Self Assessment Report

Beaconhouse National University

School of Education
MPhil. Linguistics

Prepared by: Program Team of SE

Presented by: Quality Assurance Department

Table of Contents

EXECUTIVE SUMMARY

This report is prepared almost at the end of the assessment cycle of School of Education (SE) of Beaconhouse National University (BNU), as per requirement of Higher Education Commission (HEC). Quality Assurance Department (QA) was formed in BNU in September 2005. Program Team Members notified by University worked with General Manager Quality Assurance to pursue the application of Self Assessment Manual in their respective department.

In School of Education (SE), MPhil Linguistics program was selected for the self assessment, evaluation and improvements. A commitment of respected Vice Chancellor to support Quality Assurance Department made the difference and resultantly, a cycle of assessment is about to complete.

Objectives

Following are the two main objectives of the self assessment report:

1. To implement Self Assessment Manual in selected program with a view to improve quality in higher education.

2. To identify the areas requiring improvements in order to achieve objectives through desired outcomes.

Execution

A soft and hard copy of self assessment manual was given to Dean and faculty. Quality Awareness presentation of Self Assessment Report (SAR) was arranged for the Dean and Program Team Members (PT) of the selected program. Hard copies of HEC issued 10 proformas with manual with 8 criterion and 31 standards were provided to PT members to evaluate their program against defined standards. The PT members with an intimate support and follow up of QA, completed the SAR and forwarded to QA.

After reviewing SAR, QA arranged visit of Assessment Team to the selected program on June 2, 2014. GM (QA) accompanied the AT and participated in discussions with Dean and PT members and available faculty members. Date for exit meeting was fixed as June 12, 2014.

The implementation plan basing in the discussions in exit meeting have been made by In-charge Programs. They prepared it under following headings:

a. Assessment Team finding
b. Corrective Actions required
c. Resources Needed

The implementation plan indicates the resources to improve the infrastructure, environment in the classes and Laboratory manuals. The recommended target dates to complete the tasks observed by Assessment Team, presented in exit meeting on June 12, 2014 and proved by Vice Chancellor have been indicated in the implementation plan.

At the completion of Self Assessment cycle, QA submitted the hard and soft copy of SAR to HEC on July 10, 2014.

General Manger (QA)

Introduction

The School of Education (SE) founded in 2005 was established at Beaconhouse National University, in response to the deeply felt need in Pakistan and the region for improvement in quality of teacher education. The School of Education has become one of the leading institutes for teacher education in Pakistan. Realizing the potential of education for transforming lives, the School of Education is committed to making a positive contribution to the development of individuals, institutions and society.

SE caters to pre-service, as well as in-service professionals from both public and private sector institutions. Through the courses and programs, the School reaches a diverse population of trainees from different education sectors and levels.

All the programs offered at SE are research-intensive and are based on the philosophy that teacher educators must be engaged in a continual process of inquiry. They are designed keeping in view the challenges of change that individuals, institutions and societies are facing and aim at preparing its students as effective agents of change. The teaching and assessment techniques used by the School encourage experiential learning and problem-solving skills. The research-led courses offered at SE encourage students to gain insights from research in pedagogy to develop skills and values needed for imparting quality education

CRITERION 1: PROGRAM MISSION, OBJECTIVES & OUTCOMES

- **INSTITUTION MISSION STATEMENT**

  "A truly national higher-education institution, emerging as a world-class Liberal Arts university with a merit-driven, need-based recruitment and admission policy at all levels; offering modern curricula in a range of conventional and new disciplines; while preserving the history and culture of Pakistani society; enriching the overall intellectual growth of a student through interaction and professional excellence."

- **PROGRAM MISSION STATEMENT**

  M.Phil Linguistics has been specifically designed for educators, educational administrators, policy makers and researchers who would like to contribute to the field of education through their exploratory and analytical skills. The core courses of the programme have been designed to further strengthen the conceptual knowledge and provide ample opportunity for review and analysis through readings, discussions and seminars

- **Program Over View**

MPhil linguistics offers students the opportunity to acquire Knowledge and understanding in selected areas of linguistics

- **PROGRAM OBJECTIVES**

  The Objectives of the program are to provide the students with:

  1. Knowledge of linguistics, its history and branches
  2. An understanding of phonology and phonetics
  3. Knowledge of semantics, syntax and morphology
  4. An insight into linguistic issues and solutions related to Psycholinguistics, Anthropological and sociolinguistics.

- **STRATEGIC PLAN**:

  - **Department Vision statement**

    Realizing the need of development in this changing world, SE aims to expand and improve the quality of programs already being offered in an effort to address the challenges in the internationally changing education scenario. SE's Vision 2020 is:

    To be a leading School of quality education in Pakistan and the region by creating a rich academic and research environment that draws on sound theoretical knowledge, best practices and latest research techniques. The

School will contribute to enhance quality teacher education by providing advanced research, personal and professional development opportunities of the highest academic standards, to ensure that its graduates meet the demands of the 21st Century.

- **Department Mission Statement**

To develop skills and knowledge bases that facilitate research, reflection and responses in the context of teaching and learning practices in the 21st Century

- **Key Performance indicators**

The key performance indicators include:

- Increased student enrolment
- Students' evaluations
- Faculty development
- Research and publication by faculty & students
- Collaboration at National & International Level
- National and international accreditation of the programs

- **BNU-SE Contribution**

Through its numerous programmes and units, SE intends to expand its contribution from a national to an international level. The diagram below highlights the contribution the School of Education will make through its Vision 2020.
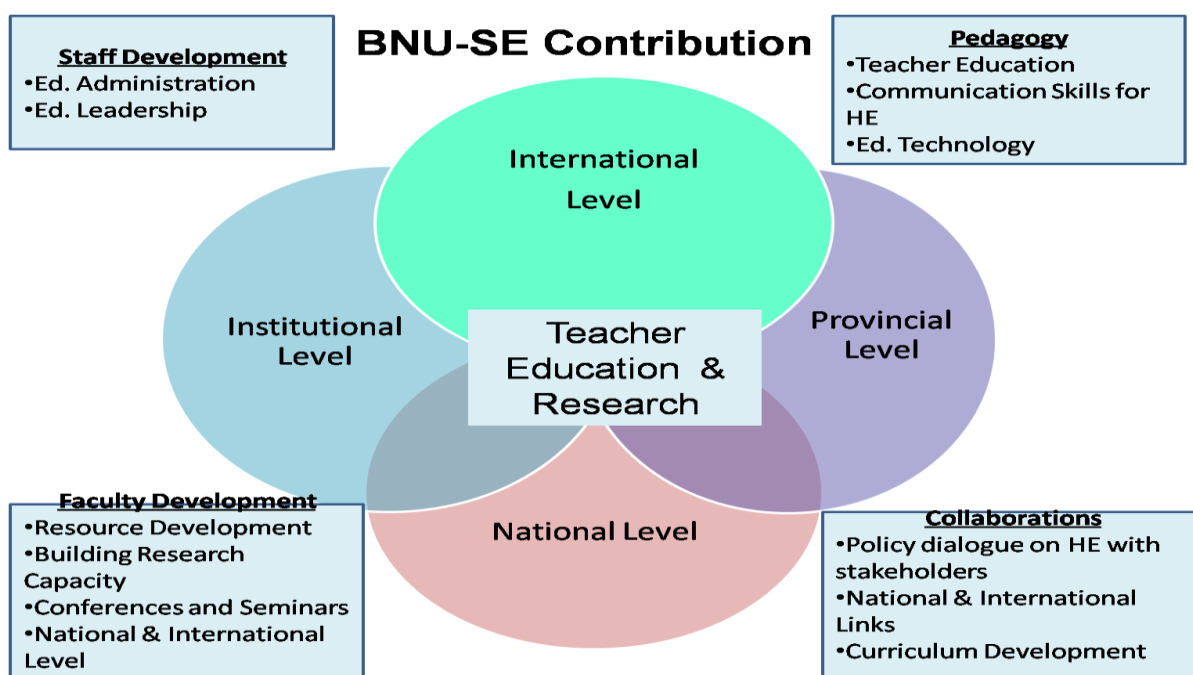
- **PROGRAM OBJECTIVES ASSESSMENT**

  The three bench marks for program objectives assessments are:

  1.   Employer Survey
  2.   Alumni Survey
  3.   Graduating Students Survey

The programme started in September, 2014 therefore, the current batch being the first, the aforementioned may not be possible.

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.

- **PROGRAM OUTCOMES**

Objectives	Outcomes
1. *To provide the students with the basic knowledge of the historical and theoretical background of linguistics, and its branches*	1. *The students develop a deep understanding of theoretical and philosophical principles underlying the discipline of linguistics.*
2. *To acquaint students with the fundamentals of phonology and phonetics*	2. *The students acquire essential skill to identify and produce the basic phonemes, and are able to relate the underlying theories with first and second languages.*
3. *To create an awareness of the structure of language including syntax, morphology and semantics*	3. *The Students apply their knowledge of syntax, morphology and semantics to a variety of problems in the investigation of language use.*
4. *To create an awareness of various sociolinguistic issues in a multilingual environment*	4. *The Students relate language with society and understand the linguistic issues prevailing in a multilingual society.*
5. *To acquaint students with the role of language in politics and education;*	5. *The students apply their knowledge of linguistics with reference to the influence of national politics on educational policies implemented in the past.*
6. *To provide the students with an understanding of the significance and implications of language planning and policies in Pakistan.*	6. *The students exhibit their knowledge of education policy, planning and innovation by analyzing and critiquing national and international education policies and recommend possible innovation based on their knowledge of the field.*
7. *To enable the students to explore and investigate issues pertinent to linguistics*	7. *Students conduct quantitative/qualitative research in the identified research area*

| Program Objectives	Program Outcomes				
	1	**2**	**3**	**4**	**5**
1	x	x	x	x	x
2	x	x	x		
3		x	x		x
4		x	x	x	x
5	x	x	x	x	x

Table 4.2: Outcomes versus objectives

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

Sr. No.	Name of Faculty	Course Code	Course Title	Evaluation
1	Dr. Tariq Rahman	LIN 7101	Introduction to Linguistics	
2	Dr. Qaisera Sheikh	LIN 5203	Phonetics & Phonology	
3	Dr. Muhammad Islam	LIN 7102	Semantics & Pragmatics	
4	Ms. Saira Bano Khan	LIN 7205	Psycholinguistics	
5	Mrs. Memoona Nazir	LIN 7201	ygolohproM & xatnyS	
6	Ms. Shabana Ahmed	LIN 7103	Sociolinguistics & Anthropological Linguistics	
7	Dr. Nasir Mehmood	SE 7301	Research Methodology I	
8	Mr. Muttaqi Malik	SE 7302	Research Methodology II	

Sr. No	Course Title	Credit Hrs	Evaluation
1	Semantics & Pragmatics	3	**4.61**
2	Research Methodology II	3	**3.20**
3	Phonetics & Phonology	3	**3.04**
4	Continuous Professional Development	3	**4.73**
5	Introduction to Linguistics	3	**4.20**
6	Finance & Resource Management	3	**4.02**
7	Strategic Management in Education	3	**3.84**
8	Research Methodology I	3	**2.58**
9	Materials Development	3	**3.67**

Course wise
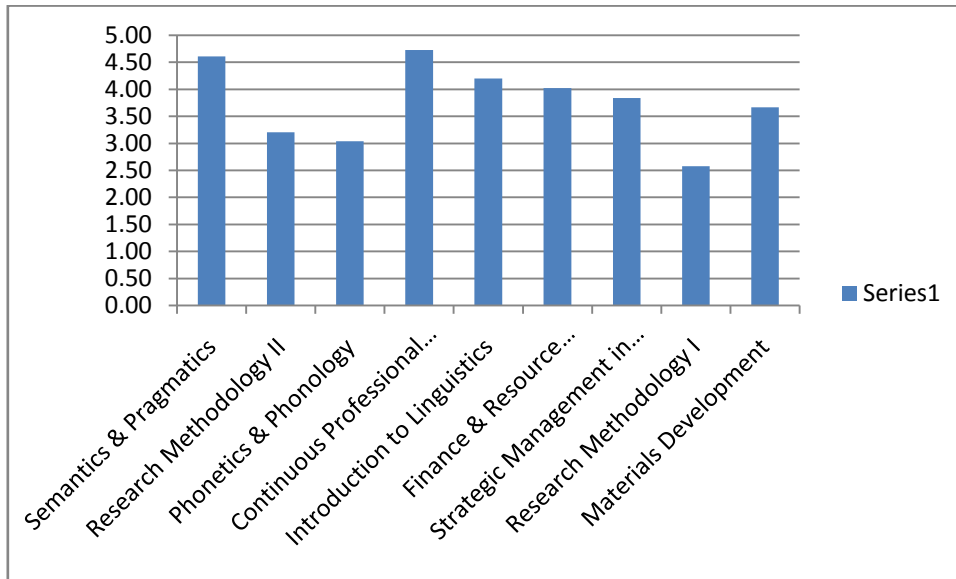
Sr. No	Teacher Name	Evaluation	Max Points
1	Dr. M. Islam	**4.61**	5
2	Dr. Qaisera A. Sheikh	**3.20**	5
3	Dr. Qaisera A. Sheikh	**3.04**	5
4	Dr. Saad Ullah Asad	**4.73**	5
5	Dr. Tariq Rahman	**4.20**	5
6	Mr. Tariq Mansoori	**4.02**	5
7	Mr. Tariq Mansoori	**3.84**	5
8	Ms. Rabia Asif	**2.58**	5
9	Ms. Shabana Ahmed	**3.67**	5
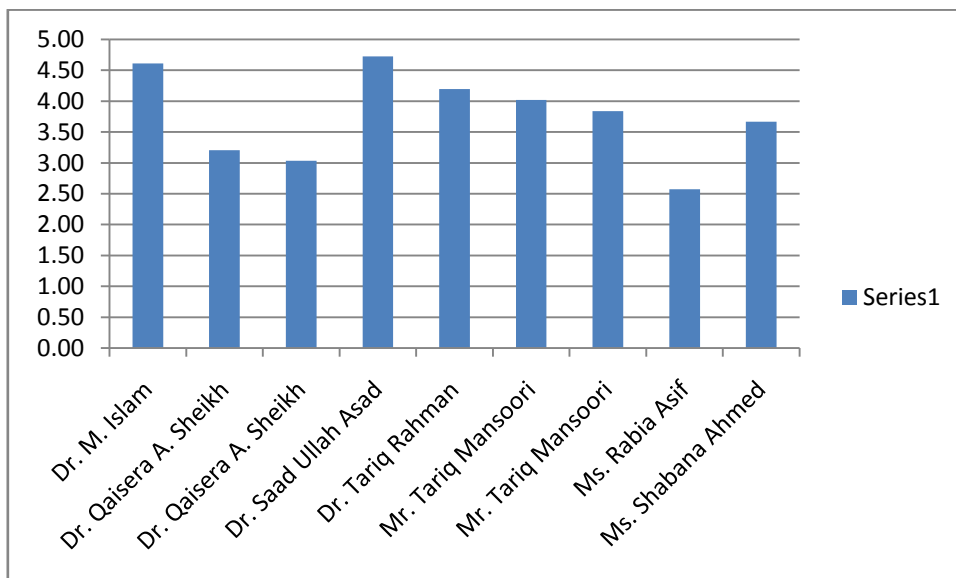
Standard 1-4: The department must assess its overall performance periodically using quantifiable measures.

Year	No. of Students
2014-To Date	19

Year	Dean's Honor
2014- To Date	6

Year	Faculty Student Ratio
2014- To Date	1:19

Year	Graduate
2014- To Date	--

- Average student evaluation for all courses

- Present performance measures for research activities. These include journal publications, funded projects, conference publications/ faculty/ year and indicate the percentage of faculty awarded excellence in research award. **(Current faculty or a year wise break down as Annex A)**

Memberships of Professional Bodies and Organizations

Faculty	Organization/Body	Position
Dr. Mrs. Qaisera Sheikh	Asia TEFL	Member
Ms. Shabana Ahmed	Asia TEFL	Member

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

A.   Title of Degree Program

M.Phil Linguistics

B.   Definition of Credit Hour

M.Phil Linguistics is a 33 Credit hour program earned over four semesters spread across two years.

As per HEC policy, one credit hour stands for three contact hours of teaching .

C.   Degree Plan

(A flow chart)

Semester 1	Semester 2	Semester 3	Semester 4
Introduction to Linguistics	Psycholinguistics	Research Methodology I	Dissertation
Semantics & Pragmatics	Sociolinguistics and Anthropological Linguistics	Research Methodology II	
Phonetics & Phonology	Morphology and Syntax		

D: - Table showing allocated Credit Hours for each course in every Semester

Semester	Course Code	Course	Credits
I	LIN 7101	Introduction to Linguistics	3
I	LIN 7102	Semantics & Pragmatics	3
I	LIN 5203	Phonetics & Phonology	3
II	LIN 7205	Psycholinguistics	3
II	LIN 7103	Sociolinguistics and Anthropological Linguistics	3
II	LIN 7201	Morphology and Syntax	3
III	SE 7301	Research Methodology I	3
III	SE 7302	Research Methodology II	3
IV	LIN 7409	Dissertation	9
Total Credit Hours			33

MPhil Linguistics

Overview

The MPhil Linguistics programme will specifically be of interest to those who intend to pursue advanced research in areas of Linguistics, language teaching, curriculum development and education and language policy and planning. Successful completion of MPhil may lead the students to a PhD degree. The MPhil Linguistics will also be of interest to those in education related settings at the primary, secondary and tertiary levels in academic institutions. The MPhil Linguistics programme provides students an opportunity to study an area of interest relevant to their work as educators. The MPhil Linguistics programme enables students to research a topic of interest to considerable depth and is designed to combine research methods training and individual supervised research leading to an 18,000-20,000 word dissertation. The dissertation is expected to be a substantial original contribution to knowledge and to qualify for a peer-reviewed publication.

PROGRAMME STRUCTURE

YEAR 1

Course Code	Courses	Status	Credit hours
Fall			
LIN 7101	Introduction to Linguistics	Mandatory	**3**
LIN 7202	Semantics & Pragmatics	Mandatory	**3**
LIN 5203	Phonetics & Phonology	Mandatory	**3**
Total Credit Hours			**9**
Spring			
LIN 7301	Psycholinguistics	Mandatory	**3**
LIN 7103	Sociolinguistics and Anthropological Linguistics	Mandatory	**3**
LIN 7201	Morphology and Syntax	Mandatory	**3**
Total Credit Hours			**9**

YEAR 2

Course Code	Courses	Status	Credit hours
Fall			
SE 7301	Research Methodology I	Mandatory	**3**
SE 7302	Research Methodology II	Mandatory	**3**
Total Credit Hours			**6**

Spring			
LIN 7409	Dissertation	Mandatory	**9**
Total Credit Hours			**9**

TOTAL CREDIT HOURS	**33**

Academic Courses (as Annex B)

Rubrics for Writing Executive Summary

Excellent	Good	Below Average	Ineffective
Clear Main Idea	Clear Main Idea	Main idea is unclear-not specifically stated in the writing.	The main idea is not present.
All important details are included	Important details are included but some might be missing	Some critical information is missing	Contains only some details
Details are in logical order	Ideas are in logical order	Ideas are in random order and not logical	Ideas are not in a logical order
Demonstrates clear understanding of information in the text.	Demonstrates adequate understanding	Demonstrates basic understanding of information in text	Demonstrates little or no understanding
Is characterized by paraphrasing of the main idea and significant details	Is characterized by paraphrasing of the main idea and significant details	Is characterized by the substantial copying of key phrases and minimal paraphrasing	Is characterized by the substantial copying of indiscriminately selected phrases or sentences.

* Highest Weighting

The following abbreviations will be used to point out mechanical errors and conceptual weaknesses in the work:

gr = grammar, sp = spelling, p = punctuation, str = sentence structure, expr = expression, wc = word choice, awk = awkward, E = ideas need expanding, ? = unclear meaning, L = faulty logic, np = new paragraph, fr = sentence fragment, Ref = missing/incorrect reference

GRADING CRITERIA

GRADE	GPA	PERCENTAGE	PERCENTAGE RANGE
A	4.00	85.00	85.00 – 100.00
A-	3.67	81.50	81.50 – 84.99
B+	3.33	78.00	78.00 – 81.49
B	3.00	74.50	74.50 – 77.99
B-	2.67	71.00	71.00 – 74.49
C+	2.33	67.50	67.50 – 70.99
C	2.00	64.00	64.00 – 67.49
C-	1.67	60.50	60.50 – 63.99
D+	1.33	57.00	57.00 – 60.49
D	1.00	50.00	50.00 – 56.99
F	0	Below 50.00	00.00 – 49.99
I	0	Incomplete	
W	0	Dropped Subject after the deadline	

Academic Policies

Attendance

Eighty percent (80%) attendance will be mandatory for the participants. Those failing to maintain the required will be expected to provide valid reasons to the concerned faculty for approval from the SE office. It should also be noted that the course participant will be him/herself responsible for managing the missed course contents.

Leave Policy

During the course of studies marriage, medical, maternity and Haj leave could be availed after being sanctioned by the office.

Assignment Submission

- Assignment submission deadlines can only be changed after consultation with the Head of the Department. Failure in the submission of required assignments will lead to one (1) mark deduction for 10 days. After 10 days the submitted assignment will **not** be able to secure more than 'C' grade.

- Under exceptional circumstances such as illness, accident, close relative's death, an application to the Dean, SE will be required to be submitted. After approvals the assignments will be submitted on the new date given by the office.

Evaluation Criteria

Evaluation criteria is part of the course outline provided for each course

GRADING SYSTEM

According to BNU policy a minimum of Grade B (CGPA 2.5) is required for the award of an MPhil degree.

Faculty Directory

Sr. #	Name	Email Address	Ext
1.	**Dr. Tariq Rahman** Dean SE	tariq.rahman@bnu.edu.pk	800
2.	**Dr. Qaisera Sheikh** Head Department of Linguistics	qaisera.sheikh@bnu.edu.pk	801
3.	**Shabana Ahmad** Head, Department of Teacher Education	shabana.ahmed@bnu.edu.pk	802
4.	**Muttaqi Armaan Malik** Assistant Professor	muttaqi.malik@bnu.edu.pk	803
5.	**Ms. Ammar HusnainKhan** Academic Coordinator	ammar.husnain@bnu.edu.pk	807

Standard 2-1: The curriculum must be consistent and supports the program's documented objectives.

Courses/ Group of courses	Objectives						
	1	**2**	**3**	**4**	**5**	**6**	**7**
Introduction to Linguistics Semantics & Pragmatics Phonetics & Phonology	✓	✓	✓				
Psycholinguistics Sociolinguistics and Anthropological Linguistics Morphology and Syntax				✓	✓	✓	
Research Methodology I Research Methodology II Dissertation							✓

Standard 2-2: Theoretical background, problems analysis and solution design must be stressed within the program's core material.

- Indicate which courses contain a significant portion (more than 30%) of the elements in standard 2-2.

Elements	Courses
Theoretical background	Introduction to Linguistics
Problem analysis	Semantics & Pragmatics Phonetics & Phonology Morphology and Syntax Psycholinguistics, Sociolinguistics and Anthropological Linguistics Research Methodology I Research Methodology II
Solution design	Psycholinguistics, Sociolinguistics and Anthropological Linguistics Research Methodology I & II Dissertation

Table 4.5: Standard 2-2 requirement

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

HEC requirements

The program meets the following HEC requirements:

- **Admission**
  The admission procedure followed by the School of Education meets the guidelines prescribed by the HEC.

- **Credit hour breakdown**
  All courses in the MPhil Linguistics program are of minimum three credits and maximum four credits (one credit equals 3 contact hours per week in a semester under the HEC guidelines.

- **Assessment procedure**
  The assessment procedure followed by the University is in line with the HEC guidelines.

- **Quality Control**
  The University adheres to strict quality control measures. The programs are evaluated on a regular basis

- **Evaluation procedure**
  The evaluation procedure being followed by the School of Education is designed in light of the HEC guidelines. An evaluation of the course and faculty is conducted at the end of every course. The results of the evaluation are shared with the concerned faculty member, the programme coordinator, Head of department and the Dean. At the end of the semester an action plan is prepared in light of the evaluation to maintain quality and improve the programs.

- **Program requirement**
  The program is updated annually in light of modern trends in Education. Approvals for any changes required are taken from the Board of Studies, Board of Advanced Studies and Research, Academic Council and final approval is sought from the Board of Governors of the University.

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

Program	Theoretical Basis	Branches of linguistics	Applied Linguistics	Research and Reflection	Specialization
MPhil Linguistics	9 Credit Hours	6 Credit Hours	3 Credit Hours	6 Credit Hours	9 Credit Hours

- Address standards 2-3, 2-4 and 2-5 using information provided in Table of **Courses versus program outcomes** in Standard 2-1.

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

- The use of Informational technology is integrated throughout the program. Classes are equipped with Multimedia facilities and students are encouraged to use computing facilities. PowerPoint presentations, computer based projects are a couple of the main means of assessment. Students are also encouraged to use online journals during research and for assignments.

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

- At the start of the year students are acquainted with the norms of academic writing. Students facing difficulty are given tutorials. The research methodology course also involved a component of research writing. During to the program students take part in seminars, give presentations, make projects, and write assignment, research papers and reflective journals.

CRITERION 3: LABORATORY AND COMUTING FACILITIES

Information Technology Lab

This lab contains twenty five workstations and one laser printer.

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

The above mentioned lab facilitates the students in performing lab exercises and projects relating to the course offered in MPhil of Linguistics.

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

The above lab is maintained by a Lab Administrator who is responsible for keeping the computer's hardware and software in working condition. He is also required to ensure that networking of the computers is working properly and Internet is available at each workstation.

The Lab Administrator seeks guidance from the concerned Course Instructor regarding conduct of experiments pertaining to different courses. Further, the Lab Administrator is supported in his job function by the Information Technology Resource Center Staff located in the Server Room.

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

The facilities mentioned in the above labs are adequate to support the objectives of the MPhil Linguistics program. Students of this program who are residing in the University Hostel have been provided computers which are equipped with necessary software along with Internet access.

CRITERION 4: SUPPORT AND ADVISING

Student must have adequate support to complete the program in a timely manner and must have ample opportunity to interact with their instructors and receive timely advice about program requirements and career alternatives. To meet this criterion the standards in this section must be satisfied.

Standard 4-1: Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner.

The MPhil Linguistics program is a two year program comprising 33 credits. All courses (core and elective) are offered once every year. Giving students adequate opportunity to complete the courses in a timely manner.

Standard 4-2: Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.

EFFECTIVE FACULTY / STUDENT INTERACTION

Majority of the courses in the program are taught by individual faculty. Each course is of minimum 3 credits which equals to 45 contact hours. Any course shared by two faculty members is split into two components of 1.5 credits each. In addition to the contact teaching by the faculty students can book tutorials with the course instructor or department head anytime during the course. This gives an opportunity to the student to discuss any individual concerns and queries with the concerned tutor on an individual basis.

Standard 4-3: Guidance on how to complete the program must be available to all the students and access to academic advising must be available to make course decisions and career choices.

- **INTRODUCTION**

  All program related information is readily available to the students. At the start of every academic year the School conducts an Orientation Day for prospective students. This gives an opportunity to the students to visit the campus, get all required information and meet with the faculty. The School also prints individual flyers for all the programs offered at the School of Education. These flyers contain the important information regarding the program. In addition the University annually publishes a detailed prospectus describing the different programs being offered by the University.

  Once the students join the program every semester they are provided with a handbook. This handbook contains the course outlines, course objectives, class schedules, reading lists, assessment procedures and assessment guideline.

- **STUDENT ADVISING SYSTEM**

  There is an effective student advising system in practice at the School of Education. The Program Coordinator and the Head of Department are in constant contact with the students advising them on all academic issues. Students are at liberty to book an appointment and meet with either member as and when they feel the need to get advice. In addition, the students can also book tutorials with the concerned faculty to discuss all matters relating to a particular course.

  In the second year once students embark on their dissertations they are assigned supervisors with expertise in the relevant field. Students have the opportunity to get guidance and support from their supervisors while completing their dissertation.

- **STUDENT COUNSELING SYSTEM**

  The Department Head keeps in direct contact with the students enrolled on the program. The students meet with the program coordinator to discuss all personal and professional issues. In cases where further counseling is required for the students the Program Coordinator refers the case to the Dean so that arrangements can be made for the students.

- **ACCESS TO PROFESSIONAL COUNSELING**

  The Institute of Psychology at Beaconhouse National University provides support to students at the University by providing opportunities for professional counseling.

- **OPPORTUNITIES PROVIDED FOR THE STUDENTS**

  Throughout the year the School invites experts in different areas of education to give guest lectures. The students during these lectures get an opportunity to interact with experts in the area. Students are also encouraged to give presentation, present papers, and publish their research work in journals of national and international repute. Some students at the School of Education are members of ASIA TEFL and the SPELT.

CRITERION 5: PROCESS CONTROL

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

Standard 5-1: The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

- **PROGRAM ADMISSION CRITERIA**

  - Graduates with 16 years of Education in a relevant subject with a minimum 2.5 CGPA from recognized universities will be eligible to apply for the MPhil programmes
  - Minimum 50% score on GAT-General test conducted by National Testing Service
  - Applicants must clear the SE admission test and interview to join any of the offered MPhil programmes

- **PROGRAM/CREDIT TRANSFER**

  The School refers all transfer cases to the University Equivalence Committee. The Equivalence Committee after thorough scrutiny in light of the HEC guidelines gives approval for all transfers.

- **EVALUATION OF ADMISSION CRITERIA**

  The admission criterion is reviewed annually in light of the HEC guidelines. The Board of Studies meets twice a year and reviews all matters regarding the program. In addition, the Academic Council of the University also reviews the Admission procedure and subsequent approval is taken from the Board of Governors of the University.

Standard 5-2: The process by which students are registered in the program and monitoring of students progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

- **PROCESS OF REGISTRATION**

  The process of registration being followed at the School of Education is a three-pronged process. The department Academic Coordinator under the supervision of the Program Coordinator, Head of Department and the Dean of the School keeps a record of the student registration. This includes the registration on the program and the courses. This record is then passed on to the Registrar of the University and the Examination and Quality Assurance departments.

- **MONITORING STUDENTS PROGRESS**

  The student progress is carefully monitored throughout their academic stay at the School. The program follows continuous assessment procedures. The results of the students are carefully recorded and monitored by the School and passed on to the Examination and Quality Assurance department. The faculty, Program Coordinator, Head of Department and the Dean meet on a regular basis to discuss all student related issues. Attendance records, class performance records of all students are also maintained by the School. Transcripts are prepared by the examination department at the end of every semester. These transcripts are mailed to the students at the end of the semester.

- **EVALUATION AND IMPROVEMENT**

  The process is evaluated by conducting periodical peer reviews.

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.

- **FACULTY RECRUITEMENT PROCESS**

  The School of Education follows a thorough process for the recruitment of faculty in line with the BNU and HEC guidelines. The process begins with identification of faculty (preferably foreign qualified), they are then invited to give guest lectures, conduct workshops or teach as part of the visiting faculty team at SE. Feedback is taken from the students and faculty members on their performance. Based on the feedback the School of Education then proposes their name to University authorities so that the formal recruitment process may begin. These cases are then put before the Selection Committee that interviews and scrutinizes the candidates. On the

recommendation of the Selection Committee the Board of Governors then interviews the candidates to give final approval.

- **FACULTY RETENTION**

  Incentives for professional development are given as part of faculty retention. The University grants its faculty members upto 3 months paid leave in a year for higher studies leading to PhD. Additionally, the University grants concession in tuition fee upto 75%, in addition to full waiver in admission fee to faculty members studying in BNU in various academic programs. Additionally, off-campus academic and training programs are sponsored by the University.

- **FACULTY PROMOTION PROCESS**

  If a faculty member in service achieves qualification and experience required for promotion at the next academic level, the respective Dean sends a recommendation to Departmental Promotion Committee which reviews the candidates' credentials in accordance with HEC guidelines for faculty appointment. In event of promotion as Assistant Professor and Associate Professor, the Committee further forwards the case to BNU Selection Board which interviews the candidate and sends recommendation to Vice Chancellor for approval. In case of promotion as Professor, the case is forwarded to Selection Board which interviews the candidate and sends its recommendation to Board of Governors for approval.

Standard 5-4: The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.

The courses are designed in light of modern trends and developments in Education. The educational needs of our students are also taken into consideration at the time of design. The department meets on a regular basis to discuss the progress of the courses. Evaluations done by students at the end of course as well as, soft feedback by the students is given weightage when courses are designed.

In addition, the recommendations given by the Board of Studies which constitutes of experts from the field is given great importance.

Standard 5-5: The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

- The Administrative Coordinator maintains thorough records of the students. These records are reviewed at the start and end of every semester to ensure the student is progressing and meeting all requirements of the program. The Registrar office and Quality Assurance department maintain files on each student. These files contain past and ongoing academic record of the students. At the end of each semester these records are reviewed as a means to check student performance.

- At the time of graduation the record of each student is thoroughly scrutinized to ensure that the student has fulfilled all requirements of the program. After ensuring that all requirements have been met the student is allowed to graduate.

CRITERION 6: FACULTY

Faculty members must be current and active in their discipline and have the necessary technical depth and breadth to support the program. There must be enough faculty members to provide continuity and stability, to cover the curriculum adequately and effectively, and to allow for scholarly activities. To meet this criterion the standards in this section must be satisfied.

Standard 6-1: There must be enough full time faculty who are committed to the program to provide adequate coverage of the program areas/ courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all coursed, plan, modify and update coursed and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph. D. in the discipline.

- Complete the following table indicating program areas and number of faculty in each area.

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with Foreign Masters	Number of faculty with Ph.D /EdD. Degree
English Language Teaching		4	4	-
Applied Linguistics	-	3	2	2
Education/ Educational Management		1	1	-

Faculty Distribution by Program Area

FACULTY RESUMES (as Annex C)

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.

- Faculty is encouraged to take regular courses in their relevant fields.

- Full time faculty members are assigned a maximum load of four courses which amounts to 12 semester credit hour of student contact. Keeping in view this load the fulltime faculty pursues professional development when possible.

- Faculty is encouraged to participate in seminars, workshops and conferences in the area of their interest.

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

- The entire faculty members are provided with a pleasant working environment which contributes in teaching, research and practice in the specialized fields. Workstations with high tech computers and internet connectivity provide access to digital libraries globally.

- Faculty can undertake professional development training and also get study leave for improving their qualification at any other Institution locally or internationally, subject to providing a service bond.

- The performance of faculty is appraised on annual basis and they are awarded annual increment.

- All the above features help in motivating the faculty in their job and emerge willingness and desire to remain a member of organization.

- Survey of faculty self assessment is conducted every year to reflect and provide input on work environment and their own performance.

CRITERION 7: INSTITUTIONAL FACILITIES

Institutional facilities, including library, classrooms and offices must be adequate to support the objective of the program. To satisfy this criterion a number of standards must be met.

Standard 7-1: The institution must have the infrastructure to support new trends in learning such as e-learning.

The Infrastructure and facilities that support new trends engines such are:

- J Stor: is a digital library founded in 1995 encompassing past and current digitized academic journals, books and primary sources of information.

- Art Stor: is an organization that builds and distributes online recourses of digital library with 1.4 million images related to the arts, architecture, humanities, sciences, shared shelf, and a web-based cataloging and image management software services that allows institutions to catalog, edit, store and share local collections.

- Library: Best resources available through books, journals and collections of articles.

Standard 7-2: The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.

Professional Development

The librarian have been trained in MARC records development and cataloging in a new integrated Library System (ILS) further training in the use of the software has been given. Any Archives and Records Management Course for all librarians and representatives of each university department have been trained. The need for this has arisen as a new Archives and a Records Management program has been initiated at the University.

Collection Development

A collection policy has been formulated to guide the library in its development of the collections (see Appendix A)

Library Committee

The BNU Library is guided by the Library Committee for effective management. Dean, Heads of schools are members and library liaisons are nominated from all departments.

Annual Report

The chief library prepares an annual report to present to the Vice Chancellor of the University, highlighting the accomplishment, problems and needs of the library. Utilization of resources and statistical data is presented in this report.

Library Budget
Annual Budget of BNU Library is Rs. 5.9 million

LIST OF ALL MATERIALS IN BNU LIBRARY

Sr.#	Name of Item	Quantity 2015
1	Books	13224
2	Photocopies of Books	66
3	Downloaded E-Books	3000
4	DVD's (movies for TFT)	1053
5	Downloaded Movies (for TFT)	725
6	VHS's	626
7	Art Catalogues	1173
8	Theses	593
9	Reports	2070

Journals / Magazine , Newspapers

Sr. No	Name of Item	Quantity
1	Journals / Magazines (Subscribed)	35
	Journals / Magazines (Complementary)	60
2	Daily Newspapers	13

Online Resources

Sr. No	Name of Source	Availability
1	EVERGREEN OPAC	Online
2	HEC Digital Library	Online
3	ARTSTOR	Online
4	JSOTR	Online

Library Staff

Sr.No	Campuses / Library	No. of Staff Members
1	City Campus	1
2	New Campus Library	6

Total Staff Members   **7**

BNU Library URL

http://WWW.bnu.edu.pk/index.php?otion=com_content&view=article&id=165&ltemid=484

Library Membership

Membership:	2236
Faculty:	0263
Students:	1895
Staff:	

Standard 7-3: Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.

- **CLASSROOMS:**
  Describe the adequacy of the classrooms

- **FACULTY OFFICES:**
  Describe the adequacy of the faculty offices

CRITERION 8: INSTITUTIONAL SUPPORT

Facility	Description
Land	The total land area of Beaconhouse National University's New Campus is 33 acres.
Buildings	The built-up area of the Beaconhouse National University New Campus is 322,000 sqft. In Phase – I, the New Campus has three academic blocks, one central block and one administration block. The first academic block comprising 107,000 sqft areas is operational at the New Campus. The second academic block comprising 56,000 sqft areas has been operational since September, 2011. The Administration Block comprising 32,498 sft was made operational in December 2013. The remaining buildings are at different stages of construction.
Roads network & Parking	BNU has an internal road network of 1.5 Km. This black top road ring links different academic and administrative buildings. Walkways on the sides of the roads have been constructed for easy movement of students and staff. Fire hydrants at different points along the road have also been provided. The New Campus in phase – I has a parking space for 400 cars. The adjoining areas of the campus can accommodate more than 600 vehicles.
Lawns & Open Spaces	BNU is an environment friendly organization. In the campus design phase special attention was paid to maintaining bio-diversity of the area. More than 50 % of the campus spaces have been left open and green. Each of the academic and other blocks has a lawn attached to it and is equally used by students, faculty and staff for academic and recreational purposes. The total cost of the planned landscape is Rs.10 m.

ICT	BNU's focus on information and communication technologies is evident from the 1800 nodes system planned for the campus. Already 600 nodes are active providing the users internet connection and IP telephony facility. This back bone is also meant for IP surveillance and access control systems for the buildings.
Sports facilities	Students are given ample opportunity to participate in sports and extra-curricular events at BNU are not too infrequent. The University already has set up different indoor and outdoor sports facilities for students. A football field with dimensions of 180 ft x 330 ft is available. This facility also has a cricket turf for hard ball matches. The university has also set up badminton courts and table tennis play areas for students.
Canteen	With current full-time canteen operations catering to the needs of the university community, BNU is making significant investment in setting up a four floor purpose built cafeteria for its students, faculty and staff. Work on the structure is underway. Once completed this facility will provide dine in and take away options to the users. The lower ground floor will comprise an executive dining hall for faculty and senior staff of the university. The ground floor would comprise of a restaurant area offering variety of foods and drinks. The first floor of the cafeteria would be reserved for female students and contain a common room and a prayer area. The top floor of the cafeteria would include separate gyms and work out areas for male and female students. The new canteen would provide campus community the opportunity to relax in their free time. Like other campus areas, the cafeteria would have Wi-Fi facilities on all floors.
Furniture	Ergonomically designed furniture has been planned across the campus. Services of design firms have been hired to meet the bespoke requirements for studios and classrooms.

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.

All permanent faculty members are internationally qualified. The pay structures offered to faculty are competitive with market. At the end of each year the faculty is given an increment in their salary. In light of extra services rendered the faculty is compensated with an additional merit increment in their salary. This is evident in the budget of the School.

Although there is no formal Plan for Continuous Professional Development (CPD) of faculty, however, the School facilitates self initiated professional development efforts and activities.

RECORD OF FACULTY PARTICIPATION IN CPD ACTIVITIES:

Faculty Name	Event	Nature of Participation	
		Attending	Organizing
Dr Tariq Rahman	FC College Conference	✓	
	BNU Conference (2013 & 2014)		✓
Dr Qaisera Sheikh	FC College Conference	✓	
	BNU Conference (2013)		
	LSE Conference (2013 & 2014)	✓	
S. Amina Gardezi	LUMS Conference	✓	
	BNU Conference (2013 & 2014)		✓
	LSE Conference (2013 & 2014)	✓	
Shabana Ahmad	LUMS Conference	✓	
	BNU Conference(2013 & 2014)		✓
	LSE Conference (2013 & 2014)	✓	
Muttaqi Malik	BNU Conference (2014)		✓

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

M. Phil Linguistics Program was started in 2014 and following are the number of graduate students currently enrolled in it:

Sr. No.	Year of Convocation	No. of Student Graduates M. Phil Linguistics
1	2014-2016	19

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

- **LIBRARY**
  As on Standard 7-2.

- **LABORATORY**
  As on Section 6

- **COMPUTING FACILITIES**
  Describe the resources available for computing facilities.

Beaconhouse National University

School of Education

M Phil in Linguistics

Course overview:

M Phil in Linguistics offers students the opportunity to acquire knowledge and understanding in selected areas of Linguistics. The broad range of subjects includes the core course modules such as Introduction to Linguistics, Phonetics and Phonology, Morphology and Syntax and Semantics and Pragmatics.

The complex workings of language playing a central role in society and in different social settings will be explored in subjects like Sociolinguistics. Knowledge about the latest research in Psycholinguistics will also be provided. The students will be encouraged to apply their knowledge of the theories learnt during the course of their study to research projects for continuous assessment.

Course Structure:

This programme comprises four semesters; taught courses in the first three semesters followed by a dissertation in the fourth semester. There are (7) compulsory and (2) optional courses for this degree. Each course is of three (03) credit hours while the dissertation is of (9) credit hours and students will have to study for 36 credit hours to be eligible to qualify for the award of the M Phil degree.

The credit for each course will be determined by tests, projects and other evaluated work and for some subjects, there will be a formal written examination at the end of the semester. Faculty members will give readings as and when they desire in order to incorporate the latest state of knowledge in the field.

The students will plan and undertake research for their dissertation in areas of their choice with the guidance of internal supervisors. The research methodology course will prepare them to gather, evaluate and organize information from multiple sources. They will develop their skills in analyzing and interpreting information. Further, they will be able to structure and communicate their ideas and findings clearly and effectively.

Eligibility Criteria:
- Students with Master in Linguistics/ Applied Linguistics/ English Language Teaching/ Related discipline.
- Students with a four-year BA/BS Honours with Linguistics as their Major.
- All applicants must pass the BNU (SE) entrance test and interview.
- All applicants must have a minimum CGPA of 2.5.
- All applicants must qualify NTS GAT.

Programme Description:

The list of the courses and their brief description with suggested reading lists is as follows:

List of Compulsory Courses

Course No.	Name of course	Credit hours
1	Introduction to linguistics	03
2	Phonetics and phonology	03
3	Morphology and syntax	03
4	Semantics & Pragmatics	03
5	Sociolinguistics & Anthropological Linguistics	03
6	Psycholinguistics	03
7	Research methodology I	03
8	Research methodology II	03
9	Dissertation	09
	Total No. of Credit hours	33

One course to be selected from the following Optional courses

10	Educational linguistics	03
11	Languages of the world	03
12	Corpus linguistics	03
13	Language Policy and Policy	03
	Total No. of credit hours for M.Phil degree	**36**

Compulsory courses

1: Introduction to linguistics

This course introduces the students to the major concepts used in linguistics. The rudiments of phonetics, phonology, morphology, syntax and socio- linguistics are touched upon briefly. The specific subjects to be covered are as follows:

   (a)   Brief history of Linguistics
   (b)   Branches of linguistics

      (i)   Medieval/classical concepts
      (ii)   Ferdinand de Saussure
      (iii)   Noam Chomsky

   (c)   Rudimentary phonetics and phonology
   (d)   Definitions in morphology and syntax
   (e)   Basic definitions in semantics
   (f)   Language and society

      (i)   Varieties of language

       (ii)   Sapir-Whorf hypothesis
       (iii)   Diglossia
       (iv)   Linguistic politeness

  (g)   Language planning and language politics
  (h)   Language and education

References:

Aitchison, Jean. 1976. *The Articulate Mammal* London: Hutchison. Latest edition , 2007.
Aitchison, Jean.1987. *Words in the Mind* Oxford: Blackwell
Crystal, David.1971. *Linguistics* Harmondsworth: Penguin Books, 1990 edition
Lyons, John. 1970. *Chomsky* London: Fontana Press.
Lyons, John.1981. *An Introduction to Linguistics* Cambridge: Cambridge University Press, 1990 edition
Miller, George A. 1999 *The Science of Words* New York: Scientific American Library
Pavel, Thomas.1992. *The Feud of Language* Oxford: Blackwell
Rahman, Tariq. *An Introduction to Linguistics* Lahore:Vanguard, 1987- Revised and expanded edition Delhi:Orient Blackswan, 2010 and Karachi: Oxford University press, forthcoming.
Robins, R.H. 1985 *General Linguistics: An Introductory Survey* New York:Longman Group
Simpson, J.K.Y. 1979. *A First Course in Linguistics* Edinburgh: Edinburgh University Press
Trask, R.L. 1995 *Language: The Basics* London, New York: Raitledge
Yule, George.1985. *The Study of Language: An Introduction* Cambridge: Cambridge University Press.

2: Phonetics & Phonology

Phonetics is the science of the description of sounds: how and when they are produced by human beings; what symbols are used to transcribe them and how they may be distinguished from one another. Phonology describes the sound system of a language. This course will introduce the students to both phonetics and phonology. The specific subjects to be covered are as follows:

1. **Topics in Phonetics:**

    (a)   Articulatory Phonetics
    (b)   Phonemics in human language
    (c)   Speech production
    (d)   Vowels and consonants (height and closeness)
    (e)   Phoneme
    (f)   Allophone
    (g)   Palatalization
    (h)   Labialization
    (i)   Assimilation, dissimilation
    (j)   IPA
    (k)   Distinctive features

2. **Topics in Phonology:**

    (a)   Internal word structure
    (b)   Syllable:onset, nucleus, coda
    (c)   Vowel
    (d)   Stress and stress-pattern
    (e)   Segment and Feature
    (f)   Phonemic rules
    (g)   Phonological representation
    (h)   Internal word structure
    (i)   Phonological component, lexicon
    (j)   Vowel harmony, consonant harmony

3. **Some theories in Phonology:**

    (a)   Auto-segmental phonology
    (b)   Metrical phonology
    (c)   Prosodic phonology
    (d)   Dependency phonology
    (e)   Optimality
    (f)   Cyclicity

Suggested Readings

Anderson, S.R. 1985 *Phonology in the Twentieth Century* Chicago: University of Chicago Press.

Bloomfield, Leonard.1974.*Language* New York: Holt, Rinehart & Winston.

Beckman, M. 1986. *Stress and Non-Stress Accent Riverton,* Foris Publications Cambridge Blackwell Publications

Carr. Phillip, 1993, *Phonology,* London:Tthe Macmillan Press.Chicago Press

Chomsky, Noam and Halle, Morris. 1968. *The Sound Pattern of English*, New York: Harper & Row.Clark, J and Yallop, C.1990. *An introduction to Phonetics and Phonology* Oxford: Basil Blackwell.

Clements, George N.1985. 'The Geometry of Phonological Features'*, Phonology Yearbook 2*, pp. 225-252.

De Lacy, Paul. 2007. *The Cambridge Handbook of Phonology* Cambridge: Cambridge UP.

Donegan, Patricia. 1985. *On the Natural Phonology of Vowels* New York: Harper and Row.

Giegrich, Heinz J. 1993. *English Phonology* Cambridge*:* Cambridge Textbooks

Hayes, B.1995.*Metrical Stress Theory,* Chicago: University of Chicago Press.

Hogg, Richard & C.B. McCully, 1989, *Metrical Phonology,* Cambridge: Cambridge University Press

Katamba. Francis, 1989, *A Introduction to Phonology*. London: Longman Group.

Kensotowicz, M.1994. *Phonology in Generative Grammar* Cambridge: Blackwell.

Laver, J. 1994. *Principles of Phonetics*, Cambridge: Cambridge UP.

Lass, Roger, 1989, *Phonology,* Cambridge Textbooks.

Roach, Peter. 2005 *English Phonetics and Phonology: A Practical Course* Cambridge: Cambridge University Press.

3. Morphology and Syntax

The aim of this course is to introduce the students to current concepts of Morphology and Syntax. It is assumed that students taking this course have learned the definitions of basic concepts such as Morpheme, Morph, Morphophonemic rules, allomorph etc in their foundation course. They would also know theories of PS-rules, transformational grammar and movement in their Masters courses. This course, therefore, takes them further on to some relatively more advanced work in Morphology and Syntax. The specific areas to be covered are:

(a)   Morphological theories
(b)   Syntactic theories
(c)   Government and binding theory
(d)   Movements
(e)   Transformations
(f)   Mormphophonemic rules
(g)   Theta roles
(h)   Markedness and universality
(i)   UG.
(j)   Basic introduction to the Minimalist approach to Syntax suggested readings.
(k)   Cook, V.J., 1991 *Chomsky's Universal grammar-an-intoduction,* Basil Blackwell UK.
(l)   Beaugrande, Robert de, 1993, *Linguistic theory*, Longman, London.

Suggested Readings

Carnie, Andrew, 2006: Syntax: *A Generative Introduction,* 2nd edition, Oxford: Blackwell.
Chomsky, Noam. 1965. *Aspects of the Theory of Syntax,* Cambridge, Mass: MIT Press.
Chomsky, Noam. 1995. *The Minimalist Program*, Cambridge, Mass. MIT Press.
Chomky, Noam. 1986. *Barriers,* Cambridge,Mass: MIT Press.
Haegeman, Liliane, 1994: *Introduction to Government and Binding Theory*, 2nd edition, Oxford: Blackwell.
Radford, A.1981. *Transformational Grammar*, Cambridge: Cambridge UP.
Radford, Andrew, 2004: *Minimalist Syntax.* Cambridge: Cambridge University Press.
Reimsdijk, H.Van and Williams, E. 1986. *Introduction to the Theory of Grammar,* Cambridge, Mass: MIT Press.
Rosen, S.T. 1990. *Argument Structure Complex Predicate* Garland: New York.
Zagona, K. 1987. *Verb Phrase Syntax* Kluwer: Dordrecht.

4.   Semantics & Pragmatics

This course introduces the students to semantics i.e scientific investigation into meaning. The basic question is how meaning is constituted through language. The subject overlaps philosophy, especially logic. It progresses from fairly simple definitions and formulations to complex treatment of the science of meaning. The topics focus on Philosophical Semantic, Lexical and Structural Semantics.

The second part of this course i.e Pragmatics introduces the students to the use of language in real life situations. To begin with the basic definitions used in the subject are dealt with. Then

the course moves to the higher level of exploring interpretation, context and the investigation of speech acts.

The specific subjects to be studied are as follows:

(a) The meaning of 'meaning'.
(b) Object-language and metalanguage
(c) Forms, lexemes and expression
(d) Theories of semantics
(e) Symbols, icons, indexes-and symptoms
(f) The formalization of semantics
(g) Model-theoretic and truth-conditional semantics
(h) Reference, sense and denotation
(i) Structural semantics
(j) The lexicon
(k) Person and deixis.
(l) Mood and illocutionary face (N) Modality
(m)Speech act theory
(n) Conversational implications
(o)Talk in interaction
(p)Ambiguity and the context of the utterance
(q)Pragmatic competence
(r)Michal Silverstein's indexes

Suggested Readings

Allan, Keith. 1986 *Linguistic Meaning* 2 volumes London & New York: Routledge & Kegan Paul.
Cann, R.1993. *Formal Semantics: An Introduction* Cambridge: Cambridge University Press.
Chierchia, G and Mc Connell-Ginet, S.1990. *Meaning and Grammar: An Introduction to Semantics* Cambridge, Mass: MIT Press.
Love, Nigel (ed). 1990. *The Foundations of Linguistic Theory* London: Routledge & Kegan Paul.
Viegas, E (ed). 1999. *Breadth and Depth of Semantic Lexicon* Dordecht: Kluwer.
Ullmann, S.1951. *The Principles of Semantics* Glasgow*:* Blackwell.
Austin, J.L. 1962 *How to Do Things with Words* Oxford: Oxford University Press.
Carston, Robyn. 2002. *Thoughts and Utterances: The Pragmatics of Explicit Communication* Oxford: Blackwell.
Facchinethi, R (ed).2007. *Corpus Linguistics & 25 years on* New York/Amsterdam:Roaopi.
Jackson, F and Smith, M (ed).2005. *Oxford Handbook of Contemporary Philosophy* Oxford: Oxford UP.
Kepa Korta and John Perry .2006. 'Pragmatics'. In *The Stanford Encycloedia of Philosophy.*
Leach, Geoffrey N.1983. *Principles of Pragmatics* London: Longman
Levinson, Stephen C .2000. *Presumptive Meanings: The Theory of Generalized Conversational Implicature* Boston: MIT Press.

5.   Sociolinguistics & Anthropological Linguistics

This course combines the relationship of language with society and culture. It looks at how language is used in society and how it expresses, constructs and reinforces social reality and the perceptions people have about it. Basic notions like varieties of language, language and identity, language and gender, language and class etc., are taught from a theoretical point of view.

Linguistic anthropology (or anthropological linguistics) is the study of languages in a culture. Some of the themes in the subject overlap sociolinguistics but some of the data used by the pioneers of this academic sub-discipline was supplied by anthropologists and, therefore, the subject is of interest to anthropologists. The main themes of interest are: kinship systems and whether linguistic notions can be used to study them; whether language determines, or influences, worldview; what colour terms exist in different languages and whether the material development of a culture is related to the development of these terms; how politeness is express in different languages and cultures; how gender is encoded and expressed through language and, in general, what relationships exist between language and power.

The specific subjects which will be covered are:

(a) Meaning of sociolinguistics
   (a) Popular terms: second language, mother tongue, multilingualism, lingua franca, bilingualism, foreign language, accent, dialect.

(b) Varieties of Language According to User
   (b) The challenges in drawing a cut between language and dialect
   (ii)   Geographical variation of language
   (iii) Social variation of language: social class, ethnicity, age, gender and education

© **Language Variation According to Use**
   (i)   Modes of discourse
   (ii)   Register
   (iii) Slang/jargon
   (iv) Standard and non-standard language

(d) Language Planning and Language Policy
   (i)   What does language planning entail?
   (ii) How is planning language unjust
   (iii) Social and political motivations for language planning

(e) **Language and Culture**

   (i)   The significance of language in anthropology
   (ii)   The social construction of cultural reality through language
   (iii) Linguistic relativity (Sapir-Whorf Hypothesis)
   (iv) Language and Kinship terms (Claude Levi-Strauss etc)
   (v)   Colour terms in language
   (vi) Politeness phenomenon in languages (V/T)

(vii) Keywords and culture
(viii) Variation in speech
(ix) Language and culture through key terms
(x) Literacy and orality
(xi) Linguistic relativism, linguistic determinism
(xii) Identity, linguistic imperialism and language rights

(f) **Language Contact**
   (i) Code switching and code mixing
   (ii) Multilingualism and diglossia
   (iv) Language maintenance vs. language shift and language death
   (v) Pidgins and creoles
   (vi) Borrowing

Suggested Readings

Beard, A. 2004. *Language Change* London: Routledge
Coates, J.1993. *Women, Men, and Language: A Sociolinguistic Account of Sex* New York: Longman
Fairclough, N.1992. *Discourse and Social Change* Cambridge: Polity Press
Fasold, Ralph. 1984. *The Sociolinguistics of Society* Vol.1 Oxford: Blackwell
Fishman, J.A. 1971. *Sociolinguistics: A Brief Introduction* Rowley, Mass: .
Hodge, R. and Kress, G. 1988. *Social Semiotics* Cambridge: Polity Press
Hymes, D. (ed) 1964. *Language in Culture and Society: A Reader in Linguistics and Anthropology* New York
Joseph, J.2004. *Language and Identity: National, Ethnic, Religious* Basingstoke: Palgrave Macmillan.
Kress, G. 1989. *Linguistic Processes in Sociocultural Practice* 2nd (ed) Oxford: Oxford University Press
Meyerhoff, M. 2006. *Introducing Sociolinguistics,* New York and London: Routledge.R
Neumeger, Frederick. 1988. *Linguistics: The Cambridge Survey: IV: The Socio-Cultural Context* Cambridge: Cambridge University Press
Paulston, C.B (1997), *Epilogue: Some Concluding Thoughts on Linguistic Human Rights* in Hamel, R. and Fishman, J (Eds), International Journal of the Sociology of Language, Berlin: Mouton De Gruyter.
Rahman, Tariq. 1999.*Language, Education & Culture* Karachi: OUP
Salzmann, Z.1993. *Language, Culture and Society:An introduction to Linguistic Anthropology,* Boulder; Westview Press
Tollefson, J.W. (1991), *Planning Language,Planning Inequality: Language Policy in the Community,* London and New York, Longman.
Trudgill, Peter & Jenny Cheshire (eds). 1998. *The Sociolinguistics Reader.* Vol.1. London.
Trudgill, Peter 2000 (4th edition) Sociolinguistics: *An Introduction to Language and Society*, Harmondsworth: Penguin.

Suggested Readings for Anthropological Linguistics

A Durranti .2001. (Ed) *Key Terms in Language and Culture* Malden, MA: Blackwell.
Bauman, R. and J. Sherzer, Eds .1989. *Explorations in the Ethnography of Speaking, 2nd Edition* Cambridge: Cambridge University Press.
Carroll, J.B. (Ed) .1956. *Language, Thought and Reality: Selected Writings of Benjamin Lee*

Whorf. Cambridge, MA: M.I.T Press.

Duranti, A .1997. *Linguistic Anthropology* Cambridge: Cambridge University Press (LA)

Duranti, A.,& Goodwin, C (Eds).1992. *Rethinking Context: Language as an Interactive Phenomenon*. Cambridge: Cambridge University Press.

Gumpers, J.J. and D. Hymes .1972. *Directions in Sociolinguistics: The Ethnography of Communication*. New York: Holt, Rinehart and Winston.

Lucy, John A..1992. *Language Diversity and Thought: A Reformulation of the linguistic Relativity Hypothesis.* Cambridge: Cambridge University Press.

Mandelbaum, D.G. (Ed) .1949. *Selected Writings of Edward Sapir in Language, Culture, and Personality.* Berkeley and Los Angeles: University of California Press.

Silverstein, Michael and Greg Urban (Eds) .1996. *Natural Histories of Discourse.* Chicago, University of Chicago Press.

6. Psycholinguistics

The aim of this course is to introduce students to the study of Psychological factions which enable human beings to acquire, use, comprehend and produce language. The basic research question in this discipline is to find out how the human mind processes language. The process of language acquisition, speech perception, speech disorders especially among children, is also a major of interest.

The specific areas which will be covered are:

(a) The mind / brain and the neurological workings of the brain
(b) The cognitive processes which enable humans to generate meaningful sentences
(c) Child language and children's acquisition of language: Behaviourism, Nativism, Cognitivism, Social Interactionism & Order of acquisition.
(d) Aphasia and other verbal disorders
(e) Non-innovative techniques of brain imaging such as positron Emission Tomography (PET); Functional Magnetic Resonance Imaging (EMRI) etc.
(f) The mental lexicon
(g) Speech perception.
(h)
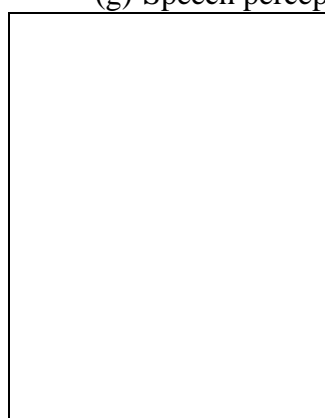
Suggested Readings

Aitchison, Jean. 1976. *The Articulate Mammal* London: Hutchison. Latest edition, 2007.

.

Carroll, D.2001. *The Psychology of Language* Beijing: Foreign Language Research Press

Teaching and

Chomsky, Noam. 2002, *New Horizons in the Study of Language and Mind* Cambridge:
Garman, M.2002. *Psycholinguistics* Beijing: University Press.

Harley, Trevor. 2008. *The Psychology of Language: From Data to Theory* 3rd edition. Hove: Psychology Press.
Osherson, D. (General Editor). 1995. *An Invitation to Cognitive Science* (2nd ed), Vol.1: *Language*. Gleitman et al., L. & Liberman, M. (Editors). Cambridge, MA:A Bradford
Rayner, K and Pollastek, A. 1989. *The Psychology of Reading* New York: Prentice Hall. Pinker,
Steven Pinkers. 1994. *The Language Instinct.* New York: William Morrow.
Steinberg, Danny, D. and Sciarini, Natalia. 2006. *Introduction to Psycholinguistics* 2nd ed. London: Longman

7. Research methodology I & II

The aim of this course is to familiarize students with:

(i) Elementary methods of social science research
(ii) The presentation of results (writing of research reports, papers Dissertations and monographs)

Methods of Social Sciences Research

(a) Research design and preliminary steps towards research
(b) Observation
(c) Hypothesis formation
(d) Operationalization-variables
(e) Verification-validity
(f) Questionnaires, schedules and interviews
(g) Sampling random and non-random
(h) Simulation
(i) The use of primary and secondary sources in research
(j) Ethnographic research methods
(k) Focused Groups Discussion (FGD)

The Presentation of Results

(a) Results may be presented in the form of research reports, papers, discussions, monographs and books. Students will be taught the basic principles of writing research report and papers under the following heads. Literature survey; clear exposition of the research problem, Hypothesis and its operational definition; the use of sources and how to refer to them, the language of research reports; some Do's and Don'ts of research writing; the endnote/footnote methods of documentation; the author data method of documentation; how to prepare a bibliography, proof reading and editing.
(b) Students will also be introduced to basic statistical concepts used in quantitative research. The idea is to equip them with enough statistical skills to use the sampling methods, test hypothesis and find mean, median, mode etc.

Suggested Readings

Bryman, Alan. 2004. *Social Research Methods*, Oxford University Press,
Chicago University 1992.*Chicago Manual of Style*.
Flower, Floyd J. 1993. *Survey Research Methods* London:Saga Publications.
Gibaldi, Joseph and Achtert. Walter S.1995. *Modern Language Association Handbook for writers of Research papers* New York: MLA.
Gilreath, Charles L. 1984. *Computerized Literature Searching* London & Boulder: Westview Press.
Goode, William J. and Hatt, Paul K.1952. *Methods in Social Research* New York:McGraw Hill Ltd. London:St.Martini's Press.
Mc Neill, Patrick. 1985. *Research Methods* London and New York: Routledge
Nachmias, Chava and Nchmias, David.1981. *Research Methods in the Social Sciences*
Newman, P. and M.S.Ratliff.2001. *Linguistic fieldwork,* Cambridge; New York: Cambridge University Press
Popper, Kar. 1959. *The Logic of Scientific Discovery* London: Hutchinson,1980 edition
Sanford Labovitz and Robert Hagedom. 1985. *Introduction to Social Research,* New York:McGraw-Hill Book Coy.
Sunders, William B and Pinhey, Thomas K.1974. *The Conduct of Social Research,* New York ; Holt; Rinehart and Winston.
Sunford Labovitz and Robert Hagedom. 1985. *Introduction to Social Research,* New York:McGraw-Hill Book Coy. This ed.1990.

List of Optional Courses:

8. Corpus Linguistics

This course teaches how to analyze large collections of linguistic data (corpus) in order to discover linguistic help linguists' rules, characteristics and tent hypothesis. Such large collection help linguists make scientific statements about the behavior of language in certain parameters which provide insight into the research questions under investigation. The following areas will be studied in detail:

(a) Collection of large representative samples of language (corpus)
(b) Types of corpora
(c) Sizes of corpora
(d) Computer corpora
(e) The reverse lexicon
(f) Experimental techniques in corpus analysis
(g) Tagging a text
(h) Concordances
(i) Collocations (N-grams)

Suggested Readings

Charles F. Mayer *English Corpus Linguistics: An Introduction* Cambridge: Cambridge University Press
Facchinetti, R.2007. *Theoretical Descriptio and Practical Application of Linguistic Corpura* Verona: Qui Edit.
Svartvik, J, (ed). 1992 *Directions in Corpus Linguistgics* Berlin: Monton de Gruyter.

Mc Erery, Tony and Andes Wilson. 1996. *Corpus Linguistics: An Introduction* Edenburgh:Edenburgh University Press.
Facchinethi, R (ed).2007. *Corpus Linguistics & 25 years on* New York/Amsterdam:Roaopi.

9. Educational Linguistics in Pakistan

This course introduces the students to the role of language in education. While a major area of interest is in the medium of instruction there is also work on other aspects of education as related to language. These include second language learning and adult education as well as experiments conducted on immersion studies and the grammar-translation method.

The specific subjects to be studied are as follows:

(a) Language and education
(b) Bernstein's theories (restricted and elaborated codes)
(c) Varieties of language and educational handicap
(d) Additive and subtractive bilingualism
(e) Language and education debate in the world
(f) The medium of instruction debate in British India
(g) The medium of instruction debate in Pakistan
(h) History of language-learning in Pakistan and North India
(i) History of educational and language policy in Pakistan

Suggested Readings

Apple, M and Christian-Smith, L (ed) 1991. *The Politics of the Textbook* New York: Routledge.
Gee, J.P. 1996. *Social Linguistics and literacies* 2nd edition. New York, Routledge.
Liddicoat, Anthony J. (ed).2007. *Issues in Language Planning and Literacy* Clevedon: Multilingual Matters Ltd.
Mansoor Sabiha, 2005, *Language Planning in Higher Education: A Case Study of Pakistan* Karachi: Oxford University, Press.
Rahman, Tariq.1996. *Language and Politics in Pakistan* Karachi: Oxford University Press. Latest edition, 2007.
--------.2004. *Denizens of Alien Worlds* Karachi: Oxford University Press, 2006 edition.
_____2002.*Language, Identity and Power: Language-Learning Among the Muslims of Pakistan and North India* Karachi: Oxford University Press.
Ramanathan, Vaidehi. 2005. *The English-Vernacular Divide* Clevedon: Multingual Matters..
Skutnabb-Kangas, Tove. 2000. *Linguistic Genocide in Education or Worldwide Diversity and Human Rights* Mahwah, N.J: Lawrence Erlbaum.
Tollefson, J and Tsui, A. 2004. *Medium of Instruction Policies: Which Agenda? Whose Agenda?* Mahwah, N.J: Laurence Erlbaum.
Wiswanathan, G 1989. *The Masks of Conquest* New York: Columbia University Press.

10. Language Policy and Politics

The aim of this course is to examine the link between Language, Policy and Practices and Power. Both ethnic and nationalist policies will be part of the examination. Basic concepts like language planning, power dimensions of power, national language, official language etc will be introduced and then specific topics given below will be studied in detail:

(a) Language policy and language planning
(b) Language Practices and Policies in Mughal India
(c) British language policies and their consequences for Pakistan
(d The Hindi-Urdu controversy and the Pakistan movement
(e) The Bengali language movement
(f) Language and ethnic politics in Pakistan, the Sindhi, Pashto, Siraiki, Balochi and Punjabi language movements
(g) The medium of instruction debate in Pakistan
(h) Language vitality and language death in Pakistan

Suggested Readings:

Cooper, Robert L. 1989. *Language Planning and Social Change, Cambridge: Cambridge*
King, Christopher R. 1994, *One language, Two Scripts: The Hindi Movement in Nineteenth Century North India.* Bombay: Oxford University Press.
Pollock, Sheldon (ed) *Literary Cultures in History* Berkeley: University of California Press. 2003
Rahman, Tariq. 1996 *Language and Politics in Pakistan,* Karachi: Oxford University Press. Latest edition, 2007.
Rai, Amrit. 1984. *A House Divided: The Origin and Development of Hindi-Urdu* New Delhi: Oxford University Press, 1991.
Singh, Rajendra. 1995. *Linguistic Theory, Language Contact, and Modern Hindustani* New York: Peter Lang.

Dissertation

A dissertation on any field of linguistics, applied linguistics or the relationship of language with culture, society, politics, education or history between 18, 000 to 20, 000 words will be submitted by the students. In rare cases, if faculty is not available or some other reasons, two additional courses instead of the dissertation may be offered. Other guidelines are as follows:

1. Meeting regarding the titles of theses and submission of research proposals at a date to be given from time to time.

2   Allocation of Supervisors.

3   Presentation of Research Proposals before the Research Committee

5. Tutorial schedule with supervisors.

6. Sharing the BNU format/APA 6th Edition.

7. Date of final submission to be given from time to time. Total three copies to be submitted by the student (two with student and supervisor name and third one is without names for external examiner)

8. Penalty for late submission: fine of Rs: 100 a day may be charged.

9. Four weeks will be given to the internal examiner for checking

10. Dissertation to be checked for plagiarism by running it through the software. Plagiarized theses will not be forwarded to the external examiner and the student will be penalized.

Word Limit of The M.Phil Research Thesis

Total word limit = 18,000 to 20,000 words

(APA Format 6th Version)

1   Introduction = 1500-2000 words

2   Literature Review = 4000 words

3   Research Methodology = 2500 words

4   Results (including data analysis) = 3000 words

5   Discussion = 6500 words

6   Recommendations = 1000 words

7   Conclusion = 1000 words

Total Number of Words = 18000 to 20000 words

Format of the M.Phil Research Thesis

1   Title Page: outside & inside (attached with the email)

2   Order of table of contents, acknowledgment, abstract

3   List of tables, list of figures

4   Introduction

5   Literature Review

6   Research Methodology

7   Results

8   Discussion

9   Conclusion

10 Recommendations

11 References / Bibliography

12 Appendices

Annexure B

Name:	Dr. Tariq Rahman
Personal:	Address: 338 GG Sector, DHA-4, Lahore (Temporary), Mobile No: 0321-5075922 , E-mail: drt_rahman@yahoo.com
Experience	2012 -2013 (Jun-Sept) Humboldt Research Awardee, Centre for South Asian Studies, University of Heidelberg, Germany.2011 Sept Dean, School of Education and From Sept 2014, Dean School of Liberal Arts and Social
	Sciences, Beaconhouse National University, Lahore
	2010 Jun-Jul DAAD Visiting Research Fellow, University of Heidelberg, Germany.
	2010 April Professor Emeritus, National Institute of Pakistan Studies, Quaid-i-Azam University, Islamabad, Pakistan
	2010 Jan-Mar Visiting Fellow, Oxford Centre for Islamic Studies, University of Oxford, UK.
	2007 July Tenured Professor.
	2007 June Director, National Institute of Pakistan Studies, QAU
	2004 Sept-June 2005 Quaid-i-Azam Scholar on Pakistan Studies, University of California,
	Berkeley
	2004 Jan Distinguished National Professor for life
	2003 Jan Quaid-i-Azam Professor, Chair on Quaid-i-Azam and Freedom Movement (NIPS),
	Quaid-i-Azam University Islamabad
	2002 Feb-Mar Visiting Professor at the Center of International Studies, University of Castellon, Spain
	2000-ept-Oct Professor of Linguistics and South Asian Studies, NIPS, QAU American Institute of
	Pakistan Studies Lecturer at UT Austin, University of Pennsylvania, Michigan at Ann Arbor and MIT.
	1999 Sept-Oct Guest Professor at the University of Aarhus, Denmark.
	1990-2000 Associate Professor of Pakistani linguistics, NIPS, QAU.
	1996-1999 Research Adviser, Sustainable Development Policy Institute, Islamabad
	1992 Professor of Linguistics, University of Sana'a (Yemen).
	1987-1990 Professor of English and Linguistics and Chairman of the Department, University of Azad
	Jammu & Kashmir, Muzaffarabad.
	1985-1987 Associate Professor of English literature, University of Peshawar.

	1982 onwards Given talks, interviews, lectures, seminars on Radio, T.V and other fora. 1981-1985 British Council Research Scholar, University of Sheffield, U.K. 1979 onwards Contributing columns, articles, book reviews and short stories to English newspapers. 1978-1981 University Grants Commission Research Fellow, University of Karachi, Dept. of English. 1970-1978 Cadet and Officer in the Armoured Corps & Education Corps of the Pakistan Army. (appointed adjutant, squadron commander etc)
Honors and Awards	1. Merit scholarship in matriculation examination (1965-67). 2. Gold medal awarded in M. A (Political Science, 1975, Punjab University). 3. Gold medal awarded in M. A (Political Science, 1978, Peshawar University). 4. British Council scholarship for M.A and Ph.D in the UK (1980-85). 5. Bursary by the University of Sheffield for research visit to the University of Texas, Austin (1983). 6. Overseas Development Association scholarship for M.Litt in linguistics in the UK (1988-89). 7. Senior Fulbright Fellowship, UT Austin (1995-96). 8. Pitras Bukhari Award for Best Book in the year 1997 in English given by the Pakistan Academy of Letters on *Language and Politics in Pakistan* (1996). 9. National Book Foundation, 2nd Prize for *Language and Politics in Pakistan,* under the scheme 'Award to authors of books on natural science and three social sciences 1995-6 & 1997. 10. HEC Distinguished National Professorship (2004 onwards). 11. Pride of Performance for research conferred by the President of Pakistan (2004). 12. HEC Lifetime Achievement Award, 2009. 13. HEC Best research article award, 2009. 14. Research fellowship, Oxford Centre for Islamic Studies, University of Oxford, England (2010).

	15. DAAD fellowship at the University of Heidelberg, Germany (2010).
	16. Professor emeritus title for life conferred, National Institute of Pakistan Studies, Quaid-i-Azam University, Islamabad.
	17. Humboldt Research Award, Germany (2012).
	18. Sitara-i-Imtiaz for research conferred by the President of Pakistan (2013).
	19. The award of D.Litt (higher or senior doctorate) by examination of published work, University of Sheffield (2014).
Memberships	NIL
Graduate Students Postdocs	Doctoral (one thesis has not been counted as it was not in my areas of expertise. For details of it see my detailed bio-data). 8.1.1. Naureen Talha, 'Economic Factors in the Making of Pakistan', Ph. D Thesis, Quaid-i-Azam University, Islamabad. 1985. 8.1.2 Sabiha Mansoor, 'The Role of English in Higher Education in Pakistan', Ph. D University of Reading, U.K, 2002 [As co-supervisor in Pakistan]. 8.1.3 Khwaja Rehman,'Language-shift in the Neelam Valley; a Case Study of the Kundal Shahi Language', QAU, 2012. 8.2 M. Phil 8.2.1 Ijlal Hussain Shah, 'The Pragmatics of Formality and Politeness in Burushaski and Shia', M. Phil, QAU, 1994. 8.2.2 Sajid Awan, 'Divergent Attitudes and Fertility Trends in Pakistan', M. Phil, QAU, 1997. 8.2.3 Azmat Ullah Raja, 'Hamood-Ur-Rehman Commission Report: An Analysis', M. Phil, QAU, 2003. 8.2.4 Hafsa Naveed, 'Intellectual Biography of a School Teacher: Mr Bashiruddin', M.Phil Dissertation, 2011-12, Beaconhouse National University, Lahore. 8.2.5 Asma Iqbal, 'Emergence of Contemporary Islamic Schools in Pakistan: a Case Study of Lahore', M.Phil Dissertation 2011-12, BNU, Lahore. 8.3 M.Sc 8.3.1 Mariam Durrani, 'Impact of Modernization on Hindko', M.Sc Anthropology, QAU, 1995.

Name:	Dr. Qaisera Ashraf Sheikh
Personal:	Beaconhouse National University, 13 Km Raiwind Road, **Lahore – Pakistan** **Tel: (092-042) 35441400** Email ID: qaisera.sheikh@bnu.edu.pk **Tel: (092-042) 35441400** qaiserasheikh@bnu.edu.pk
Undergraduate Students Honor Students	8.3.2 Najia Hyder, 'Language as a Means of Influencing Power', M.Sc Anthropology, QAU, 1995. 8.3.3 Yaqub ul Hasan, 'Azad Kashmir Mein Kashmiri Zaban ke Masail aur us ka Mustaqlil' [Urud: The Problems and Prospects of Kashmiri in Azad Kashmir] M.Sc, Allama Iqbal Open University, 1991. NIL NIL
Service Activity	NIL
Brief Statement of Research Interest	Islamic Militancy in Pakistan
Publications	17 books, 21 contributions to reference books/ encyclopedias, 29 chapters in books, 99 articles and 18 book reviews in scholarly journals on literature language, history, politics and education. [See Appendix A for details]. Weekly newspaper columns, book reviews in newspapers, reports, occasional papers from organizations etc have been listed in complete CV (www.tariqrahman.net).

Experience	
	1. Associate Professor & Head, Department of Linguistics, School of Education, Beaconhouse National University, September, 2012 to date.
	Responsibilities include 9 credit hours of teaching per semester, review of courses, coordinating with visiting faculty, making semester teaching schedule and managing the smooth running of scheduled classes.
	Member Course Review committee; admission Committee; member, English Language Unit Faculty committee and Member, Board of Studies; Chairperson, Accreditation Committee for Teacher Education Courses at School of Education, Beaconhouse National University.
	2. Associate Professor & Head, Department of Teacher Education. School of Education, Beaconhouse National University, 2010 to August, 2012.
	Responsibilities include looking after four post graduate programmes , 9 credit hours of teaching per semester, review of courses, coordinating with visiting faculty, making semester teaching schedule and managing smooth running of scheduled classes
	3. Associate Professor & Head, Department of Applied Linguistics Kinnaird College for Women, Lahore.
	Responsibilities included teaching Applied Linguistics, English Literature and English Language Teaching to Masters' and M Phil classes. Administrative responsibilities of looking after a post-graduate department including making semester schedules, arranging for visiting faculty, conduct of examination, making timetables and preparing vouchers for course payments. At the undergraduate level I was responsible for teaching English Literature and English Compulsory to different semester's students.
	I was member of the Course Designing Committee after the introduction of Semester System at Kinnaird College in 2005. I was also member of the Selection Committee, admission Committee and Discipline Committee.
	4. Assistant Professor of English, Lahore College for Women, (1989-1995).
	Responsibilities included teaching Applied Linguistics, English Literature and English Language Teaching to Masters' and undergraduate classes.
	Member Admission committee, result tabulation committee and discipline committee.
	Lecturer in English, College of Home Economics, Lahore.(1986 – 1989).
	Responsibilities included teaching English Literature and English Language Teaching to B Sc Home Economics undergraduate students.
	6. **Lecturer in English, Faculty for Arts for Girls, Riyadh, Saudi Arabia. (1981-1986).**
	7. **Subject Specialist in English, Education Extension Centre, Lahore. (1979 – 1980)** Designed and conducted short courses for public sector school teachers for teaching English as second language
	8. **Lecturer in English, Kinnaird College for Women, Lahore. (1973-1978)**
	9. **Lecturer in English Government College for Women, D.G. Khan.(December,1972).**
Honors and Awards	1. Mawbray Velte Gold Medal in BA Honours for First Position in Punjab University, 1970.
	2. First Position in MA (Post Honours) in English Literature in Punjab University, 1972.
	3. Awarded The British Council scholarship to study in UK during 1975-1976.

Memberships	Permanent Member of the Selection Board, Lahore College for Women University
	Member, Board of Studies, School of Education, Beaconhouse National University.
	Member, Board of Studies, Gujranwala Institute of Future Technologies (GIFT),Gujranwala
	Member of Committee on preparation of MA Linguistics Syllabus, University of the Punjab.
	Member of Syllabus Committee for MA Applied Linguistics and English Language Teaching, Kinnaird College for Women.
	Member, Board of Studies, Department of Education, Virtual University, Lahore.

Graduate Students Postdocs Undergraduate Students Honor Students	Listsupervisionofgraduatestudents,postdocsandundergraduatehonorsthesesshowing:

Years	Degree	Name
2009-10	MA ELM	Asma Tanvir
2009	MA TESL	Nauman Akhter
2009-10		Mahwish Raza
2010-11	M Phil Education	Roma Daniel
2010-11	M Phil TESL	Samina Rafique
2011-12	M Phil Education	Gul-e-Saba
2011-12	M Phil TESL	Shakeel Amjad
2011-12	M Phil TESL	Syeda Sarah Batool Gardezi
2011-12	M Phil TESL	Muhammad Aslam
2012-13	M Phil Education	Naeem Naveed
2012-13	M Phil ELM	Tariq Zafar Mansuri
2012-13	M Phil TESL	Sadia Usman Khan
2012-13	M Phil TESL	Tayyaba Khan
2012-13	M Phil TESL	Uzma Saleem
2012-13	M Phil TESL	Samira Malik
2013-14	M Phil TESL	Samina Hameed
2013-14	M Phil TESL	Farida Quddsia
2013-14	M Phil Education	Hira Ijaz
2013-14	M Phil ELM	Shazia Humayun
2014-15	M Phil TESL	Adnan Yousaf
2014-15	M Phil TESL	Murtaza Malik
2014-15	M Phil TESL	Naveed Rafique

Maliha Sherwani   Attitude & perceptions of pre-service teachers of the rural areas towards teacher training/learning English

Qaisera A. Sheikh(Supervisor)

Syeda Sarah Batool Gardezi   Promotion of gender protype in English text books for classes 1-K of Punjab Text Book Board

Qaisera A. Sheikh(Supervisor)

Farhat Khannam Gender differences in language learning among Intermediate students of Public and Private sector colleges

Qaisera A. Sheikh(Supervisor)

Muhammad Aslam   Teaching Second Language pragmatics

Qaisera A. Sheikh (Supervisor)

Service Activity	Faculty in charge of community service of MA students at SOS Village, Lahore.
Brief Statement of Research Interest	My research interests include faculty development, Semantics, Phonetics and Phonology, World Englishes, Pakistani English and Literature by Pakistani writers in English,
Publications	Segment the list under the following standard headings: Articles published by refereed journals. 1. Sheikh,Q,A.(2012) " An Analysis of the Vowel Sounds of Pakistani English. Bulletin of Education & Research,Lahore. 2. William,I .(Ed.) Sheikh, Q.A. Contributer)(2008) *Human Rights through English Language Teaching.* Karachi Oxford University Press. 3. Sheikh,Q,A.(2004)" Appraisal and its Role in the Professional Development of Teaching Practitioners." In Mansoor (ED.), *Language Policy, Planning and Practice; A South Asian Perspective.* Karachi:OUP. 4. Sheikh,Q. et al (2008) :" Nativization of English in Malaysia, Pakistan, Philippines and Singapore,". Paper presented at 2008 International Conference and General Meeting, Linguistics Society of Philippines on 29th April, 2008. proceedings) 5. Apersorextendedabstractspublishedinconferenc.(refereedonthebasisofabstract e 6. Presented a paper on "The Impact of Professional Development on the Instructional Practices of College Teachers" at the 10th Asia TEFL Conference held in Delhi, India, 2012. Abstract published. 7. Presented a paper, titled" Analysis of Media Discourse" at the First International Conference on Linguistics in a Developing World, held in Lahore on 12-13 January,2013.

Name:	Shabana Ahmed
Personal:	Address: 497 E – Canal Bank Road Lahore Pakistan Mobile : 0345-3284764 Email : shabana.ahmed@bnu.edu.pk
Experience	**Assistant Professor & Head, Department of Teacher Education** **(September 2012 – Present)** School of Education (SE), Beaconhouse National University (BNU) Lahore **Assistant Professor & Coordinator, Teaching English as a Second Language (TESL)** **Programme** **(January 2007 – September 2012)** School of Education (SE), Beaconhouse National University (BNU) Lahore **Assistant Professor** **(August 2005 – December 2006)** Centre of English Language Aga Khan University, Karachi **Senior Instructor** **(June 2000 – August 2005)** Centre of English Language Aga Khan University, Karachi **Lecturer and then Assistant Professor at PAF Degree College, Faisal (1995 – 2000)**
Honors and Awards	
Memberships	• Member and Secretary, University Research and Publications Committee • Member Online English Language Learning Committee • Member Asia TEFL
Graduate Students Post docs Undergraduate Students Honor	Supervised MA/MPhil Dissertations : 24 Year 2009-2015

Brief Statement of Research Interest	Service to Institutions/Organisations External to the Institute of Affiliation
	1. Member Higher Education Commission – National Committee on English Sub-committee on Research and Publication (2005 – 2010)
	2. Have been involved in the development of a textbook for class XI and XII with the Sindh Text book Board
	3. Examiner for Karachi University for graduate classes

- Responses in an English as a Second Language Class
- Relative Effects of Explicit and Implicit Corrective Feedback on Second Language Acquisition during Incidental Focus on Form
- Successful Women Educators of Punjab (project funded by Government of the Punjab)
- A Survey of Faculty Development Practices in Higher

Self Assessment Report
(Rubric Form)

Beaconhouse National University

School of Education
MPhil. Linguistics

Prepared by: Program Team of SE

Presented by: Quality Assurance Department

Criterion 1 - Program Mission, Objectives and Outcomes	Weight = 0.05				
	Score				
	5	**4**	**3**	**2**	**1**
Does the program have documented outcomes for graduating students?	5				
Do these outcomes support the program objectives?	5				
Are the graduating students capable of performing these outcomes?		4			
Does the department assess its overall performance periodically using quantifiable measures?	5				
Is the result of the program assessment documented?	5				
Total Encircled Value (TV)	**24**				
Score 1 (S1) = {TV / (No. of Questions * 5)} * 100 * Weight	**4.80**				

Criterion 2 - Curriculum Design and Organization	Weight = 0.20				
	Score				
	5	**4**	**3**	**2**	**1**
Is the curriculum consistent?	5				
Does the curriculum support the program's documented objectives?	5				
Are theoretical background, problem analysis and solution design stressed within the program's core material	5				
Does the curriculum satisfy the core requirements laid down by respective accreditation bodies? (Refer to appendix A of the Self Assessment Report Manual)	5				
Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies? (Refer to appendix A of Self Assessment Manual)	5				
Does the curriculum satisfy the general education, arts and professional and other discipline requirements as laid down by the respective body / councils? (Refer to appendix A of Self Assessment Manual)	5				
Is the information technology component integrated throughout the program?	5				
Are oral and written skills of the students developed and applied in the program?	5				
Total Encircled Value (TV)	40				
Score 2 (S2) = {TV / (No. of Questions * 5)} * 100 * Weight	**20.00**				

Criterion 3 - Laboratories and Computing Facilities	Weight = 0.10				
	Score				
	5	4	3	2	1
Are laboratory manuals / documentation / instructions etc. for experiments available and ready accessible of faculty and students?		4			
Are there adequate number of support personnel for instruction and maintaining the laboratories?	5				
Are the University's infrastructure and facilities adequate to support the program's objectives?	5				
Total Encircled Value (TV)	14				
Score 3 (S3) = {TV / (No. of Questions * 5)} * 100 * Weight	**9.33**				

Criterion 4 - Student Support and Advising	Weight = 0.10				
	Score				
	5	4	3	2	1
Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	5				
Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5				
Does the University provide academic advising on course decisions and career choices to all students?	5				
Total Encircled Value (TV)	15				
Score 4 (S4) = {TV / (No. of Questions * 5)} * 100 * Weight	**10.00**				

Criterion 5 - Process Control	Weight = 0.15				
	Score				
	5	4	3	2	1
Is the process to enroll students to a program based on quantitative and qualitative criteria?	5				
Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5				
Is the process to register students in the program and monitoring their progress documented?	5				
Is the process above periodically evaluated to ensure that it is meeting its objectives?	5				
Is the process to recruit and retain faculty in place and documented?	5				
Are the processes for faculty evolution & promotion consistent with the institution mission?	5				
Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5				
Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5				
Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	5				
Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	5				
Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	5				
Total Encircled Value (TV)	55				
Score 5 (S5) = {TV / (No. of Questions * 5)} * 100 * Weight	15.00				

Criterion 6 – Faculty	Weight = 0.20				
	Score				
	5	4	3	2	1
Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	5				
Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?		4			
Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	5				
Do the majority of faculty members hold Ph.D. degree in their discipline?	5				
Do faculty members dedicate sufficient time to research to remain current in their disciplines?		4			
Are there mechanisms in place for faculty development?			3		
Are faculty members motivated and satisfied so as to excel in their professions?			3		
Total Encircled Value (TV)	29				
Score 6 (S6) = {TV / (No. of Questions * 5)} * 100 * Weight	16.57				

Criterion 7 -Institutional Facilities	Weight = 0.10				
	Score				
	5	4	3	2	1
Does the institution have the infrastructure to support new trends such as e-learning?	5				
Does the library contain technical collection relevant to the program and is it adequately staffed?		4			
Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5				
Total Encircled Value (TV)	14				
Score 7 (S7) = {TV / (No. of Questions * 5)} * 100 * Weight	9.33				

Criterion 8 - Institutional Support	Weight = 0.10				
	Score				
	5	4	3	2	1
Is there sufficient support and finances to attract and retain high quality faculty?		4			
Are there an adequate numbers of high quality graduate students, teaching assistants and Ph.D. students?			3		
Total Encircled Value (TV)	7				
Score 8 (S8) = {TV / (No. of Questions * 5)} * 100 * Weight	7.00				

Overall Assessment Score = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 =   **92.03**