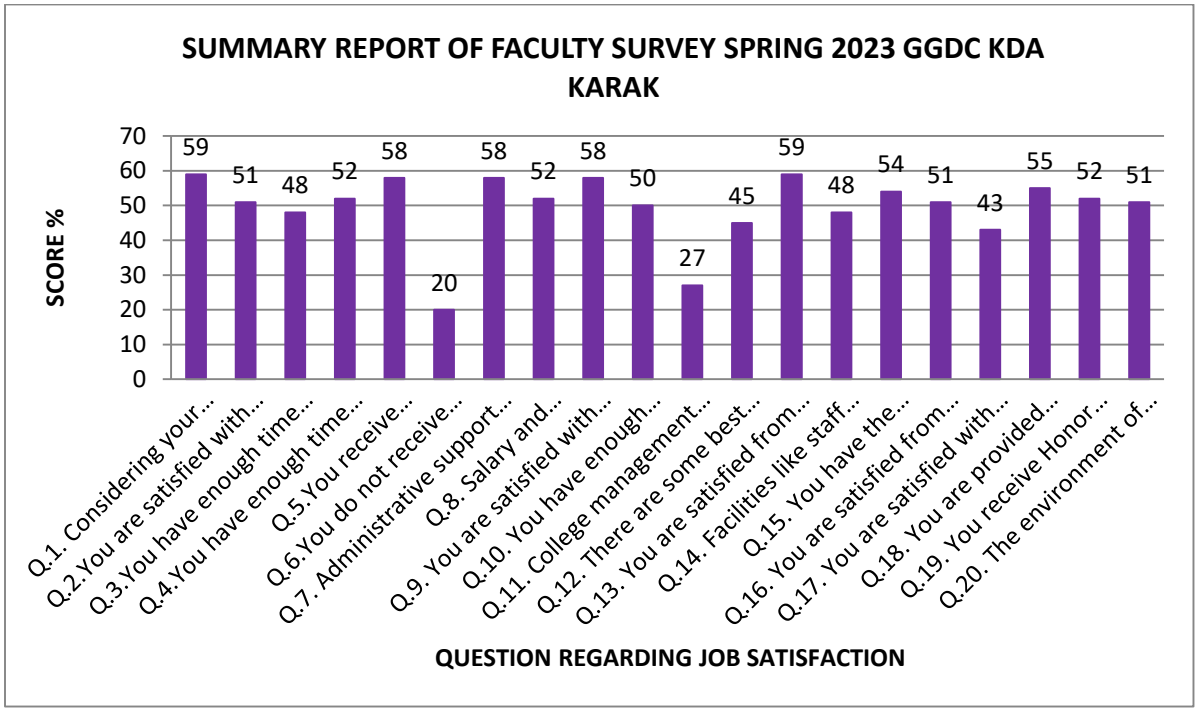
In order to know the satisfactory level of students and teachers, various methods have been adopted.

In-Person Discussion: In general meetings with college Principals, staff is encouraged to discuss their issues related to teaching/learning openly.

Feed Back through HEC Standard Proformas: Through standard feedback proformas, students and teachers' satisfaction level is measured.

a. Graduating Students Survey
b. Faculty Satisfaction Survey

b. Results of Faculty satisfaction of the administrative services offered by the Department/College.



Standard 1-4-2.

The department must assess its overall performance periodically using quantifiable measures

Semester wise and student wise summary of student progress in terms of new intake and promotion

Semester	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Fall 2018	27								27
Spring 2019		27							27
Fall 2019	38		25						63
Spring 2020		35		25					60
Fall 2020	38		35		23				96
Spring 2021		38		33		23			94
Fall 2021	38		37		33		23		131
Spring 2022		35		29		33		23	120
Fall 2022	47		34		29		31		141
Spring 2023		38		34		29		31	132

1-4. Existing Students' Result: semester wise Average SGPA AND CGPA

Semester	1st		2nd		3rd		4th		5th		6th		7th		8th	
	SGPA	CGPA	SGPA	CGPA	SGPA	CGPA	SGPA	CGPA	SGPA	CGPA	SGPA	CGPA	SGPA	CGPA	SGPA	CGPA
Fall 2018	1.69	1.69														
Spring 2019			2.35	2.09												
Fall 2019	2.98	2.98			3.11	2.55										
Spring 2020			3.75	3.46			3.73	3.200								
Fall 2020	3.057	3.057			3.02	3.37			3.40	3.23						
Spring 2021			3.01	3.04			3.75	3.42			3.69	3.31				
Fall 2021	2.829	2.829			2.978	3.06			3.68	3.08			2.99	3.28		
Spring 2022			3.11	2.80			3.37	3.39			3.03	3.23			3.58	3.57
Fall 2022	1.65	1.65			3.43	3.17			3.42	3.37			3.52	3.33		
Spring 2023																

Standard 1-4-2.1.

Indicate percentage of employers that are strongly satisfied with the performance of the department 's graduates.

- As no graduates are yet passed out so no employer survey is possible to be conducted.

Standard 1-4-3

Indicate the median/average student evaluation for all courses and the % of faculty awarded excellence in teaching award.

Standard 1-4-4

Performance Measures for Research Activities

No such programmed measures are taken yet.

Standard 1-4-5

Plagiarism Policy Implementation:

Though the BS 8th semester students have been introduced with the basic concept of plagiarism and purpose of plagiarism policy and use of Turnitin software but our Colleges has no access to Turnitin software yet.

Standard 1-4-6

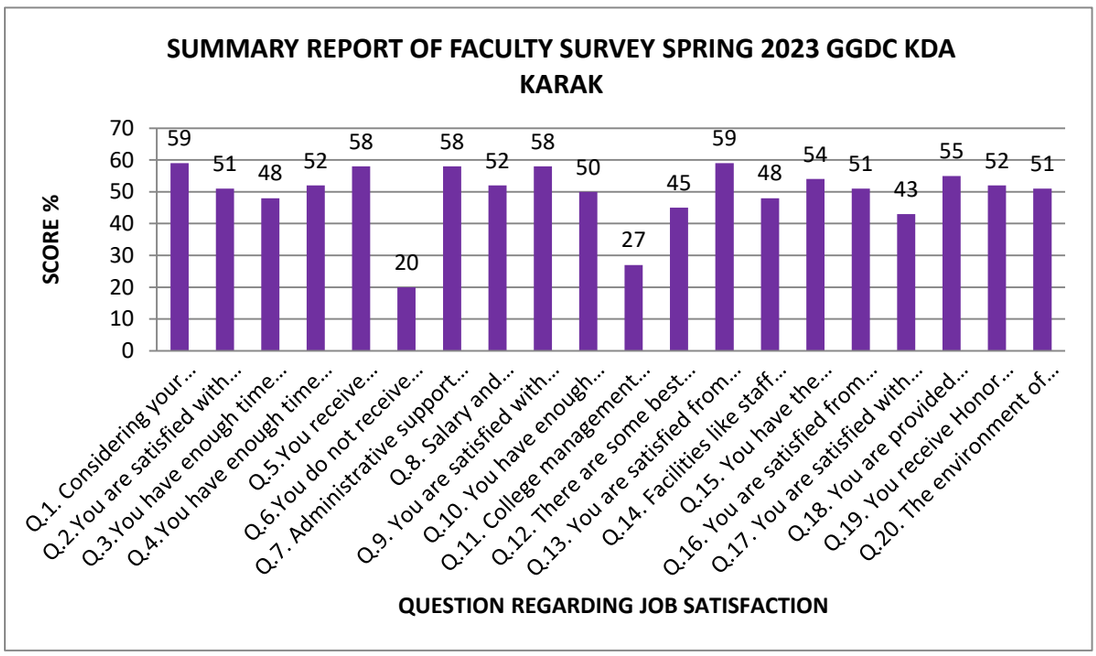
Present performance measures for community services. This may include number of short courses per year, workshops and seminars organized:

Community Service/ Social Service Certificates are awarded yearly to the students. Seminars/ Lectures are regularly delivered under CBS.

Standard 1-4-7:

Indicate faculty and students satisfaction regarding the administrative services offered by the department. Use faculty and students surveys.

Faculty satisfaction of the administrative services offered by the Department/College.



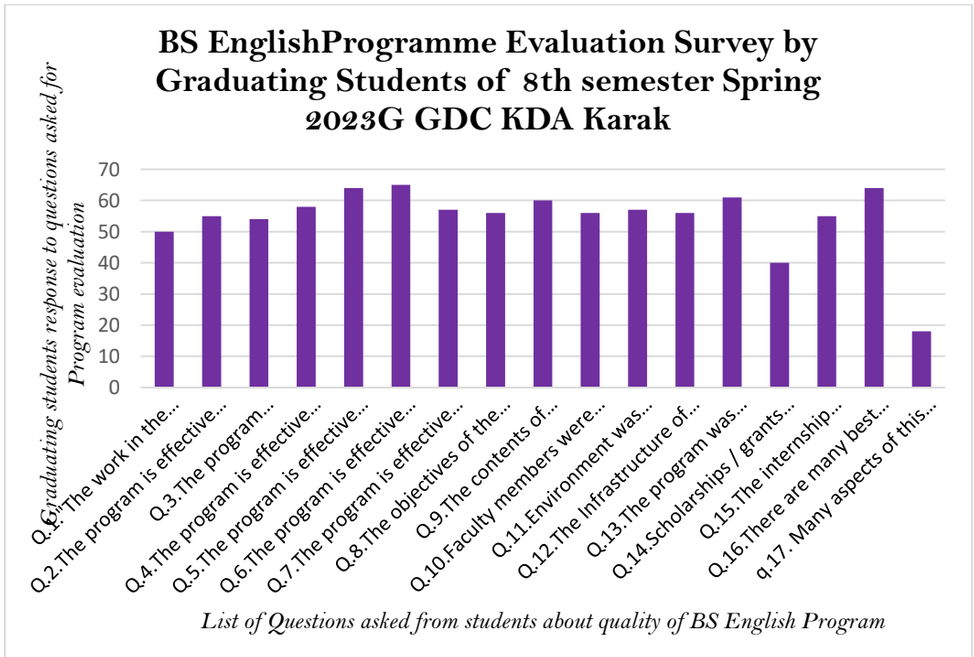
Standard 1-4-8:

Student satisfaction of the administrative services offered by the department.

Graduate Survey was conducted in May 2023. Students recorded responses are shown by the chart below. The summary of the Graduate survey is attached.

Following are the suggestions given by students for BS English program improvement.

- Best program but still it needs improvement.
- Upgradation of laborites and infrastructure and extra activities for students learning. Advanced subjects should be added.
- More focus on practical work.



2.1 Title of Degree Program : BS ENGLISH (LANGUAGE AND LITERATURE)

2.2 Definition of Credit Hours: One (1) Credit hour is one (1) hour of theory lecture or Three (3) hours of practical/field assignment in a week.

Duration of Program: 4 Year

The BS English program was launched in Fall 2018 at GGDC KDA Karak. Currently it has four batches of enrolled students i.e., Batch 02 (Fall-2019- Spring- 2023), Batch 03 (Fall 2020 -Spring 2024), Batch 04 Fall-2021 - Spring 2025) and Batch 05 (Fall 2022-Spring 2026). The batch 02 students have taken their final term examination in June 2023. Student Support and Counseling is not documented yet.

Standard 3-1

Courses must be offered with sufficient frequency and number for students to complete the Program in a timely manner

The department follows curriculum approved by Department of English of KKKUK. The courses offered are a mix of arts-social sciences, foundation and major courses and optional/elective courses in a specific logical order, causing no delay in the completion of the degree. Elective coursed are offered after the mid half of the program for which the students need to pass all the pre-requisite courses first.

Standard 3-2

Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistant.

BS Courses offered at the department are taught by permanent or hired faculty members. Course allocation is made under the direction of Head of the Department and courses are allocated to the teachers in their respective fields.

During the semester, all faculty members are available to guide the students. Teachers guide/ counsel the students in the class and labs. Students' feedback about course contents and instructors is sought after the completion of courses during each semester. Improvements are needed in this area.

Standard 3-3

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.

At the beginning of each semester students are guided about the courses in which the students want to be registered by the HoDs, controller of Exam and QEC FP. Further they are provided guidance about the degree requirements and about the career choices. Furthermore:

1. All the teachers of the department/college are available in college up to 02:00 pm, to guide students.
2. Department / college notice board is always updated with new events, activities in the college about

academic activities.

3. Teachers have made WhatsApp groups with students, and course relevant material is shared with students to satisfy their queries regarding courses.

The admission criterion for BS program is set by the Directorate of Higher Education, KP following the guidelines of HEC. In each Department there is an Admission Committee which is responsible for the monitoring of admission process .The admission is done once a year in Fall.

Standard 4-1

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

4-1.1 Admission Procedure

1. The admission to the department is advertised once in a year soon after the result declaration of Intermediate examination. The admission is advertised in all known daily newspaper of the country. All the eligible candidates fulfilling the requirement can apply for the program within the specified date mention in advertisement.
2. Prospectus and admission forms can be obtained from the Admission Office of GGDC KDA Karak. Departmental Admission Committee of the Department is for the initial documents verification of the candidates. After a thorough scrutiny and sorting, the names of eligible candidates are notified.
3. Female candidates having domicile of District Karak are eligible for admission.
4. Maximum age limit is 20 years on the last date of receipt of applications.
5. Age relaxation shall be granted in special cases by the Competent Authority upto 2 years.
6. The admission to BS program will be on merit to be based on academic performance in intermediate and other factors as may be prescribed by the competent authority.
7. A candidate may apply for three disciplines/subjects on a single form, but she must prioritize her options in the admission form.
8. Once submitted, no changes/modifications are acceptable in the admission form.
9. A candidate gets to lose her right for admission, if she provides false information in the admission form. Moreover, if the documents attached were found fake, they would be considered guilty of gross misconduct and such act shall be highly condemned.
10. The applicant having 3rd division or having obtained marks less than 45% are not eligible to apply.
11. Any candidate who was punished (major penalty) by her parent institution/university, for the act of indiscipline and objectionable activities, will not be allowed admission in the college.

12. A student at the time of first admission/enrolment with any communicable disease or mental or physical disability which may stand in the way of her selected field of study may be denied admission
13. The candidates and their parents have to give an undertaking to the effect that they will abide by the Rules and Regulations of the college and such other instructions as may be issued by the competent authority from time-to-time.
14. Each student has to submit an affidavit not to take part in political activities detrimental to the academic environment of the college.
15. The final authority of admission is with the Principal. The admission committee is a recommendatory body.
16. All the admissions are made online. The detailed procedure is given on the HED /College website and community is made aware about admissions through social and print media.
17. The admission will be granted on open merit on the basis of following formula:

Total marks in F.sc + marks obtained in the major subject (where applicable). However, *Hafiz-e-Quran will be given additional marks.

Documents to be submitted with the admission form:

The following documents must be submitted with the completed application form:

1. Three recent colored passport sized photographs, dully attested.
2. Attested copies of Detailed Marks Certificate.
3. Attested copies of provisional/ original certificates.
4. Attested copy of character certificate.
5. Attested copy of CNIC of the applicant/father/ guardian.
6. Migration certificate
7. Original undertaking on judicial stamp paper of Rs. 20/- each, duly attested by politician first class magistrate as PS specimen provided in the prospectus (admitted candidates only).
8. Disable applicants applying against the reserved seats must attach the relevant documents of eligibility with the form.

5-1.3 Eligibility Criteria for Admission:

FA/ F.Sc /Intermediate or equivalent examination with at least 45% marks. The selected candidates for admission must present their original documents before the committee on the announced date.

5-1.4 Allocation of Seats:

Table 5. 1: Distribution of seats in department is given as under:

Category	Allocation of Seats
Open Merit	40

District local	20
District Non Local	20

5-1.5 Migration Policy:

A student from another educational institution, who intends to migrate to the college, shall meet the following requirements:

1.A genuine and plausible reason for migration.

2.Production of a certificate of good character from her parent institution.

3.Production of detailed marks certificate and syllabi of courses she studied for equivalence purposes.

4.Migration certificate from the institution/University last attended.

5-1.6 Credit Transfer Policy:

1. Students desiring to transfer their credits, earned at other institutions, will be accepted under the following conditions:
2. Credits have been earned from institutions recognized / accredited by HEC.
3. Original transcript is produced along with photocopy.
4. Course outlines, duly signed by the institute, should be produced for evaluation.
5. Credits will be acceptable for undergraduate courses passed with at least 'C' grade / 2.0 out of 4.0 GP or equivalent.
6. Credits from other institution will be evaluated by the equivalence/evaluation committee on a course-to-course basis with the courses offered by the University.
7. Letter grades / grade points of the transferred courses will not be counted towards CGPA of courses of the University.
8. The transferred courses will appear in the full transcript of the College.
9. Character certificate, from the last attended institution, stating that the student has not been expelled on misconduct, indiscipline, undesirable activities, may be produced.
10. In case of acceptance and willingness of the student for admission, he will have to produce migration certificate from the last attended institution.

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

Registration and Monitoring Students

In each department student file of all admitted students is maintained and kept updated. The record include the Name, Father's Name, Date of Birth, Permanent address, Present address, CNIC No. of the candidate, DMC of SSC and intermediate Examination, details of any other examination and result of every University Examination.

Moreover, the list of courses is offered for a particular semester. Students are facilitated to fill their Course registration proformas by their consultant. Course code, Course title and name of the instructor.

Academic Progress of Students: In semester system, monitoring of student progress is evaluated by tests, surprise quizzes, assignments, class presentation, projects and final exam at the end of the semester.

Internal Evaluation: Attendance + Class participation =5 %

Class Presentation =5 %

Home Assignment =5 %,

Test and Quizzes =5 %

Mid Term = 30 %

Final Term = 50 % In addition to the above criteria, the experts of the subject can add any addition modes of evaluation as required by the nature of the subject.

5-2.2 Students Monitoring and Progress Evaluation

Students are evaluated through assignments, quizzes, presentations, mid-term exam and final examination at the end of each semester. Moreover, 75% attendance is mandatory for every student to sit in semester final examination.

Table 5. 2: Internal Evaluation

Evaluation Criteria	% of Marks
Class Presentation,Home Assignment,Quizzes etc + Attendance	5+5+5+5=20
Mid term	30
Final Term	50

Total	100

Student Progress Monitoring is carried out by quantifying the final GPA. The department takes different measures if a student failed to achieve the desired CGPA 2.0. Only qualified students in each semester are allowed to join the next semester.

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 with its objectives.

Describe the process used to ensure that highly qualified faculty is recruited to the Program.

Recruiting Process: For in colleges, the recruiting body is Public service commission, so vacant and newly created positions are advertised in the national newspapers, applications are received by the PCS office, scrutinized by the Scrutiny Committee, and call letters are issued to the short-listed candidates on the basis of experience, qualification, publications and other qualities/activities as determined by the service rules of PCS.

Regular: Written screening test is conducted by PCS for short listing of new lecturer in BPS-17. The Pass candidates are interviewed by an interview panel. The names of selected candidates are recommended to the Higher Education, Government of KP for final appointment.

Visiting: Faculty is temporary hired whenever required and the positions are advertised on social media or national newspaper. Applications are received by the college clerk and Hiring committee of each department and applications are scrutinized. Short listed candidates are called for interview and on qualifying the merit criteria, the recommended candidates are finally approved by the principal.

Table 5. 3: Faculty's Recruitment, Training, and Evaluation.

Faculty	Policy	Process
Recruitment 1. Permanent 2. Visiting	As per Service Rules for civil servant's recruitment, Govt. of Pakistan.	Through Public Service Commission and approval by the Secretary Higher Education,KP. Through HOD & Principal (on visiting basis).
Evaluation	As per HEC guidelines (Periodically	Evaluation by students through Quality Enhancement Cell (QEC) and Self-assessment by the faculty. (At the end of each semester).
Promotion	As Per Service Rules for civil	Through Provincial selection board (PSB)

	servants promotion Govt. of KP	and approval by the Secretary Higher Education .

The performance of the faculty members is monitored regularly and continuously by the Principal , and it is evaluated annually through ACRs (Annual Confidential Report) .There was no systematic process before to evaluate the faculty members, now after establishment of QEC each faculty member is evaluated by the students via “Teacher Evaluation Questionnaire” at the end of each semester.

Standard 5-4

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

Process and Procedure to ensure active learning

Process to ensure teaching and delivery of course material:

• Time table is strictly followed by all faculty members. The HODs of the department frequently gets feedback from the students during the semester.

• Students are shown their test and papers in the show off session after every test and quiz, this process in made sure by the HoDs. Students can see their papers marked by the teacher and view it.

All the relevant materials (Tests, Assignments and Quizzes) of evaluation are submitted to the office of the HoD. It purpose to ensure that the grading is transparent

• Award list of all sessional and final term papers is submitted to the controller of examination and copies are left in the department.

Furthermore he students give feedback on Performa number 1 (Student Course Evaluation Questionnaire) regarding course contents and how it was delivered. Through Performa number 10 (Teacher Evaluation Form) students evaluate and comment on teacher's efforts, put in to deliver the course contents, her general conduct in the class, the environment, instructor, maintains and extra efforts, she makes to satisfy students, thirst for knowledge. Faculty feedback is also taken on HEC Performa number 2 (Faculty Course Review Report) and Performa number 5 (Faculty Survey) which is a very useful activity to evaluate the course contents, learning and teaching environments and overall teachers satisfaction level. Course evaluation by teachers also indicates what percentage of desired outcome has been achieved by the course contents and what needs to be improved or changed. The feedback is discussed with the instructors and HoDs for improvements in the weak areas, identified by the students

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. The process must be periodically evaluated to ensure that it is meeting its objectives.

5-5.1 Requirement for Award of Degree:

The Students enrolled in BS English program must get 2.0 CGPA in order to complete BS program by passing of all 44 courses including relevant specialization and Project in minimum FOUR years from the date of first admission. Besides this, it is the responsibility of each student to fulfill the following graduation requirements:

1. The student has earned the mandatory credit hours of the degree program.

2. The student has passed all the core, supporting and compulsory courses of the degree program.
3. The student has met his financial and material obligations towards the institution and affiliating University and there is nothing outstanding against him.
4. The student produces clearance certificates from all concerned sections.

5-5.2 Award of Degree:

1. A candidate who passes all the examinations with the prescribed CGPA shall be awarded degree by the University.

2. The Controller of Examinations will issue Provisional Certificate till issuance of final degree by the University.

3. The character certificate to students will be issued by the Head of the concerned department.

Chapter 06

Criterion 6:

Faculty

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 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 obtainedlevel through graduate work in the discipline

Faculty of the Department is qualified and they take interest in teaching the offered courses up to the satisfaction level of students.

Apart from the 2 Regular Staff, hiring takes place for each semester among which the English classes of all the departments and inters are distributed according to their prescribed workload determined by HEC.

Note: Recently two more lecturers in English have joined the department and hopefully will contribute in enhancing quality of bs PROGRAM. Now the total English regular faculty is four .

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.

Unfortunately there is no professional development support system in the college but the mandatory trainings are all attained by the staff and moreover currently the research opportunity for students helped the faculty to focus on their areas and find the researchable topics in their subjects as well. It helped enhance their interests in the research culture.

Standard 6-3

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

Faculty members are receiving attractive salaries. The teachers teaching courses to BS classes are getting BS renumeration and honorarium as an incentive for BS Teaching.

For job satisfaction, the HED ensures fair, timely promotion as per criteria provided in the civil servant rules of KP government.

Standard 6-5

Academic Visits/Workshops/ Conferences/Meeting:

6.5.1. List and detail of Workshops/Seminars/Video conferences/Meetings by faculty in last two years:

1. Mandatory training Program(MTP) arranged by HEART-HED Peshawar from 15 February-16 March,2021.

2. Capacity Building Training (3 weeks) arranged by HED and HEC June 2021.
3. Training (2 weeks) on under graduate education policy arranged by HED at University of Peshawar on 24 -25 March 2022

The following workshops were attended by nominated faculty members.

- One day training regarding SAR Preparation arranged by DQA – KKKUK February,2022.
- One week capacity building training arranged by HEC March 2022
- Two days capacity building training arranged by HEC March 2022
- One day training regarding Undergraduate Education policy arranged by DQA – KKKUK and HEC 26 May,2022.
- One day seminar arranged by QEC Directorate of KKKUK .

Standard 7-1

The institution must have the infrastructure to support new trends in learning such as e-learning

As the BS Program is recently launched at GGDC KDA Karak , so basic infrastructure and adequate facilities of e-learning are lacking . However the following facilities are available to the students in the college.

7-1.1 Bus Facility

The university provides bus facility to the student and staff on payment.

7-1.2 Hostel Facility

The college has an on campus hostel facility for the female staff and students.

7-1.3. Describe infrastructure and facilities that support new trends in learning.

- Internet Access / Digital Library Access = No access to internet facility at Library
    - Total Internet Bandwidth available to all the students in the Department. = Not available
- Audio-Video Facilities = Recently 1 Multimedia is purchased.
- Number of Computers available per student = Not available
- Indicate how adequate the facilities are.
    - The Program is lacking the above basic learning facilities.
    - This deficiency has been mentioned in the subsection of section 1-3 on the basis of suggestions given by BS Graduating students (F-2019 -S-2023) for BS Program improvement. Improvement.

Standard 7-2

The Library must possess an up-to-date technical collection relevant to the Program and must be adequately staffed with professional personal

Describe the adequacy of the library's technical collection.

Books

- Though library has books relevant to the subject, which are issued to students on students` request but still the books are not enough and more updated books are needed to be stocked in the library. Till now no such Journals, magazines or

periodicals are prescribed yet. However availability of books is being kept as a key element of the Future Plan.

Newspapers = No news paper for faculty or students.

Describe the support rendered by the library.

List of Library Staff

Sr. No.	Name	Designation	Qualification	Experience
1	Ms.Hussan Bahar	Librarian	M.SC Library Sciences	10 years
2	Ms. Zaina	Asisstant Professor	M.A in Pashto Language	10 years +

Photocopy Facility = One photocopier recently purchased available at clerk office, which is used for q.papers printing too.

Library Equipment

Personal Computers	No
Laser Printer 2035p & 1022n	No
Bar Code Reader	No
Photocopy machine	No
Scanner	No
Magnetic Security Gate	No
CCTV Camera's	No
UPS	No
CD Stacker	No
Laptop	No

- **No Internet connection available in the college Library .**

- Books and Thesis Search Terminals = Not available.
- New Arrivals = since 2016, no new book purchase has taken place.
- A/V Section = No A/V Section
- Library Orientation
- Access to National and International Data-Bases = No access

Standard 7-3

Class-Room must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.

At current classrooms are sufficient for three BS Departments with four batches in each and maximum no. of 40 students enrolled in each semester , in addition to intermediate classes of F.SC I and F.SC II**.**

Describe the adequacy of faculty offices: The department lacks individual faculties' offices. Details of available offices in the college are given in the table below.

Currently the following faculty offices are available at GGDC KDA College.	
Principal Office	1
Vice Principal Office	1
BS Coordinator Office:	BS Coordinator Shared office with V. Principal
HoD English:	No Office, have only one cup board in the staff room.
HoD Urdu:	No Office, have only one cup board in the staff room.

HoD Botany:	Side Room of Botany Lab is used as HoD Office.

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

Criterion -8: Institutional support

Facility	Description
Lawns & Open Spaces	GGDC KDA Karak is an environment friendly organization. Attention has been paid to maintaining bio-diversity of the area. More than 50 % of the college area is left open and tried to be maintained clean or green. Each of the academic and other blocks has a lawn attached to it and is equally used by student, faculty and staff for academic and recreational purposes.
Sports facilities	Opportunities to participate in sports and extra-curricular events at GGDC KDA Karak exist. The college encourages students to participate in different indoor and outdoor sports, held at intra departmental and inter colleges' levels. College has a permanent at lecturer in Physical education which train and guide students for sports activities.
Canteen	GGDC KDA Karak has a maintained cafeteria for its students, faculty and staff.
Furniture	Each year, furniture is purchased, when required and according to availability of funds.

Standard 8.1: **Support and finances for faculty and scholars.**

- No financial support for research students and research supervisor.
- Department has separate office, however, department needs a staff room for teachers, separate computers, independent printer, AC / Heater and Telephone to further improve the efficiency and effectiveness of faculty.
- Transport facility is also available for faculty and students.

Standard 8-2: There must be an adequate number of high quality graduate students, re**search assistants and Ph. D. students.**

Provide the number of graduate students, research assistants and Ph. D students for the last three years.

Year	Ph D students	Research Assistants	Graduate students	Total
2021	0	0	0	0
2022	0	0	25	25
2023	0	0	30	30

Provide the faculty: graduate student ratio for the last three years.

Year	Total No. of Faculty	Total Number of Graduate Students
2021	4	25
2022	4	30
2023	3	30

Standard 8-3: Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.

- Library

Please refer to standard 7-2

- Laboratory

Language Lab (not functional)

- Computing facilities

Please refer to criterion 3

Summary:

A graduate degree program is offered in the department, GGDC KDA Karak. Only those students are eligible for admission in the respective degree after fulfilling the admission criteria. The scheme of study offered, aims to cover vast range of different fields of the subject to motivate and enhance the interest of students. For successful implementation of our objective to cover various fields of the subject, we also have to add the other related fields like math, history, philosophy and environmental studies etc to upgrade our students to advanced studies. QEC team has been working with enthusiasm in conductance of faculty survey, course evaluation and teacher evaluation on predefined Performa's and later on analyzes them and guide teachers according to the result of these surveys to bring new techniques and quality in their lecture presentation.

The English department has ,so far, 2 permanent faculty members and visiting faculty is being hired upon requirement. However recently two newly appointed lecturers have joined department in July 2023 which will hopefully add in enhancing quality of education at GGDC KDA KARAK. Work load of teachers is according to HED work load policy. Still there are issues regarding infrastructure, institutional support, financial support for research, availability of internet and access to teaching material, and due to these insufficiencies the program is lagging behind to meet its learning outcomes in letter and spirit.

For the improvement in departmental infrastructure, some suggestions are here:

- Training sessions should be organized by the administration to improve the quality of education to be delivered.
- Laboratories should be upgraded and well furnished with advance equipment.
- Number of faculty members should be upgraded according to needs requirements.

- Research activities should be incorporated.
- College must have an access to e-library.

Standard 8-2

There must be an adequate number of high quality graduate students, research assistant and students.

Batch -01 (Fall-2018 –Spring 2022) has been graduated and 2nd batch (F-19-S-23) has taken Final term exam in June 2023 and result is awaited. .

Standard 8-3

Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.

As the department is part of a running college so all the funding and financial system is run by the administration of the college in its own prescribed way.

Annex: A

PT AND AT MEMBERS NOMINATIONS NOTIFICATIONS

GOVERNAMENT GIRLS DEGREE COLLEGE KDA KARAK

OFFICEOFTHEPRINCIPAL GGDC KDA KARAK **Date: 3rd May, 2023**

OFFICE ORDER:

The following college faculty members are here by nominated as Program Team members for the following departments.

1. Nomination of Program Team Members (PT) of English department

1. Ms. Shawana Maqbool (PTM)
2. Ms. Saba Shaheen (PTM)

2. Nomination of Program Team Members (PT) of Urdu department

1. Ms. Eshrat (PTM)
2. Ms. SurrayaShahab (PTM)

3. Nomination of Program Team Members (PT) of Botany department

1. Ms. Shahida Naveed (PTM)
2. Ms. Fatima (PTM)

PRINCIPAL
GGDC KDA KARAK

Principal
Girls Degree College
Karak

GOVERNAMENT GIRLS DEGREE COLLEGE KDA KARAK

OFFICEOFTHEPRINCIPAL GGDC KDA KARAK Date: 19 May, 2023

OFFICE ORDER:

The following college faculty members are here by nominated as Assessment Team members for the following departments.

1. **Nomination of Assessment Team(AT) of English department**

i. Ms. Haseena Firdous
ii. Ms. Hussan

2. **Nomination of Assessment Team(AT) of Urdu department**

i. Ms. Asmat
ii. Ms. Hamida

3. **Nomination of Assessment Team(AT) of Botany department**

i. Ms. Ayesha Irum
ii. Ms. Wajeeha Naimat

PRINCIPAL
GGDC KDA KARAK

Principal
Govt Girls Degree College
Karak

Assessment Team members check list bs english department

Check list for Assessment Team

Department Name: Department of English Date of Visit: 5 June, 2023

Name of AT Members: (1) Ms. Haseena Firdous (2) Ms. Hussain

I. PROGRAM MISSION, OBJECTIVE AND OUTCOMES

1. Has the department documented program vision?
(1) Yes/clearly ✓ (2) Incompletely/vaguely (3) No

2. Has the department documented program mission?
(1) Yes/clearly ✓ (2) Incompletely/vaguely (3) No

3. Has the department documented program objective?
(1) Yes/clearly ✓ (2) Incompletely/vaguely (3) No

4. Has the department documented program outcomes?
(1) Yes/clearly ✓ (2) Incompletely/vaguely (3) No

5. How many steps has the department taken to fulfill program mission?
(1) None (2) Very few (3) Some (4) Many ✓

6. How many steps has the department taken to fulfill program objectives?
(1) None (2) Very few (3) Some (4) Many ✓

7. How many steps has the department taken to achieve program targeted outcomes?
(1) None (2) Very few (3) Some (4) Many ✓

8. How many significant future plans have been devised for the development of the programme?
(1) None (2) Very few ✓ (3) None

9. Does the department have its own assessment method?
(1) Yes, Well established ✓ (2) Yes, but not well established (3) Not at all

10. How many faculty members are aware of program vision and mission?
(1) None (2) Some (3) Mostly (4) All ✓

11. How many faculty members are aware of program objective and outcome?
(1) None (2) Some (3) Mostly (4) All ✓

12. How many students are satisfied with the courses being taught at the institute?
(1) 25% (2) 50% (3) 75% ✓ (4) above 75%

II. CURRICULUM DESIGN AND ORGANIZATION

1. When was the curriculum last revised?
(1) Four years ago (2) Three years ago (3) Two years ago (4) One year ago

2. Is the curriculum approved by PMDC?
(1) No (2) Yes, in some subjects (3) Completely HEC- approved ✓

3. Is the curriculum designed and organized helpful to achieve the program objectives?
(1) No (2) To some extent (3) Yes ✓

4. Are the advances in the discipline included in the curriculum?
(1) No (2) To some extent (3) Yes ✓

5. How many courses meet programme objectives?
(1) All (2) Many ✓ (3) Very few (4) None

(1) 25% (2) 50% (3) 75% (4) above 75%

7. How much does the curriculum satisfy the general education, arts and professional and other discipline requirements for the programme as specified by the respective accreditation body?
(1) 25% (2) 50% (3) 75% (4) above 75%

8. How many IT courses are included in the programme?
(1) None (2) Only One (3) Two Courses (4) More than Two courses

9. What is the duration of IT courses being taught?
(1) One semester (2) Two semesters (3) More than Two Semesters (4) Any other. Please specify _____.

10. What is the level of students' performance in IT skills?
(1) Very good (2) Good (3) Average (4) Poor

11. How many courses are included to develop oral and written communication skills of students?
(1) None (2) Only One (3) Two Courses (4) More than Two courses

12. What is the duration of communication skills courses being taught?
(1) One semester (2) Two semesters (3) More than Two Semesters (4) Any other. Please specify _____.

13. What is the level of students' language proficiency?
(1) Very good (2) Good (3) Average (4) Poor

III. LABORATORIES AND COMPUTING FACILITIES

1. How many laboratories are there in the department?
(1) None (2) One (3) Two to three (4) More than three

2. What is the over all condition of labs?
(1) Very well organized (2) Poorly organized (3) Very well equipped
(4) Poorly equipped

3. How many laboratories are not fully furnished?
(1) More than three (2) Three to Five (3) One to Three (4) None
Please name them as well. _____.

4. How many scientific instruments are not functional?
(1) Six or more (2) Three to Five (3) One to Three (4) None

Please List them: _____, _____, _____

5. Are the computing facilities available for faculty members?
(1) No (2) To some extent (3) Yes, Available to all

6. Are the computing facilities adequate and available for students?
(1) No (2) To some extent (3) Yes, Available to all

7. Is Internet facility available for the students?
(1) No (2) Available but not for all (3) Yes. Available to all

11. Are the support staff and faculty aware of the safety rules and laboratory ethics?
(1) Yes, very well (2) To some extent (3) Not at all

12. Do all the laboratories possess fire extinguishers and other safety measures?
(1) Yes, all (2) Yes, but few (3) Not at all

13. How many computer experts are in the department?
(1) None (2) One (3) Two (4) Three or more

IV. STUDENT SUPPORT AND ADVISING

1. Are the faculty members available after the lecture time to advise or guide students?
(1) Yes, Always (2) Some time (3) Never

2. Does the department provide guidance to all the students on how to complete the program, to make course decisions and career choices?
(1) Yes (2) To some extent (3) No

3. Does the department extend extra-curricular and co-curricular activities to students?
(1) No (2) To some extent (3) To a great extent

4. How often required courses are offered?
(1) Once a year (2) Every Semester
5. How often elective courses are offered?
(1) Once a year (2) Every Semester

6. Do students have access to professional counseling when necessary?
(1) Yes, All the time (2) Rarely (3) Not at all

V. PROCESS CONTROL

1. When was the last admission criteria revised?
(1) Last year (2) Two years back (3) More than five years back

VI. FACULTY

1. How many faculty members are Post-doctorate?
(1) None (2) One (3) Two (4) Three or more

2. How many faculty members are PhD?
(1) None (2) One (3) Two (4) Three or more

3. How many faculty members are MS/M. Phil?
(1) None (2) One (3) Two (4) Three or more

4. How many faculty members are FCPS or Equivalent?
(1) None (2) One (3) Two (4) Three or more

5. How many faculty members have earned international / national / institutional awards?
(1) None (2) One (3) Two (4) Three or more

6. How many faculty members have earned international / national / institutional fellowship?
(1) None (2) One (3) Two (4) Three or more

10. How many conferences, workshop or symposia have been conducted by the department?
(1) None (2) Up to 2 (3) Up to 4 (4) More than 4

11. How many teachers have participated in conferences / symposia / workshops?
(1) None (2) Up to 3 (3) Up to 6 (4) More than 6

12. Have all faculty members prepared their resume in line with HEC guidelines?
(1) None (2) Some (3) More than half (4) All

13. Are the faculty members current and active in their discipline and have they necessary technical depth and breadth to support the program?
(1) None (2) Some Members (3) More than half (4) All

14. Are there enough faculty members to provide continuity and stability to cover the curriculum adequately and effectively?
(1) Yes (2) To some extent (3) No

15. Are. There any existing faculty development Programmes at the departmental/ university level?
(1) Yes (2) No

16. How often faculty Programmes are evaluated?
(1) On yearly Basis (2) After the completion of each programme (3) After 2-3 years

17. How many faculty members are satisfied with their jobs?
1) 25% (2) 50% (3) 75% (4) above 75%

VII. INSTITUTIONAL FACILITIES

1. Are there enough number of classrooms in the department?
(1)No (2) To some extent (3) Yes

2. Are classrooms well furnished?
(1)No (2) To some extent (3) Well furnished

3. Is there audio-visual facility available in each classroom?
(1)No (2) Yes (3) To some extent.

4. Are there enough numbers of offices in the department for teachers and office work?
(1)No (2) Yes (3) To some extent

5. Is there any seminar / conference room in the department?
(1)No (2) Yes

6. Is there enough number of books in the relevant subjects in the library?
(1)No (2) Yes

7. Are books easily available for all students and faculty?
(1) Yes, Always (2) Some time (3) Never

8. Is the library staff professional and supportive?
(1) Yes, Always (2) Yes but Occasionally (3) Not at all

VIII. INSTITUTIONAL SUPPORT

1. Is the department satisfied with the grant it receives from the university?

IX. **Your over all comments about the performance of the department / college (Please use separate sheet / back of the sheet if required)**

The teachers are hardworking and the overall performance is satisfactory but some areas need improvement.

X. **Areas for improvements identified by you:**
(Please use separate sheet / back of the sheet if required)

i) Advance Language Lab
ii) Audio Visual facilities to all students
iii) Books related to curriculum
iv) Regular faculty developmental programs
v) IT experts
vi) Advance Infrastructure

Ms. Haseena Firdous

Miss. Hussan Berhari

Anexxure.A2.

Program Name: BS ENGLISH GGDC KDA KARAK	
Criterion 1 – Program Mission, Objectives and Outcomes	**Weight = 0.05**
S#	**Factors**	**Score**
1	Does the Program have documented measurable objectives that support faculty / college and institution mission statements?	4
2	Does the Program have documented outcomes for graduating students?	4
3	Do these outcomes support the Program objectives?	4
4	Are the graduating students capable of performing these outcomes?	3
5	Does the department assess its overall performance periodically using quantifiable measures?	5
6	Is the result of the Program Assessment documented?	5
Total Encircled Value (TV)		25
SCORE 1 (S1) = [TV / (No. of Questions * 5)] * 100 * Weight		4.17
Criterion 2 – Curriculum Design and Organization	**Weight = 0.20**
S#	**Factors**	**Score**
1	Is the curriculum consistent?	4
2	Does the curriculum support the program's documented objectives?	4
3	Are theoretical background, problem analysis and solution design stressed within the program's core material?	4
4	Does the curriculum satisfy the core requirements laid down by NAEAC?	4
5	Does the curriculum satisfy the major requirements laid down by HEC and the NAEAC?	4
6	Does the curriculum satisfy the professional requirements as laid down by the NAEAC?	3
7	Is the information technology component integrated throughout the program?	4
8	Are oral and written skills of the students developed and applied in the program?	3

Total Encircled Value (TV)	30
SCORE 2 (S2) = [TV / (No. of Questions * 5)] * 100 * Weight	15.00

Criterion 3 – Laboratories and Computing Facilities		Weight = 0.10
S#	Factors	Score
1	Are laboratory manuals / documentation / instructions etc. for experiments available and readily accessible to faculty and students?	4
2	Are there adequate number of support personnel for instruction and maintaining the laboratories?	3
3	Are the university's infrastructure and facilities adequate to support the program's objectives ?	3
Total Encircled Value (TV)		10
SCORE 3 (S3) = [TV / (No. of Questions * 5)] * 100 * Weight		6.67

Criterion 4 – Students Support and Advising		Weight = 0.10
S#	Factors	Score
1	Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	4
2	Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	4
3	Does the university provide academic advising on course decisions and career choices to all students?	4
Total Encircled Value (TV)		12
SCORE 4 (S4) = [TV / (No. of Questions * 5)] * 100 * Weight		8.00

Criterion 5 – Process Control		Weight = 0.15
S#	Factors	Score
1	Is the process to enroll students to a program based on quantitative and qualitative criteria?	4
2	Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	4
3	Is the process to register students in the program and monitoring their progress documented?	5

4	Is the process above periodically evaluated to ensure that it is meeting its objectives?	4
5	Is the process to recruit and retain faculty in place and documented?	5
6	Are the processes for faculty evaluation & promotion consistent with the institution mission?	4
7	Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	4
8	Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	4
9	Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	3
10	Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	3
11	Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	4
Total Encircled Value (TV)		**44**
SCORE 5(S5) = [TV / (No. of Questions * 5)] * 100 * Weight		**12.00**

Criterion 6 – Faculty		**Weight = 0.20**
S#	Factors	Score
1	Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	2
2	Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	4
3	Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	4
4	Do the majority of faculty members hold a Ph.D. degree in their discipline?	2
5	Do faculty members dedicate sufficient time to research to remain current in their disciplines?	2
6	Are there mechanisms in place for faculty development?	2
7	Are faculty member motivated and satisfied so as to excel in their profession?	2
Total Encircled Value (TV)		**18**

SCORE 6(S6) = [TV / (No. of Questions * 5)] * 100 * Weight	10.29

Criterion 7 – Institutional Facilities		Weight = 0.10
S#	Factors	Score
1	Does the institution have the infrastructure to support new trends such as e-learning?	2
2	Does the library contain technical collection relevant to the program and is it adequately staffed?	2
3	Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	
Total Encircled Value (TV)		4
SCORE 7(S7) = [TV / (No. of Questions * 5)] * 100 * Weight		2.67

Criterion 8 – Institutional Support		Weight = 0.10
S#	Factors	Score
1	Is there sufficient support and finances to attract and retain high quality faculty?	2
2	Are there an adequate number of high quality graduate students, teaching assistants and Ph.D. students?	1
Total Encircled Value (TV)		3
SCORE 8(S8) = [TV / (No. of Questions * 5)] * 100 * Weight		3.00
OVERALL ASSESSMENT SCORE (S1+S2+S3+S4+S5+S6+S7+S8) =		61.79

Ms. Haseena Firdous associate professor of physi
ggdc kda karak

Total Score: 61.69

Department of English

Assessment Results Implementation Plan Summary

AT Finding	Corrective Action	Implementation Date	Responsible Body	Resources Needed
→ Library Book		Sessi-23-27	College + HED	
→ E-Library		"	HED	
→ Computer Lab		"	HED	
→ Language Lab		"	HED	
→ Office accessories		"	HED	

Chairman's Comments – The teachers are hard working and the overall performance is satisfactory but some areas need improvement.

Name and Signature

Name: Ms. Haseena Firdous

QEC Comments

The Deptt. of English is doing its best in its limited resource, and hopefully will enhance the quality standards in the coming days.

Name and Signature

Dated: T.

Annexure: c : QEC PROFORMA

Table A.1 Minimum Requirements for Each Program
(Program Semester Credit hours)

Program	Math & Basic Science	Engineering Topics	General Education	Others

A. HEC/University requirements
B. Program Requirements
C. Deviations
D. Justifications for Deviat

1 Proforma-1 Course Evaluation Form By Student

(To be filled by each Student in each semester at the time of Course Completion)

College Name: _____ Department: _____ Program: _____
Semester/ Term: _____ Batch _____ Year: _____

Note: Please give us your views and use the below scale to answer the following questions, so that Course quality can be improved.

5: Strongly Agree 4: Agree 3: Neutral/Uncertain 2: Disagree 1: Strongly Disagree

		Course: _____ Course Code: _____	Course: _____ Course Code: _____	Course: _____ Course Code: _____	Course: _____ Course Code: _____	Course: _____ Course Code: _____	Course: _____ Course Code: _____
	Items to be evaluated	Score out of 5	Score out of 5	Score out of 5	Score out of 5	Score out of 5	Score out of 5
Course Content and Organization							
1.	The course objectives were clear.						
2.	The Course workload was manageable.						
3.	The Course was well organized (e.g., timely access to materials, notification of changes, etc.)						
Student Contribution							
4.	Approximate level of your own attendance during the whole Course.						

5.	I participated actively in the Course.						
6.	I think I have made progress in this Course.						
Learning Environment and Teaching Methods							
7.	I think the course was well structured to achieve the learning outcomes, that is, there was a good balance of lectures, tutorials, practical etc.						
8.	The learning and teaching methods encouraged participation.						
9.	The overall environment in the class was conducive to learning.						
10.	Classrooms were satisfactory.						
Learning Materials and Resources							
11.	Learning materials such as lesson plans, course notes etc. were relevant and useful.						
12.	Recommended reading Books etc. were relevant and appropriate.						
13.	The provision of learning resources in the Library was adequate and appropriate.						
14.	The provision of learning resources on the Web was adequate and appropriate (If relevant).						
Quality of Lecture Delivery							
15.	The Course stimulated my interest and thought on the subject area.						
16.	The pace of the Course was appropriate.						
17.	Ideas and concepts were presented clearly.						
Assessment and Feedback							
18.	The method of assessment was reasonable.						
19.	Feedback on assessment was timely.						
20.	Feedback on assessment was helpful for improvement.						
Tutorial							
21.	The material in the tutorials/ lectures was useful.						
22.	I was happy with the amount of work needed for tutorials/ lectures.						
23.	The tutor dealt effectively with my problems in this course.						
Practical / Practice							
24.	The material in the practical's / practice such as assignments, labs, etc. was useful.						

Suggestions for improvement:

_____

2 PROFORMA-2: Faculty Course Review Report

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

For completion by the faculty member and submission to Head of Department or his/her nominee (Dept. Program Team/Focal Person) together with copies of the Course Syllabus outline

Department:			Faculty:		
Course Code:		Title:			
Session:		Semester:	Autumn ☐	Spring ☐	Summer ☐
Credit Value:		Level:		Prerequisites:	
Name of Course Instructor:		No. of Students Contact Hours	Lectures	Other (Please State)	
			Seminars		
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)					

Distribution of Grade/Marks and other Outcomes: (adopt the grading system as required)

Undergraduate	Originally Registered	% Grade						No Grade	Withdrawal	Total
		A	B	C	D	E	F			
No. of Students										
Post-Graduate	Originally Registered	% Grade						No Grade	Withdrawal	Total
		A	B	C	D	E				
No. of Students										

Overview/Evaluation (Teacher's Comments)

Feedback: first summarize, and then comment on feedback received from:
(These boxes will expand as you type in your answer.)

1) Please comment on Student Course Evaluation process for your course

2) External Examiners or Moderators (if any)

3) if there is any Student /staff Consultative Committee (SSCC) or equivalent in your deptt,please comment

4) Curriculum: comment on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved / Revised National Curriculum Guidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course objectives in respective degrees/program)

6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7) Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt
8) Please comment any other change you want or academic improvement in your course or teaching methods.

Name: _____ Date: _____
(Course Instructor)

Name: _____ Date: _____
(Head of Department)

3 Proforma: 5: Faculty Survey

(To be submitted on annual basis by each faculty member)

The Purpose of this survey is to assess faculty members' satisfaction level and the effectiveness of programs in place to help them progress and excel in their profession. We seek your help in completing this survey and the information provided will be kept in confidence. **Indicate how satisfied are you with each of the following aspects of you situation at your department?**

A: Very satisfied B: Satisfied C: Uncertain D: Dissatisfied E: Very dissatisfied.

1. Your mix of research, teaching and community service.

A B C D E

2. The intellectual stimulation of your work.

A B C D E

3. Type of teaching / research you currently do.

A B C D E

4. Your interaction with students.

A B C D E

5. Cooperation you receive from colleagues.

A B C D E

6. The mentoring available to you.

A B C D E

7. Administrative support from the department.

A B C D E

8. Providing clarity about the faculty promotion process.

A B C D E

9. Your prospects for advancement and progress through ranks.

A B C D E

10. Salary and compensation package.

A B C D E

11. Job security and stability at the department.

A B C D E

12. Amount of time you have for yourself and family.

A B C D E

13. The overall climate at the department.

A B C D E

14. Whether the department is utilizing your experience and knowledge

A B C D E

15. What are the best programs / factors currently available in your department that enhance your motivation and job satisfaction:

_____

_____

_____

_____

16.

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

_____
_____
_____
_____

_____ **Information about faculty member**

i. Academic rank:

A: Professor B: Associate Professor C: Assistant Professor D: Lecturer E: Other

ii. Years of service:

A: 1-5 B: 6-10 C: 11-15 D: 16-20 E: >20

Name: _____Signature: _____Date:

4.

Proforma-10:Teacher Evaluation Form

(To be filled by the student for each subject in each semester)

Name of the College: _____

Name of Department: _____

Name of Program: _____

Semester: _____ **Year:** _____

Use the below scale to answer the following questions for each teacher;

5: Strongly Agree 4: Agree 3: Neutral/Uncertain 2: Disagree 1: Strongly Disagree

		Teacher: _____ Subject: _____	Teacher: _____ Subject: _____	Teacher: _____ Subject: _____	Teacher: _____ Subject: _____	Teacher: _____ Subject: _____	Teacher: _____ Subject: _____
	Items to be evaluated	Score out of 5	Score out of 5	Score out of 5	Score out of 5	Score out of 5	Score out of 5
25.	The instructor is prepared for each class.						
26.	The instructor demonstrates knowledge of the subject.						
27.	The instructor has completed the whole course.						
28.	The instructor provides additional material apart from the textbook.						
29.	The instructor gives citations regarding current situations with reference to Pakistani context.						
30.	The instructor communicates the subject matter effectively.						
31.	The instructor shows respect towards students and encourages class participation.						
32.	The instructor maintains an environment that is conducive to learning.						
33.	The instructor arrives in the class on time.						
34.	The instructor leaves the class on time.						
35.	The instructor is fair in examination.						
36.	The instructor returns the graded scripts of midterm exam and final exam etc. in a reasonable amount of						

	time.						
37.	The instructor was available during the specified office hours and for after class consultation.						

Any remarks for Improvement:

5. Programme Evaluation Survey Form by Graduating Students

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

Name of the College _____ Name of Department _____
Name of Program _____ Semester / Term _____
Graduating Year _____ Batch _____

Purpose:

The survey seeks graduating students' input on the quality of education they received in their program and the level of preparation they had at college. The purpose of this survey is to assess the quality of the academic programs. We seek your help in completing this survey. Please tick mark anyone in the following questions;

Items to be evaluated	Strongly Agree	Agree	Neutral/ Uncertain	Disagree	Strongly Disagree
38. The work in the program is too heavy and induces a lot of pressure.	5☑	4	3	2	1
39. The program is effective in enhancing team-working abilities.	5	4	3	2	1
40. The program administration is effective in supporting learning.	5	4	3	2	1
41. The program is effective in developing analytical and problem-solving skills.	5	4	3	2	1
42. The program is effective in developing independent thinking.	5	4	3	2	1
43. The program is effective in developing written communication skills.	5	4	3	2	1
44. The program is effective in developing planning abilities.	5	4	3	2	1
45. The objectives of the program have been fully achieved.	5	4	3	2	1
46. The contents of curriculum are advanced and meet program objectives.	5	4	3	2	1
47. Faculty members were able to meet the program objectives.	5	4	3	2	1
48. Environment was conducive for learning.	5	4	3	2	1
49. The infrastructure of the department was good.	5	4	3	2	1
50. The program was comprised of Co-curricular and extra-curricular activities.	5	4	3	2	1
51. Scholarships / grants were available to students in case	5	4	3	2	1

of hardship.					
Note: If you didn't attend/ undergo internship, skip questions 15 to 22.					
52. The internship experience is effective in enhancing ability to work in teams.	5	4	3	2	1
53. The internship experience is effective in enhancing independent thinking.	5	4	3	2	1
54. The internship experience is effective in enhancing appreciation of ethical values.	5	4	3	2	1
55. The internship experience is effective for professional and career development.	5	4	3	2	1
56. The internship experience is effective in enhancing time management skills.	5	4	3	2	1
57. The internship experience is effective in enhancing Judgment skill.	5	4	3	2	1
58. The internship experience is effective in enhancing discipline skills.	5	4	3	2	1
59. The internship experience is effective in enhancing the link between theory and practice.	5	4	3	2	1
60. There are many best aspects of this program.	5	4	3	2	1
61. Many aspects of this program need to be improved.	5	4	3	2	1

Suggestions for improvement:

6. Proforma-9: Faculty Resume

Name	
Personal	**May include address(s) and phone number(s) and other personal information that the candidate feels is pertinent.**
Experience	List current appointment first, each entry as follows: **Date, Title, Institution.**
Honor and Awards	List honors or awards for scholarship or professional activity.
Memberships	**List memberships in professional and learned Societies, indicating offices held, committees, or other specific assignments.**
Graduate Students Postdocs Undergraduate Students **Honour Students**	**List supervision of graduate students, postdocs and undergraduate honors theses showing:** Years Degree Name Show other information as appropriate and list membership on graduate degree committees.
Service Activity	**List University and public service activities.**
Brief Statement of Research Interest	**May be as brief as a sentence or contain additional details up to one page in length.**
Publications	**List publications in standard bibliographic format with earliest date first.** Manuscripts accepted for publication should be included under appropriate category as "in press;" Segment the list under the following standard headings: Articles published by refereed journals. Books. Scholarly and / or creative activity published through a refereed electronic venue. Contribution to edited volumes. Papers published in refereed conference proceedings. Paper or extended abstracts published in conference proceedings. (refereed on the basis of abstract) Articles published in popular press. Articles appearing in in-house organs. Research reports submitted to sponsors.

	Articles published in non-refereed journals. Manuscripts submitted for publication. (include where and when submitted).
Research Grants and Contracts.	**Entries should include:** Date Title Agency / Organization **Total Award Amount** Segment the list under following headings: Completed Funded and in progress In review
Other Research or Creative Accomplishments	**List patents, software, new products developed, etc.**
Selected Professional Presentations	

8. Check list for B.S Student File

	7. Check list for B.S Student File			
	Name of the Student:			
	Degree Name:			
	Registration No:			
S No	**Name of Document**	**Yes**	**No**	**N/A**
1	Secondary School Certificate or Equivalent			
2	Mark Sheet of Secondary School Certificate or Equivalent			
3	Higher Secondary School Certificate or Equivalent			
4	Mark Sheet of Higher Secondary School Certificate or Equivalent			
5	Bachelors or Equivalent Degree (14 year qualification)			
6	Transcript of Bachelors or Equivalent (14 years qualification)			
7	Master / BS (4 year) (16 Year education) Degree & Transcript			
8	Admission Form at the time of Admission by student			
9	CNIC			
10	Copy of the Merit List at the time of Admission including student name			
11	Admission Confirmation Letter			
12	Course Registration in Ist Semester			
13	Transcript of 1st Semester duly verified by Exam			
14	Course Registration in 2nd Semester			
15	Transcript of 2nd Semester duly verified by Exam			
16	Course Registration in 3rd Semester			
17	Transcript of 3rd Semester duly verified by Exam			
18	Course Registration in 4th Semester			
19	Transcript of 4th Semester duly verified by Exam			
20	Course Registration in 5th Semester			
21	Transcript of 5th Semester duly verified by Exam			
22	Course Registration in 6th Semester			
23	Transcript of 6th Semester duly verified by Exam			
24	Course Registration in 7th Semester			
25	Transcript of 7th Semester duly verified by Exam			
26	Course Registration in 8th Semester			
27	Transcript of 8th Semester duly verified by Exam			
28	Completing Degree through Thesis/ Course Work/Project			
29	Copy of Degree Awarded			
30	Copy of Transcript Awarded			

9. Check list for Master/MS/M.Phil. Faculty File

Teacher Name:	

Designation:			
Department:			
Name of Document	**Evidence Attached**		
	Yes	**No**	**N/A**
Offer/Appointment/Transfer Letter			
Joining Report			
Detailed CV			
Degree of MS/M.Phil. Or Equivalent			
Transcript of MS/M.Phil. Or Equivalent			
Equivalence of MS/M.Phil. from HEC			
Degree of Bachelors/Master or Equivalent			
Transcript of Bachelors/Master of Equivalent			
Semester work load			
Details of courses being taught in current semester			

10. Checklist for Ph.D. Faculty File

Checklist for Ph.D. Faculty File			
Teacher Name:			
Designation:			
Department:			
Name of Document	**Evidence Attached**		
	Yes	**No**	**N/A**
Offer/Appointment/Transfer Letter			
Joining Report			
Detailed CV			
Degree of Ph.D. or Equivalent			
Transcript of Ph.D. or Equivalent			
Equivalence of Ph.D. from HEC if required			
Degree of MS/M.Phil. Or Equivalent			
Transcript of MS/M.Phil. Or Equivalent			
Equivalence of MS/M.Phil. from HEC if required			
Semester work load			
Details of courses being taught in current semester			

Annexure :D

BREAKDOWN OF COURSES: BS ENGLISH (Language and Literature)

YEAR 1

FIRST SEMESTER

Course Code	Course Title	Course type	Cr Hrs
GC101	Study Skills	Compulsory General	3(3-0)
	General Course	General	3(3-0)
GC103	Pakistan Studies	Compulsory	2(2-0)
ELL101	English I: Reading and Writing Skills	Foundational	3(3-0)
ELL102	Introduction to Literary Studies	Subject-specific Foundational	3(3-0)
ELL103	Introduction To Language Studies	Subject-specific Foundational	3(3-0)
	Total		17

SECOND SEMESTER

Course Code	Course Title	Course type	Cr Hrs
GC104	Islamic Studies	Compulsory	2(2-0)
	General Course	General	3(3-0)
	General Course	General	3(3-0)
ELL104	English II: Composition Writing	Foundational	3(3-0)
ELL105	Introduction to Phonetics & Phonology	Subject-Specific Foundational	3(3-0)
ELL106	Literary Forms and Movements	Subject-Specific Foundational	3(3-0)
	Total		17

YEAR 2

THIRD SEMESTER

Course Code	Course Title	Course type	Cr Hrs
GC201	Introduction to Information & Computer Technology (ICT) Skills	Foundational	3(2+1)
	General Course	General	3(3-0)
	General Course	General	3(3-0)
ELL201	English III: Communication and Presentation Skills	Foundational	3(3-0)
ELL202	Short Fictional Narratives	Subject-Specific	3(3-0)
ELL203	Introduction to Morphology	Subject-Specific	3(3-0)
	Total		18

FOURTH SEMESTER

Course Code	Course Title	Course type	Cr Hrs
GC204	Human Rights & Citizenship	Compulsory General	3(3-0)
ELL204	English IV: Academic Reading & Writing	Foundational	3(3-0)
ELL205	Classical and Renaissance Drama	Subject-specific	3(3-0)
ELL206	Classical Poetry	Subject-specific	3(3-0)
ELL207	Semantics	Subject-specific	3(3-0)
ELL208	Rise of the Novel (18th to19th century)	Subject-specific	3(3-0)
	Total		18

YEAR 3

FIFTH SEMESTER

Course Code	Course Title	Course type	Cr Hrs
	General Course	General	3(3-0)
GC302	Introduction to Environmental Studies	Compulsory General	3(3-0)
ELL301	Romantic and Victorian Poetry	Subject-specific	3(3-0)
ELL302	Foundations of Literary Theory & Criticism	Subject-specific	3(3-0)
ELL303	Sociolinguistics	Subject-specific	3(3-0)
ELL304	Popular Fiction	Subject-specific	3(3-0)
	Total		18

SIXTH SEMESTER

Course Code	Course Title	Course type	Cr Hrs
ELL305	Modern Poetry	Subject-specific	3(3-0)
ELL306	Modern Drama	Subject-specific	3(3-0)
ELL307	Modern Novel	Subject-specific	3(3-0)
ELL308	Grammar & Syntax	Subject-specific	3(3-0)
ELL309	Discourse Studies	Subject-specific	3(3-0)
ELL310	Creative Nonfiction	Subject-specific	3(3-0)
	Total		18

YEAR 4

SEVENTH SEMESTER

Course Code	Course Title	Course type	Cr Hrs
ELL401	Research Methods and Term Paper Writing	Subject-specific	3(3-0)
ELL402	Introduction to Applied Linguistics	Subject-specific	3(3-0)
ELL403	Introduction to Stylistics	Subject-specific	3(3-0)
ELL404	Literary Theory and Practice	Subject-specific	3(3-0)
ELL405	Pakistani Literature in English	Subject-specific	3(3-0)
	Total		15

EIGHTH SEMESTER

Course Code	Course Title	Course type	Cr Hrs
ELL406	Postcolonial Literature	Subject-specific	3(3-0)
ELL407	American Literature	Subject-specific	3(3-0)
ELL408	Introduction to Translation Studies	Subject-specific	3(3-0)
ELL409	Introduction to Women's Writing	Subject-specific	3(3-0)
ELL410	World Englishes	Subject-specific	3(3-0)
	Total		15