

Self-Assessment Report



Beaconhouse National University

School of Education

MPhil in Linguistics and Teaching English to Speakers of Other Languages (TESOL)

Prepared by: Program Team of SE

Presented by: Quality Assurance Department

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EXECUTIVE SUMMARY

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

In School of Education (SE), MPhil in Linguistics and Teaching English to Speakers of Other Languages (TESOL) was selected for the documentary evidence of self-assessment, evaluation and improvements. The aim of this documentation is to be candid about the progress of the department and to improvise what is essential for further achievements. 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 be able to conceive, design and conduct small scale research project and analyze the information with the help of a parameter set by HEC
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 performas with manual comprising of 8 criterions 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 12th April, 2019. 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 19th April, 2019.

The discussion agenda of exit meeting was the implementation plan that has 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 19th April, 2019 and approved 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 10 August,2019.

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.

Program Introduction:

M.Phil. in Linguistics and TESOL equips the participants with a thorough understanding of the basic concepts in linguistics and pedagogic knowledge needed for teaching a language. The programme aims to provide the participants with the tools and resources needed to develop knowledge of various areas of linguistics as well as English language teaching. It develops participants' knowledge about language, how it works and how it contributes to real life issues. The programme also helps participants develop an insight into current issues and key trends in second language learning and teaching in a range of contexts.

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

Each program must have a mission, measurable objectives and expected outcomes for graduates.

Outcomes include competency and tasks graduates are expected to perform after completing the program. A strategic plan must be in place to achieve the program objectives. The extent to which these objectives are achieved through continuous assessment and improvements are demonstrated.

Standard 1-1: The program must have documented measurable objectives that support Faculty/College and institution mission statements.

Mission Statement of University

“Fostering empowered and impactful global citizens in a merit-based, sensitive, inclusive, interdisciplinary, liberal arts environment”

Mission Statement of Program

To pursue excellence in the field of linguistics as well as English language teaching by developing a variety of skills which may lead the participants towards theory as well as practice of the significant aspects of human academic endeavor: education and language learning. The programme is committed to empowering the students by developing their understanding of the areas of linguistics as well as current trends and debates in ELT pedagogy and to enhancing their knowledge of a range of research traditions, methods and techniques relevant to their academic and professional development.

Program Objectives

The Objectives of the program are:

1. To equip the students with the knowledge of linguistics, its history and branches.
2. To provide the students with an understanding of phonology and phonetics.
3. To provide the students with the knowledge of semantics, syntax and morphology.
4. To provide the students with an insight into linguistic issues and solutions related to sociolinguistics.
5. To provide the students with a theoretical basis for their teaching practices and empower them with the most up to date and contemporary knowledge of English language teaching practices.

6. To provide the students with a theoretical basis and contemporary knowledge of English language testing and evaluation.
7. To acquaint the students with the current debates in language policy, planning and education.
8. To provide the students with the knowledge of Urdu language and literature along with the history of south Asia and the West through aural and visual media.
9. To provide students with the required knowledge and skill for conducting and writing research in the area of Linguistics as well as TESOL.

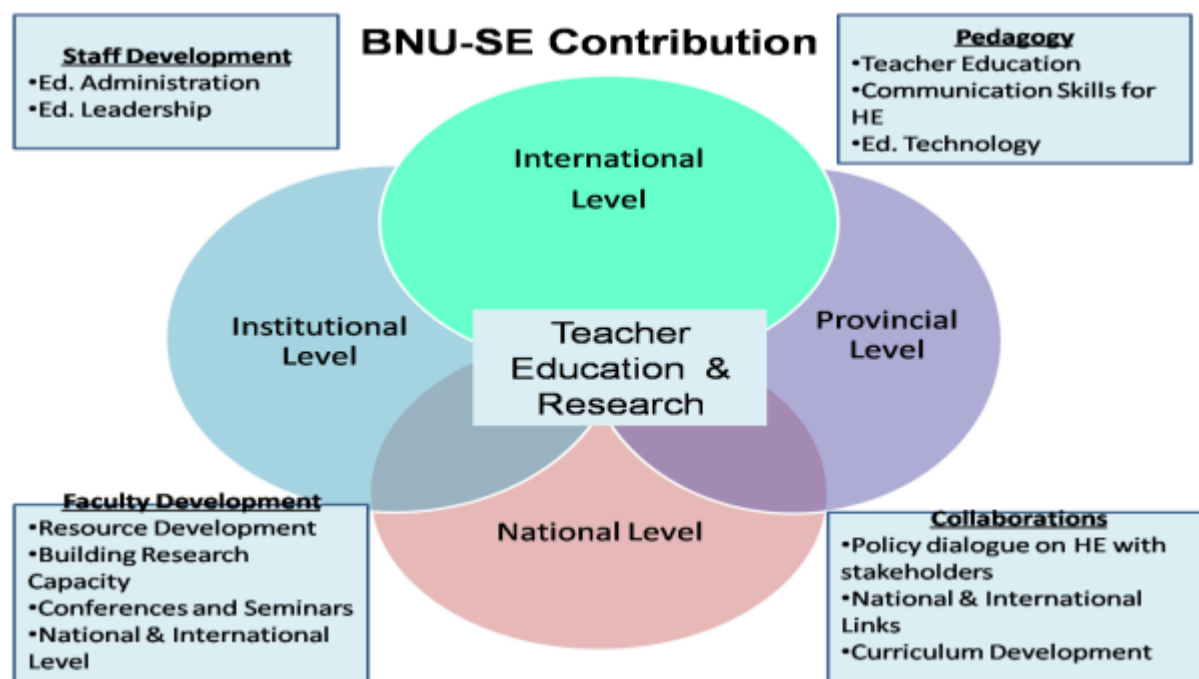
Part of SE's strategic plan in its vision 2020

The School of Education aims to become 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 enhancing 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.

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.



Main elements of the strategic plan to achieve program mission objectives

The school aims to achieve its plan with the help of following elements:

1. Curriculum design: MPhil Linguistics and TESOL program comprises some core and some optional courses. The core courses aim to ensure that all students complete courses that are considered essential for pursuing further in either the field of linguistics or English language teaching. The optional courses give students an opportunity to select from a breadth of courses which specifically interest them.
2. Concept building is achieved through assignments and projects that include extensive individual research work, giving students an opportunity to apply theoretical knowledge to practice.
3. In addition to the projects and research based assignments, students complete a 20,000-word thesis in the final year based on an original research proposal.
4. Most of the students are working teachers at various levels, so internships are not really needed.
5. The school frequently holds national and international conferences.

Program objectives assessment

The three bench marks for program objectives assessments are:

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

The programme was launched in September, 2018; 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.

PROGRAMME OUTCOMES

The program outcomes are the byproducts of the program objectives and are inter-related

Objectives	Outcome
1. To provide the students with the basic knowledge of the historical and theoretical background of linguistics, and its branches	1. The students demonstrate 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 provide the students with an insight into linguistic issues and solutions related sociolinguistics.	4. The students relate language with society and understand the effect that language has in various dimensions of the society.
5. To provide the students with a theoretical basis for their teaching practices and empower them with the most up to date and contemporary knowledge of English language teaching practices.	5. Students are able to combine theories and principles of English language teaching and learning, in the planning of overall programmes, curricula, syllabuses and individual lessons. 6. The students are able to design, develop and conduct language programmes and courses for a variety of contexts including academic, professional and general settings.

	7. They are able to critically evaluate different theoretical perspectives and related research and assess their implications to second language teaching, particularly in Pakistani context.
6. To provide the students with a theoretical basis and contemporary knowledge of language testing and evaluation.	8. Students are able to design, develop, critically analyze and evaluate different types of language tests.
7. To acquaint the students with the current debates in language policy, planning and education.	9. 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.
8. To provide the students with the knowledge of Urdu language and literature along with the history of south Asia and the West through aural and visual media	10. The students have the knowledge of genre, sub-genre, and themes of Urdu literature as well as the names of the authors and poets of Urdu. 11. They also have an idea of the role of modernity, socialism and western ideas on the development of Urdu literary culture. 12. The students understand the great classics of English and Urdu as well as the history of South Asia and the West.
9. To provide students with the required knowledge and skill for conducting and writing research in the area of Linguistics as well as TESOL.	13. Exhibit advanced critical abilities in developing a research project related to language learning and teaching. Students conduct quantitative/qualitative research in the identified research area

Programme Objectives	Programme Outcomes												
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	X												
2		X											
3			X										
4				X									
5					X	X	X						
6								X					
7									X				
8										X	X	X	
9													X

Table 4.2: Outcomes versus objectives

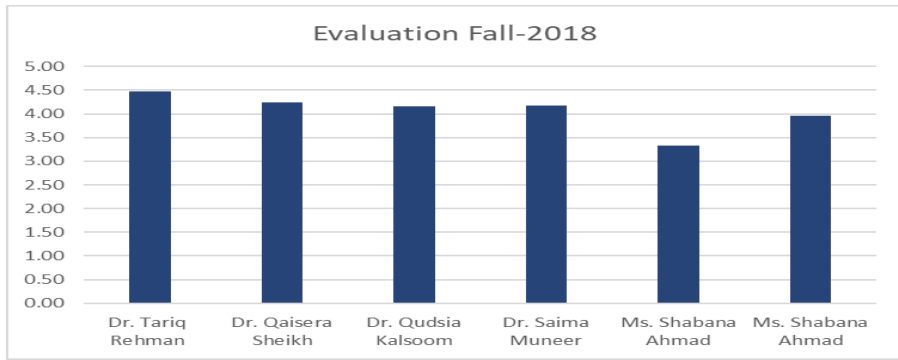
The numbers in the column correspond

with the objectives given in section. The numbers in the row correspond with the outcomes given above. The sign X under each outcome indicates the objective(s) that it supports.

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. #.	Name of Faculty	Course Code	Course Title	Evaluation
1.	Dr. Tariq Rehman	LIN-701	Intro to Linguistics	4.47
2.	Dr. Qaisera Sheikh	LIN-702	Phonetics and Phonology	4.24
3.	Dr. Qudisia Kalsoom	SE-712	Qualitative Research Methodology	4.16
4.	Dr. Saima Muneer	SE-711	Quantitative Research Methodology	4.17
5.	Ms. Shabana Ahmad	LIN-706	Sociolinguistics	3.33
6.	Ms. Shabana Ahmad	SE-713	Writing for Research Publications	3.95

Graphical Presentation



Weaknesses

1. Faculty usually have a heavy work load, therefore they do not get enough time for scholarly activities like research and publications.
2. There should be more emphasis paid on faculty development programs like paid leaves for faculty development academic programs.
3. Library should subscribe to more well known internationally recognized research journals.
4. Facilities for visiting faculty need improvement. Facilities like waiting lounge and access to internet and availability of computers for the visiting faculty will be useful for elevating the satisfaction level of visiting faculty.
5. The cost of long commuting way to campus is a discouraging factor for student intake.

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

MPhil Linguistics and TESOL was launched in September 2018; therefore, no prior data is available. The current figures have been enlisted:

Student Enrollment

Year	Enrollment
2018	9

Dean's Honour List

Year	No. of Students
2018 (Fall)	2

Faculty –Student Ratio

Year	Faculty –Student Ratio
2018	1:9

List of graduates

The first batch will graduate in December 2020; therefore, the data is not available.

Community Services:

Conference / Seminars

Serial No.	Title of the Conference / Seminars	Date & Year
1	Seminar on Emerging Scholarship by Pakistani Academics.	February 07 th 2019
2	Myths About Urdu: An exercise in Debunking, Deconstruction and Amendments.	November 14 th 2018
3	International Language Day (Punjabi)	February 21 st 2018

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

A. Title of the Programme

“MPhil Linguistics and Teaching English to Speakers of Other Languages (TESOL)”

B. Definition of Credit Hours

MPhil Linguistics and Teaching English to Speakers of Other Languages (TESOL) is a 33-credit programme comprising four semesters spread over two years.

According to HEC policy, one credit hour equals one hour of teaching per week in a fifteen-week semester.

C. Degree Plan

Semester	Course Type	Course Code	Course Title	Credit Hours
I	Core	LIN 701	Introduction to Linguistics	3
		LIN 706	Sociolinguistics	3
		LIN 702	Phonetics and Phonology	3
II	Core	LIN 703	Second Language Acquisition	3
		TE 704	Language Assessment and Evaluation	3
	Optional	TE 704	English for Specific Purposes	3
		LIN 705	Semantics and Pragmatics	
III	Core	SE 711	Quantitative Research Methodology	3
		SE 712	Qualitative Research Methodology	3

	Optional	SE 713	Writing for Research and Publication	3
		SE 714	World History Through Visual and Aural Media	
		SE 715	Urdu Language and Literature Through Visual and Aural Media	
IV		SE 717	Dissertation	6
			Total Credit Hours	33

Table 4.3: Curriculum course requirements

D. One-two page specification of each course:

Detailed course outline has been attached in Appendix A. See “Appendix A”

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

The complete matrix linking courses to program outcomes have been completed, showing how the program content (courses) meets the stated program objectives.

Course/Group of Course Title	Objectives								
	1	2	3	4	5	6	7	8	9
Introduction to Linguistics	X						X		
Sociolinguistics				X					
Phonetics and Phonology	X	X							
Second Language Acquisition					X				
Language Assessment and Evaluation						X			
English for Specific Purposes					X				
Semantics and Pragmatics			X						
Quantitative Research Methodology									X
Qualitative Research Methodology									X
Writing for Research and Publications									X
World History through Visual and Aural Media								X	
Urdu Language and Literature through Visual and Aural Media								X	

Table 4.4: Courses versus program outcomes

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

Elements	Courses
Theoretical Background	Introduction to Linguistics, Second Language Acquisition,
Problem Analysis	Language Assessment and Evaluation, Phonetics and Phonology, Sociolinguistics,
Solution Design	Quantitative Research Methodology , Qualitative Research Methodology , 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.

The program curriculum meets the requirements outlined by National Accreditation Council for Teacher Education (NACTE). The curriculum of the program has been designed keeping in view the guidelines of NACTE.

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

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 and Teaching English to Speakers of Other Languages (TESOL) program are of minimum three credits and maximum four credits (one credit equals 1 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 English language teaching and education. Approvals for any changes required are taken from the Board of Studies, Board of Faculty, 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.

Programme	Theoretical Background	Applied Knowledge	Research	Specialization
MPhil Linguistics and Teaching English to Speakers of Other Languages	6 Credit Hours	12 Credit hours	6 Credit Hours	9 Credit Hours

Total Credit Hours: 33

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 computer facilities. One of the focuses of the research courses is to familiarize the student with the use of statistical software for data analysis in the research component. PowerPoint presentations, computer based projects are also some of the modes of

assessment. The students are provided free access on campus to online data bases of research journals for conducting their research and for writing assignments.

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

During the programme, the students are acquainted with the norms of writing for research and publication. Students facing difficulty are given tutorials and workshops. The research methodology courses also focus on research writing. During the programme students take part in seminars, give presentations, make projects, and write assignment, research papers and reflective journals.

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

Information & Communication Technology Lab

The ICT lab is located in the School of Liberal Arts and Social Science Building. The aim of the lab is to provide ICT facilities required by the students as well as faculty for carrying out a number of academic and scholarly activities. The lab is equipped with twenty-five workstations and one laser printer. In addition, other ICT related equipment required by the students for research and academic activities is also available in the lab. This includes digital recorders, video cameras, video players, software and other computer programmes.

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

The ICT lab facilitates the students in performing lab exercises and projects relating to the course offered in Linguistics & TESOL. The instructions are not only available in hard copies, but the lab is manned by at least two-three lab assistants, who are always willing to help the students resolve their queries and other inadequacies regarding the use of ICT.

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 hardware and software in working, making sure 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 above are adequate to support the objectives of the MPhil Linguistics and TESOL programme.

CRITERION 4: STUDENT SUPPORT AND ADVISING

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 and TESOL is a two-year programme comprising 33 credits. All courses (core and elective) are offered once every year, giving the students an ample opportunity to complete their 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.

Majority of the courses in the programme are taught in a semester by individual faculty. Each course is of minimum 3 credits which equals to 48 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 students and access to academic advising must be available to make course decisions and career choices.

All programme related information is readily available to the students. At the start of every academic year the School holds an Open Day for prospective students. This gives an opportunity to the students to visit the campus, get all the required information and meet with the faculty. The school also prints flyers for each programme offered at the School of Education. These flyers contain important information regarding the programme, regarding the programme structure, courses and their credit hour breakdown. In addition, the university annually publishes a detailed prospectus describing the different programmes being offered

by the university.

Once the students join the program, the school holds an orientation day to familiarize the students with the university faculty, administrative staff, library, quality assurance procedures and examination rules and regulations. Every semester, the students are provided with a handbook. This handbook contains the course outlines, course objectives, class schedules, reading lists, assessment procedures and assessment guidelines.

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. The University strives for the excellence of its students with the effective interaction of the different schools.

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. The 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 defined standards are satisfied.

Standard 5-1: The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented.

PROGRAM 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.

Applicants must clear the SE admission test and interview to join any of the offered MPhil programmes.

Applicants must clear the in-house test designed according to the pattern of GAT (which may be merged with the admission test later if required).

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 and BNU regulations 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 and Board of Faculty meets once 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.

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. 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. The students have the online access to their academic performance through the built-in Campus Management System.

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 RECRUITMENT 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 the HR of the University 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 up to 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 also 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 HEC guidelines for faculty appointment. In event of promotion as Assistant Professor and Associate Professor, the Committee further forwards the case to HR department of BNU. Selection Board interviews the candidate and sends recommendation to Vice Chancellor for approval. In case of promotion as Associate Professor and Professor, then the case is forwarded to Selection Board which interviews the candidate and sends its recommendation to Board of the 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 designing. 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 Faculty 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 maintain files of 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 by the Examination Department to ensure that the student has fulfilled all requirements of the degree program. After ensuring that all requirements have been met then 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 are 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 courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D.in the discipline.

The following table indicates the program areas and number of faculty serving currently in each area. Faculty resume has been prepared in the pre-scribed format (attached as [Appendix B](#)) Information recorded in Table 4.6 and faculty member's resumes are sufficient to validate the given standard 6-1.

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	3	3	3	2
Linguistics	4	3	3	2
Applied Linguistics	3	3	3	2

Table 4.6: Faculty distribution by program areas

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 three courses which amounts to 9 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 on the behalf of University to pursue their professional development.

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

- Faculty members are provided with a pleasant working environment which contributes in teaching, supervision and practice in specialized fields. To facilitate teachers to get access to HEC National Digital Library, high tech computers and internet connectivity is provided to faculty members.
- 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.

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 are met.

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

ICT resource center ensures provision of a number of multimedia facilities and equipment for students and faculty to facilitate the use of latest pedagogic and learning trends both inside and outside the classroom.

All classrooms are fully equipped with multimedia and Internet to enable the faculty to deliver their lectures using quality teaching-learning aids of international standard.

A large number of online resources for scholarly and academic work are readily available for. The University have registration with the biggest online resources. 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 resources 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.

Physical Library situated has adequate 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.

The university has a library serving the faculty, students, researchers and staff. The library has a diverse collection of materials. Qualified and experienced professionals, all dedicated towards providing high quality, up to date services, manage the library. Library new building is approximately ready and library will be shifted in fall 2019. New library building includes Reference Section, Circulation Section, Technical Section and OPAC.

Professional Development

The librarians 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 Finance 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 Finance 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.

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.

Research Training Workshops

BNU Library is organizing research based training workshops for its users to facilitate them in their research projects.

Annual Report

The Librarian 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.

Books (print from)

Total:	15048
During 2018-19:	0541
Books (Electronic):	6000
Reports:	2254
DVDs:	1056
VHS:	626

Government Documents:

Pakistan Economic Survey 1980 to 2018-19

State Bank of Pakistan Report

All 5 years Plans (Soft Copy is also available)

Annual Plans (Soft Copy is also available)

50 Years Pakistan Statistics of Pakistan

Ten Years Perspective Development Plan 2001-11

Pakistan Education Policy

Pakistan Education Statistics 2007-2008

Pakistan Demographic & health Survey 2006-07

Punjab University Calendars

District Census Reports 1998

HEC Annual Reports

HEC Curriculums 2009, 2010

Judicial statistics of Pakistan Annual Reports

Vice Chancellor Reports

Punjab Development Statistics

Pakistan Engineering Congress Reports sessions 1983, 1984, 1985, 1992

Pakistan in the 21st Century: Vision 2030

Promise, Policy, Performance: Two Years of People Government 2008-2010

Library Budget

Annual Budget of BNU Library is Rs. 3.5 million

BNU Publications (Thesis)

Psychology	170
School of Education:	218
School of Mass Communication:	265
SSS-Economics:	25
School of Liberal Arts:	55
School of Visual Arts and Design	41
School of Architecture	167
School of Computer & IT	245
IPP Reports:	2008-16
The Maya Tree: Vol. 1	Fall 2009
Students Degree Shows:	Annually
Prospectus:	Annually
SVAD/SA Prospectus:	Annually
Faculty Catalogs	Arts Catalogs
Convocation Gazette:	1 st – 13 th
BNU Gazette (newsletter)	3 /years
Research Journals (Print)	18

BNU Library URL:

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

BNU Library has access on the following online research databases.

HEC Digital Library

ARTSTOR

JSOTR

ProQuest Dissertation & Theses

BRILL

EBRARY

IMF ELIBRARY

INSTITUTE FOR OPERATIONS RESEARCH AND THE

MANAGEMENT SCIENCE (INFORMS)

ROYAL SOCIETY -ROYAL SOCIETY JOURNALS

ONLINE

SIAM

SPRINGERLINK

TAYLOR & FRANCIS Journals

UNIVERSITY OF CHICAGO PRESS

WILEY-BLACKWELL JOURNALS

FREE MEDICAL JOURNALS

-

User Name Passwords

No username password for Jstore with in the campus

To Use Artstor username & password

students@bnu.edu.pk

Password: artstor1

faculty@bnu.edu.pk

Password: artstor1

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

Classrooms

All the classrooms are well lit and air conditioned as well as provided with the necessary equipment and furniture to ensure the provision of an environment conducive to learning. These include the following:

- Chairs and writing desks for the students
- Rostrum for the faculty to deliver lectures from
- White board
- Computer
- LCD display
- Internet connection

A large number of spacious classrooms are adequate for the students to make themselves comfortable in a safe learning environment.

Faculty Offices

All the faculty members are provided with individual offices, which are well lit and furnished with the following:

- A large writing desk and comfortable chair
- Chairs for visitors
- Telephone
- Computer
- Internet connection
- Book Shelf
- Cabinets with lock and key

A large number of furnished individual offices are adequate for the faculty's comfortable zone and professional working.

CRITERION 8: INSTITUTIONAL SUPPORT

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

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

Land

The total land area of Beaconhouse National University 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, which are all operational.

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 sqft was made operational in December 2013. The remaining buildings are at different stages of construction.

BNU Hostel

BNU is incrementally improving on its campus and facilities with the latest addition of a purpose-built on-campus accommodation to students with state-of-the art facilities within the safe and secure environment. The construction of the hostel is in its final stages and expected to be completed by the end of year 2019.

The on-campus boarding compound will be a 42,000 sq. ft. of segregated facility for girls and boys, each with a common room, a visitor's lounge, a laundry and a warden room. A separate facility to provide accommodation for international faculty is near completion.

Roads

BNU has an internal road network of 1.5 Km. This black top road ring links network & different academic and administrative buildings. Walkways on the sides of the Parking 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 –It 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 Open attention was paid to maintaining bio-diversity of the area. More than 50 % of the Spaces 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. 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.

Computer Labs

All computer labs with access to Internet, scanning and printing (color & b/w) from 9:00 am to 6:30 pm daily Monday to Friday.

Library

The BNU Library remains open from 9:00 a.m. – 6:30 p.m. daily, Monday to Friday and for a specific number of hours on Saturday as well. A full time librarian and assistants provide library information and access.

Sports Club

BNU encourages student participation in extracurricular activities and regularly hosts concerts, exhibitions, film screenings and other cultural events.

The Sports Club of BNU promotes sports activities among the students by organizing matches throughout the year among different departments as well as with other universities and colleges.

Cafeteria and Resource Center

The BNU cafeteria block is a three story well-furnished facility spread on 18000 sq. ft. area and with seating capacity for over 3000 persons at a time. The basement and the ground floor are completely operational while the upper ground floor is reserved for special occasions and gala buffet events.

A cafeteria quality assurance committee with representatives from faculty and management ensures maintenance of highest standards in quality and hygiene and diversity of cuisine at economical prices through surprise visits and regular in-person meetings with the cafeteria management and staff. Periodic medical health examination and diagnostic tests of chefs and waiters is conducted.

There are separate counters and stations for Fast Food, Pizza, Pakistani, Chinese, Open Kitchen, besides separate bars for Fresh Juices Milkshakes, Tea/Coffee provide a variety of hot and cold drinks. In addition, the café has a tuck shop for routine purchasable items.

The on-campus resource center caters to students' requirements for printing, stationary and photocopying services etc. Photocopying facilities are available at cost five days a week, 9:00 a.m. – 6:30 p.m. daily.

Student & Alumni Affairs

The Student Affairs Office under the Directorate of Student Affairs and External Relations coordinates with university's non-academic units for timely resolution of issues brought up by students (cafeteria, transport, hostels and related matters) besides providing support in holding co-curricular activities and ensuring students' co-curricular participation at events outside the university. It also maintains liaison with the university's alumni for their facilitation and assistance wherever needed.

The responsibilities of the department are as follows:

- a) Conduct orientation and guidance services for new entrants to acquaint them with University life and rules.
- b) Attend to student grievances and provide support for early resolution of student problems and issues.
- c) Support and facilitate co-curricular activities by student society's and clubs such as BNU Bestival, BNU Model United Nations (BUMUN) etc.
- d) Maintain the alumni network (graduate email database) and organize on-campus activities including meet-ups and homecomings.

Virtual Health Center

BNU offers a primary care facility to its students, faculty and staff through its on-campus Virtual Health Centre (VHC) in partnership between iHeal and Cloudclinic. The Clinic provides services of

regular checkup and basic medical screening to BNU faculty, staff and students. The Clinic is manned by trained nursing staff with the availability of an online panel of general physicians where patients can connect with them face-to-face in real-time via video screen upon request or requirement.

The purpose of VHC is to provide primary care on campus, screen for underlying risks for diabetes and hypertension, provide medical advice, monitor and manage basic health and refer to specialist care where required.

Students can get their Blood Pressure, Blood Sugar, Body Mass Index (BMI), Body Temperature, Pulse and Eye Vision evaluated. VHC then creates a wellness profile of each student against a unique ID number which is stored with the Clinic for future visits. Based on any irregularities, a student may be advised appropriate course of action by the medical team.

All screenings and visits to the clinic are optional and free-of-cost for students.

Center for Counseling and Psychological Well-being

BNU considers the emotional health of student and staff as its top priority. It has established an on-campus Center for Counseling and Psychological Well-being with support from BNU Institute of Psychology. The center aims to provide students with services to help them gain and maintain psychological well-being, featuring a qualified Psychologist on board as the Campus Counselor.

Students can seek help from our trained professional in complete confidence regarding any personal, social or other crises they may be facing and discuss the same in a supportive and secure environment.

The aim of the Center is to encourage students' personal, academic & social growth, enhance their problem-solving and decision-making capabilities and to ultimately enable them to face various life challenges in a wholesome manner.

Career Placement Office

BNU has established a Career Placement Office under the Directorate of Student Affairs and External Relations that serves Career Placement needs of students and graduates. The services include academic counseling, professional counseling, job placement, internship facilitation and enabling students for self-employment and start-up business opportunities.

The responsibilities of this department include the following services:

- a) Undertake career counseling of prospective applicants as well as parents during admissions cycle.
- b) Provide career guidance services to students, facilitate internship programs and build liaison with industry for job placements.
- c) Conduct Job Fairs, Recruitment Drives, Employer Meet-ups, and Screening Interviews for graduates and graduating students.
- d) Develop and maintain a graduate directory of recent graduates.
- e) Liaise with the United States Education Foundation in Pakistan and British Council, UK and explore other international education opportunities for students and keeping them informed on international fellowships and scholarship programs.
- f) Extend support for international exchange semesters and summer (Turkey, USA, Germany etc.)
- g) Facilitate start-up incubation at Plan9 Technology Incubator, The Indus Entrepreneurs (TiE) Lahore Chapter, NetSol Nspire Program, National Incubation Center, The Nest I/O, WomenXPakistan for mentoring of students and alumni to capitalize on their entrepreneurial potential.

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, the School facilitates self-initiated professional development efforts and activities.

Faculty Name	Event	Nature of Participation	
		Attending	Organizing
Dr. Tariq Rahman	2019		
	Launch of my book: Talk on ' <i>Interpretation of Jihad in South Asia</i> ',(Berlin: De Gruyter, 2018). Moderated by Dr. Ali Usman Qasmi (LUMS)	<input type="checkbox"/>	

with remarks by Dr. Mohammad Waseem (LUMS), Alhamra Lahore, Think fest 12 January 2019.		
Talk on ‘Preventing Language Death in Pakistan’, Mother Language day and Literature Festival, Indus Cultural Forum, Lok Virsa Islamabad, 16 February 2019.	<input type="checkbox"/>	
Talk on ‘Language Day’, organized by Government Islamia college, Lahore, 21 February 2019.	<input type="checkbox"/>	
‘From learning to teaching Punjabi, Past Present, Future’, 2nd Punjabi conference, organized by LUMS, Lahore, 22 February 2019.	<input type="checkbox"/>	
‘Book review of Harris Khalique’s collection of poetry in English, ‘ <i>No Fortunes to Tell</i> ’, Lahore Literary Festival, Alhamra, Lahore, 22 February 2019.	<input type="checkbox"/>	
‘Interpretation of Jihad in South Asia’, Faculty Development Workshop, Lahore School of Economics (LSE) Lahore, 07 March 2019.	<input type="checkbox"/>	
Keynote address on: ‘Interpretation of Jihad in South’, ‘Reclaiming Academic Freedom to Counter Extremism on Campus: International Conference on Contemporary Education and CVE practices in Pakistan’, University of Management and Technology (UMT), Lahore, 28 March 2019.	<input type="checkbox"/>	
Keynote address on: ‘Linguistic History as an Emerging Discipline’, International Conference of the Department of English Language and Literature (ICDELL) UMT Lahore, 06 April 2019.	<input type="checkbox"/>	
‘British Language Policies and their consequences for Pakistan, lecture organized by Minhaj University, Lahore, 18 th April 2019.	<input type="checkbox"/>	
Keynote address ‘Language and Ethnic Politics in Pakistan’, in conference on: ‘Geographies of Resistance: Language and Culture’, University of Lahore, 20 April 2019.	<input type="checkbox"/>	
‘Remarks on Dr. Anjum Altaf’s Translation of Faiz’, LUMS, Lahore, 22 April 2019.	<input type="checkbox"/>	

	<p>‘Refuting Radical Interpretations of Jihad’, Remarks on the book launch of <i>Rethinking Pakistan: Past, Present and Future</i> (eds) Bilal Zahoor and Raza Rumi’. Moderated by Sabahat Zakaria, The Last Word, DHA, Lahore, 23rd April 2019.</p>	<input type="checkbox"/>	
2018			
	<p>‘The Rise of the Right in Pakistan’, Panel Speaker in Think Fest 2018 organized by Information Technology University, HEC Punjab etc., 13 Jan 2018, Lahore.</p>	<input type="checkbox"/>	
	<p>‘<i>The Absorptive Capacity of Pakistani Languages</i>’ [in Urdu] Panel discussion, Mother-Tongue Festival, Islamabad, 18 Feb 18.</p>	<input type="checkbox"/>	
	<p>‘The Jocular “Other”: Attitudes of Pakistani Punjabi Speakers towards their Language’, Seminar on the International Mother-tongue Day’, 21 Feb 18, BNU, Lahore.</p>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>‘<i>Without Language</i>’, Talk in NOTHINGFEST, SVAD, BNU, 25 April 2018.</p>	<input type="checkbox"/>	
	<p>‘History of English in India’, Lecture, University of Education, Lahore, 26 April, 2018.</p>	<input type="checkbox"/>	
	<p>‘Introduction to the book by Afiya S. Zia on Feminism’, in the author’s lecture, BNU, Lahore, 02 Oct 2018.</p>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>‘Punjabi Identity and Language: a Problematic Relationship’, Lecture in the Centre for Research and Analysis, Lahore, Administered by Rashed Rehman, 12 October, 2018.</p>	<input type="checkbox"/>	
	<p>‘Myths about Urdu’, talk at BNU Tarogil Campus, organized by School of Education, 14th November 2018.</p>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>‘<i>Language policy in Pakistan</i>’, keynote Address,</p>		

	International Conference on Contemporary Approaches in English Language, Faisalabad University, 27 th Nov 2018.	<input type="checkbox"/>	
	‘Myths about Urdu’, talk at the School of Education, LUMS, 11 th December 2018.	<input type="checkbox"/>	
	‘Language in Education Policy in Pakistan’, Keynote Address, International Conference on English Literature and Teaching (ICELLT), University of Education, 13 th December,2018.	<input type="checkbox"/>	
Dr. Qaisera Sheikh	BNU Conference “21 st Century Pedagogies” (9 th August, 2018).	<input type="checkbox"/>	<input type="checkbox"/>
	“Introduction to Linguistics”, talk organized by FCC, 20 TH December,2018	<input type="checkbox"/>	
Ms. Shabana Ahmad			
	BNU Conference “21 st Century Pedagogies” (9 th August, 2018).	<input type="checkbox"/>	<input type="checkbox"/>
	‘Professional Development for Teachers Teaching through the Medium of English’ under HEC Learning Innovation Division (LID) training program of ‘Transforming English Language Skills (TELS)’ for the capacity building of the faculty members of Higher Education Institutes (HEIs).	<input type="checkbox"/>	<input type="checkbox"/>
	LUMS Conference	<input type="checkbox"/>	
Dr. Qudsia Kalsoom	Seminar at BNU on “Education for Sustainable Development and Research Trends in ESD”(January 31, 2019).	<input type="checkbox"/>	<input type="checkbox"/>
	Seminar on “Breast Cancer Awareness” by Pink Ribbon (4th February, 2019).	<input type="checkbox"/>	<input type="checkbox"/>
	BNU Conference	<input type="checkbox"/>	<input type="checkbox"/>

	“21 st Century Pedagogies” (9 th August, 2018).		
	International Conference on Moral Education Organized by Lahore College Women University (November 22-24, 2018).	<input type="checkbox"/>	
	International Conference on Interactions and Interchanges: Literature, Culture, Globalization Organized by Kinnaird College in collaboration with Arizona State University (December 6-8, 2018.)	<input type="checkbox"/>	
	the International Conference on Moral Education Paper Presentation: “Curricular Orientations of Teacher Educators in Pakistan” in (November 23, 2018).	<input type="checkbox"/>	
Dr. Saima Muneer	Developed Proposal to launch VOICE (Vortex of Innovation, Creativity & Education): A Research Journal by Beaconhouse National University.		<input type="checkbox"/>
	Seminar at BNU on “Education for Sustainable Development and Research Trends in ESD” on January 31, 2019.		<input type="checkbox"/>
	6th International Conference on Research in Education (ICORE 2018) 20-22 November 2018, Institute of Education and Research, University of the Punjab, Lahore.	<input type="checkbox"/>	
	6th International Conference on Education, A Multi and Inter-Disciplinary Conference, 15 March - 17 March, 2018, University of Education, Bank Road Campus, Lahore.	<input type="checkbox"/>	
	Conducted 5 Day Training Research Methodology Workshop at BNU 12-16 March 2018.		<input type="checkbox"/>

The School of Education organizes a number of scholarly activities on a regular basis to give its students opportunities to participate in events which provide exposure to the students to various aspects of knowledge. These include the following:

1. Holding a monthly guest lecture under its “Distinguished Lecture Series”
2. Holding conferences

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

MPhil Linguistics and TESOL was launched in the year 2018.

The first batch of the students expected to graduate in 2020; therefore, no prior data is available.

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 3

- **COMPUTING FACILITIES**

See Criterion 3

APPENDICES

Appendix A

Course Title	:	Introduction to Linguistics
Course Code	:	LIN 701
Status	:	Compulsory
Credit Hours	:	03
Course Faculty	:	Dr. Tariq Rahman
Email	:	<u>tariq.rahman@bnu.edu.pk</u>

Aims

This course introduces the students to the basic definitions and concepts used in linguistics. The rudiments of phonetics, phonology, morphology, syntax and socio- linguistics are touched upon briefly.

Learning Outcomes

By the end of the course, the participants will be able to:

1. have some knowledge of linguistics, its history and branches;
2. understand basic phonology and phonetics;
3. have some basic knowledge of semantic, syntax and morphology;
4. have an awareness of various sociolinguistic issues;
5. understand the role of language in politics and education;
6. understand the issues revolving around language planning and policies in Pakistan.

Course Contents

- (a) Definitions of linguistics
- (b) Branches of linguistics
- (c) Brief history of the discipline
 - (i) Medieval/classical concepts

- (ii) Ferdinand de Saussure
- (iii) Noam Chomsky
- (d) Rudimentary phonetics and phonology
- (e) Definitions in morphology and syntax
- (f) Basic definitions in semantics
- (g) Language and society
 - (i) Varieties of language
 - (ii) Sapir-Whorf hypothesis
 - (iii) Diglossia
 - (iv) Linguistic politeness
- (h) Language planning and language politics
 - (i) Language and education

Teaching/Learning Strategies

- Lectures
- Discussions
- Presentations

Assessment and Evaluation

Class Participation	10%
Mid-Term	40%
End-Term	50%

Class Schedule

Session	Topics
I.	Introduction to Linguistics
II & III	Brief history of the discipline <ul style="list-style-type: none"> • Medieval/classical concepts • Ferdinand de Saussure

	• Noam Chomsky
IV	Rudimentary phonetics and phonology
V	Definitions in morphology and syntax
VI	Basic definitions in semantics
VII	Language and Society
VIII	Mid-Term
IX	Varieties of language
X	Sapir-Whorf hypothesis
XI	Diglossia
XII	Linguistic politeness
XIII	Language planning and language politics
XIV	Language and education
XV	Exam

Recommended Reading for Basic Concepts of Linguistics

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

Aitchison, Jean. 1987. *Words in the Mind* Oxford: Blackwell.

Beg, Mirza. 1991, 'The standardization of Urdu Scripts', *Indian Journal of Applied Linguistics* Vol. 17: No 2 (July-Dec), 227-241.

Bram, R and Gilman, A. 1960. 'The Pronouns of Power and Solidarity' In Sebeok, T.A (ed), *Style in Language* Cambridge: MIT Press. Pp 253-279.

Crystal, David. 2000. *Language Death* Cambridge: Cambridge University Press.

Ferguson, C.A. 1959. 'Diglossia', *Word* Vol. 15: pp. 325-40.

Fishman, Joshua. 1991. Theoretical Recapitulation: What is reversing Language Shift (RLS) and How Can It Succeed?' In Fishman, J (ed). *Reversing the Language Shift* (Clevedon: Multilingual Matters, 1991), pp. 381-419.

Fromkin, Victoria; David Blair & Peter Collins (1988) *An Introduction to Language* Australia, Victoria: Thomas, 2001.

George William B. 2009. *Linguistics: An Introduction* London: Continuum International Publishing.

Hall, Christopher J. 2008 *An Introduction to Language & Linguistics* London, Viva-Continuum Edition.

Haugen, Einar. 1972. *The Ecology of Language: Essays by Einar Haugen* Stanford: Stanford University Press.

Lyons, John. 1970. *Chomsky* London: Fontana Press.

Lyons, John. 1981. *Language and Linguistics: An Introduction* Cambridge: Cambridge University Press.

Mathews, P.H. 2003. *Linguistics: A very Short Introduction* This ed. Karachi: Oxford University Press.

Miller, George A. 1999 *The Science of Words* New York: Scientific American Library

Narang, Gopichand. 1986. 'Development and Use of Wring System Across Culture: The Case of Arabic-Persian Urdu Orthographical Model', *Journal of South Asian and Middle Eastern Studies* Vol. 10: No. 2 (Winter), 64-77.

Nessa, Wolfson and Manse, Jones (eds). 1985. *Language of Inequality* Berlin: Mouton Publishers.

Pavel, Thomas. 1992. *The Feud of Language* Oxford: Blackwell.

Rahman, Tariq. 2010. *Linguistics for beginners: Basic Concepts* Karachi: Oxford University Press, Latest edition, 2018.

Robinson, R.H. 1985 *General Linguistics: AN Introductory Survey* New York: Longman Group.

Simpson, J.K.Y. 1979. *A first Course in Linguistics* Edinburgh University Press.

Spolsky, Bernard and Hult, Francis. 2008. *The Handbook of Educational Linguistics* Oxford: Book well.

Trask, R.L. 1995 *Language: The Basics* London & New York: Routledge.

Yule, George. 1985. *The study of Language: An Introduction* Cambridges University Press.

Course : **Sociolinguistics**
Course Code : **LIN 706**
Credit hours : **3**
Status : **Compulsory**
Faculty : **Shabana Ahmed**
E-mail : **shabana.ahmed@bnu.edu.pk**

Aims

The aim of the course is to raise awareness about the relationship between language and society. The course looks at language variation at various levels and how such variation is constructed by culture and identity questions of ownership, native-ness, and speech community. It also examines the effects of contact between speakers of more than one language on the language involved. In this connection, borrowing, code-switching, convergence, language death, development of pidgins and creoles will be discussed. In addition, the course discusses how social factors like age, gender, culture and social class influence language.

Learning Outcomes

By the end of the module, the participants will be able to:

1. recognize the important relationship between language and society;
2. understand how language functions in society;
3. develop an understanding of consequences and effects of language contact; and
4. understand the socio-cultural context of language use.

Contents

1. Introduction to Sociolinguistics
2. Language Variation
3. Regional and Social Variations
4. Social Dimensions of Language
5. Applied Issues in Sociolinguistics

Teaching / Learning Strategies

Lectures and group discussions

Course Expectations

1. Reading recommended texts
2. Participating in discussions and group activities
3. Demonstrating critical thinking and reflection

Class Schedule

Session	Topic
I	Introduction to Sociolinguistics Evolution of sociolinguistic theory of language
II	Language Varieties and Dialects
III	Language and Dialects
IV	Language Attitudes
V	Societal bilingualism and multilingualism
VI	Diglossia
VII	Code switching
VIII	Language, culture and identity
IX	Language, culture and identity
X	Social Correlates: <ul style="list-style-type: none">• Age• Social Class• Gender
XI	Language contact: Language generation
XII	Language contact: Language degeneration

XIII	Relationship between language policy and education
XIV	Language policy and planning
XV	Language choice in Pakistan: role and status of English in Pakistan

Assessment

Mid-Term Presentation

Select ten linguistic variables that you have observed. For each one indicate what factors make them vary:

- a) social (be particular - age, gender, socio-economic status, ethnicity)
- b) geographic (where the speaker is from)
- c) stylistic (how formal the situation is, who the speaker is talking to, what type of discourse the speaker is engaged in)

Also discuss what linguistic level the variation is (phonetic, phonological, morphological, syntactic, semantic, pragmatic).

The presentation accounts for 30% of the total assessment for this module.

Assignment

1. Explain the relationship between language and society.
 - a. Choose a concept/issue in sociolinguistics.
 - b. Describe it in detail discussing different linguists' approach to the concept/issue.
 - c. Come to your own conclusion.

The assignment accounts for 25% of the total assessment for this module.

End of Term Exam

The exam accounts for 35% of the total assessment for this module.

Class participation: 10%

Assessment Criteria

Your work must:

- answer the question set by the faculty
- conform to academic conventions
- conform to the word limit, with an allowed deviation of 10%

Required Text

Wardhaugh, R. (2006). *An introduction to sociolinguistics*. (5th ed.). Oxford: Blackwell Publishing.

Recommended Readings

Dirk, G., Dirven, R., & Taylor, J. R. (2008). *Cognitive sociolinguistics*. Berlin: Mouton de Gruyter.

Doughty, C. J. & Long, M. H. (2005). *The handbook of second language acquisition*. Oxford: Basil Blackwell.

Lazaraton, A. (2003). Incidental displays of cultural knowledge in the Nonnative-English-speaking teacher's classroom. *TESOL Quarterly*, 37, 2, 213–246.

Llamas, C., Mullany, L., & Stockwell, P. (2007). *The Routledge companion to sociolinguistics*. New York: Routledge.

Menard-Warwick, J. (2005). Intergenerational trajectories and sociopolitical context: Latina immigrants in adult ESL. *TESOL Quarterly*, 39, 2, 165-186.

Meyerhoff, M. (2006). *Introducing sociolinguistics*. New York: Routledge.

Peirce, B. N. (1995). Social identity, investment and language learning. *TESOL Quarterly*, 29, 1, 9–31.

Rahman, T. (1999). *Language and politics in Pakistan*. Karachi: Oxford University Press.

Stockwell, P. (2002). *Sociolinguistics: A resource book for teachers*. London: Routledge.

William, B. (1976). *Variation and change in language*. Stanford: Stanford University Press

Course : **Phonetics and Phonology**
Credit Hours : **3**
Course Code : **LIN 702**
Status : **Compulsory**
Faculty : **Dr. Qaisera Sheikh**
Email : **qaisera.sheikh@bnu.edu.pk**

Aims

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. Phonology deals with the study of the sound structure of units i.e., morphemes, words, phrases and utterances within individual languages.

Learning Outcomes

By the end of the course, the participants will be able to:

1. differentiate between various accents and related varieties of pronunciation;
2. identify, discriminate and produce vowels, diphthongs and consonant sounds;
3. understand the form and functions of the supra-segmental features of language;
4. understand the pattern of sounds in different languages and the phonological processes involved in connected speech.

Course Contents

The specific topics to be covered are as follows:

1. Topics in Phonetics:
 - (a) Air-stream mechanism
 - (b) Articulatory cavity
 - (c) Place of articulation; manner of articulation
 - (d) Phonemics in human language

- (e) Speech production
- (f) Vowels and consonants (height and closeness)
- (g) Phoneme
- (h) Allophone
- (i) Palatalization
- (j) Labialization
- (k) Assimilation, dissimilation
- (l) International Phonetic Alphabet
- (m) 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) Auto-segmental phonology
- (j) Metrical phonology
- (k) Prosodic phonology

Teaching / Learning Strategies

- Lectures
- Discussions
- Presentations

Assessment and Evaluation

Class Participation	10%
Midterm / assignment / presentations	40 %

Class Schedule

There will be 15 classes, each of 3-hour duration, to fulfill the requirement of 3 credit hours for each course.

Session	Topics
I	Introduction to Phonetics & Phonology
II	IPA; International varieties of English; Pronunciation of English
III	Articulation of consonants
IV	Articulation of vowels and diphthongs
V	Syllables: internal structure; syllables in words
VI	Intonation: types and functions
VII	Features of connected speech
VIII	Mid-Term Presentation:
IX	Phoneme concept; allophones
X	Distinctive features
XI	Phonological rules: features addition, feature changing, segment deletion, metathesis rule, assimilation & dissimilating rules.
XII	Socio-phonology; Screening of My Fair Lady
XIII	Phonological Theories: Generative phonology: Auto-segmental; Metrical and Lexical phonology.
XIV	Final Examination

Recommended 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: The 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.
- Giegerich, 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, *An 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 UP.

Course Title	:	Second Language Acquisition
Course code	:	LIN 703
Credit Hours	:	03
Status	:	Compulsory
Faculty	:	Shabana Ahmed
E-mail	:	shabana.ahmed@bnu.edu.pk

Aims

This course introduces students to the field of second language acquisition (SLA) in order to provide them with an understanding of the way in which second languages are learned and acquired. It reviews key concepts, issues, theories and findings in the area to develop an understanding of the principles and processes that govern second language learning and use. It also outlines the links between theoretical considerations and practical learning/ teaching processes; thus, it provides the participants with the opportunity to critically evaluate language learning theories and concepts by applying them to their own teaching/learning context.

Learning Outcomes

By the end of this course, the participants will be able to:

1. gain an in-depth understanding of the field of second language learning;
2. define terms and concepts related to second language learning;
3. have an advanced understanding of competing theories of second language learning;
4. assess the implications of different theories of second language learning to language teaching; and
5. examine linguistic, psychological and social processes that underlie second language learning and use.

Course Contents

1. Language learning and teaching
2. Second language learning in applied linguistics

3. First and second language acquisition: similarities and differences.
4. Interlanguage
5. Input and interaction
6. Cross-linguistic influence (CLI)
7. SLA as a cognitive process
8. Individual learner differences
9. SLA as sociocultural practice
10. Instructed SLA

Teaching strategies

- Lectures, discussions and debates
- Presentations

Assessment

Reflective Paper

Students write two critical reflection papers of 500 words based on a reading. For this paper, you should display that you understand the ideas in the reading and then find one or two issues in it that strike you as worthy of comment or critique. You should try to make connections between the issues you choose and what we discuss in class and your other course work. The reflective papers account for 20% of the marks for this module.

Essay

A 2000-word essay on an aspect of SLL theory and its implications for classroom practice. The essay accounts for 30% of the marks for this course.

End of Term Exam: 40%

Class participation: 10%

Class Schedule

Session	Topic
I	<ul style="list-style-type: none"> • Introduction to second language acquisition

	<ul style="list-style-type: none"> • Second language acquisition and applied linguistics
II	First and second language learning
III	Interlanguage
IV	Major theories
V	Major theories
VI	Input and interaction
VII	Cross linguistic influence in SLL (CLI)
VIII	SLA as a cognitive process
IX	SLA as a cognitive process
X	Psycholinguistic aspect of SLA
XI	Individual learner differences
XII	Learning styles
XIII	Motivation
XIV	SLA as a sociocultural practice
XV	Instructed SLA

Recommended Readings

Dirk, G., Dirven, R., & Taylor, J. R. (2008). *Cognitive sociolinguistics*. Berlin: Mouton de Gruyter.

- Barkhuizen, G. (2004). Social influences on language learning. In Davies, A. & Elder, C. (eds.), *The handbook of applied linguistics* (pp. 552-575). Oxford: Basil Blackwell.
- Cook, V. (1993). *Linguistics and second language acquisition*. London: Macmillan.
- Cook, V. (2001). *Second language learning and teaching* (3rd edn.). Oxford: Oxford University Press.
- Doughty, C.J. and Long, M. H. (2003). *The handbook of second language acquisition* Oxford: Basil Blackwell
- Hinkel, E. (2005). *Handbook of research in second language teaching and learning*. Mahwah, NJ: Lawrence Erlbaum.
- Izumi, S. (2003). Comprehension and production processes in second language learning: In search of the psycholinguistic rationale of the Output Hypothesis. *Applied Linguistics*, 24, 2, 168-196.
- Lazaraton, A. (2003). Incidental displays of cultural knowledge in the Nonnative-English- speaking teacher's classroom. *TESOL Quarterly*, 37, 2, 213–246.
- Lightbown, P. & Spada, N. (2006). *How languages are learned*. (3rd edn.). Oxford: Oxford University Press.
- Mackey, A. (2006). Feedback, noticing and instructed second language learning. *Applied Linguistics*, 27, 3, 405-430.
- Mitchell, R & Myles, F. (2004). *Second language learning theories*. (2nd edn.). London: Hodder Arnold.
- Saville-Troike, M. (2005). *Introducing second language acquisition*. Cambridge: Cambridge University Press.

Course Title : English for Specific Purposes
Course code : TE 704
Status : Optional
Credit hours : 3
Faculty : Shabana Ahmed
E-mail : shabana.ahmed@bnu.edu.pk

Aims

The course focuses on theory and practice of teaching English for specific professional or academic purposes. In particular, the course examines ways of understanding the specific purposes in detail through analysis of target situations, and how language learning opportunities relevant to that target should be identified and made available to the learners. In addition, the participants are introduced to ESP course design, instructional strategies, materials adaptation and development, and evaluation.

Learning Outcomes

By the end of the course, the participants will be able to:

1. develop an understanding of the factors that led to the emergence of ESP and the theory and practices, that have shaped its subsequent development;
2. have an understanding of developing needs assessments for specific groups of learners;
3. adapt or create authentic ESP materials in a chosen professional or occupational area;
4. critically evaluate currently available materials, including technology-based ones;
5. have an awareness of assessment procedures appropriate for ESP; and
6. prepare a syllabus, lesson and assessment plan based upon their needs assessments and genre analyses.

Course Contents

1. History and Development of ESP
2. Approaches to ESP
 - i. Register Analysis
 - ii. Discourse and Rhetoric Analysis

- iii. Learning Needs Analysis
- iv. Genre Analysis
3. Needs Assessment in ESP
4. ESP Course Design
5. Materials Development, Adaptation and Evaluation
6. Assessment and Testing in ESP

Teaching / Learning Strategies

Lectures, group discussions, presentations

Assessment and Evaluation

1. Presentation on needs analysis

Identify a real group of English language learners. Describe this specific group of learners and design and carry out a needs assessment for them. Include all methods and tools such as surveys/interview protocols that you plan to use to obtain information from this population with your reasoning behind them.

Share your findings and other details in a presentation. The presentation accounts for 20% of the assessment for this course.

2. Course design plan

Develop the main components of a course design plan for the same target population. It should include a syllabus outline based on your selected students' outcome goals, the duration of the program, length of lessons, class size and so on. Give rationale for your choices and decisions with the help of appropriate literature review.

This component accounts for 40 % of the assessment for this course.

Classroom Examination

The exam accounts for 30% of the assessment for this course.

3. Attendance and Class Participation: 10%

Class Schedule

Sessions	Topics
I	Introduction to ESP Origin and Development
II	Approaches to ESP
III	Approaches to ESP
IV	Needs Assessment
V	Needs Assessment
VI	Needs Assessment
VII	ESP Course Design
VIII	ESP Course Design
IX	Mid-Term
X	ESP Course Design
XI	Materials Development and Adaptation
XII	Materials Development and Adaptation
XIII	Materials Development and Evaluation
XIV	Testing and Assessment in ESP
XV	Testing and Assessment in ESP

Recommended Readings

Basturkmen, H. (2010). *Developing courses in English for specific purposes*. London: Palsgrave Macmillan.

Dudley-Evans, T., & St. John, J. M. (1998). *Developments in English for specific purposes*. Cambridge: Cambridge University Press.

Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge University Press.

Harding, K. (2007). *English for Specific Purposes*. Oxford: Oxford University Press.

Jordan.R.R. (1997) *English for Academic Purposes*. Cambridge: Cambridge University Press.

Course	:	Language Assessment & Evaluation
Course code	:	TE 707
Status	:	Compulsory
Course Faculty	:	Ms. Shabana Ahmad
Credits	:	3
E-mail	:	<u>naureen.zaman@bnu.edu.pk</u>

Aims

This course aims at developing students' understanding of 'Language Assessment and Evaluation'. It has been designed to develop conceptual and technical skills of students required by educators for designing or selecting, administering and interpreting, different modes of assessment in a variety of educational contexts. With regard to the concept of evaluation in language education, initially the students will be acquainted with different forms and purposes of evaluation. They will then study in detail about how to design, plan and conduct evaluation by selecting appropriate methods and techniques which will help them acquire skills necessary for becoming efficient assessors and evaluators of language education programmes. In addition to this they will discover the importance of validity and ethics in evaluation.

Learning Outcomes

By the end of the module students will be able to:

1. study and analyse the nature and purposes of the assessment;
2. discuss and apply educational assessment principles in their contexts;
3. talk about teacher assessment competencies;
4. distinguish different types and objectives of evaluation;
5. develop sound understanding of evaluation designs and techniques;
6. practice evaluation in their respective language teaching and learning situations; and
7. recognise the usefulness of evaluation in language education.

Class Schedule

Session	Topic
I	Test and Assessment
II	Alternative forms of assessment
III	Principles of Language Assessment <ol style="list-style-type: none"> 1. Practicality and Reliability of assessment 2. Validity 3. Authenticity and Washback
IV	
V	
VI	Designing Classroom Language Tests & Standardized Testing Assessing Listening Assessing Speaking Assessing Reading Assessing Writing
VII	
VIII	
IX	
X	
XI	
XII	
XIII	Grading and Student Evaluation <ol style="list-style-type: none"> 1. Philosophy of grading 2. Alternative to letter grading 3. Developing rubrics
XIV	
XV	<ol style="list-style-type: none"> 1. Submission of Project 2. Exam

Teaching/Learning Strategies

- Lectures
- Group work

- Class discussions

Assessment and Evaluation:

Class Participation and Attendance: 10%

Mid-Term Assessment (Project): 40%

End-of-Term Assessment: 50%

Recommended Readings:

Alderson, J. C., and A. Beretta (Eds.) (1992), *Evaluating Second Language Education*, Cambridge: Cambridge University Press

Alderson, J. C., C. Clapham and D. Wall (1995), *Language Test Construction and Evaluation*, Cambridge: Cambridge University Press.

Allison, Desmond. (1999). *Language testing and evaluation: an introductory course*. USA: World Scientific

Broadfoot, Patricia (2007). *An introduction to assessment*. New York: Continuum

Rea-Dickens, P. and K. Germaine (1992), *Evaluation*, Oxford: Oxford University Press.

Course Title	:	Semantics and Pragmatics
Course Code	:	LIN 705
Status	:	Optional
Credit Hours	:	03
Course Faculty	:	Dr. Qaisera A. Sheikh
Email	:	qaisera.sheikh@bnu.edu.pk

Aims

This course introduces students to the scientific study of meaning. It will deal with different approaches to the study of Semantics based on the ancient to the modern theories of meaning. Topics include Sense and Reference, Sentence and utterance meaning, language and thought, Sapir-Whorf hypothesis, generative semantics, semantic fields, semantic, semantic change and pragmatic development among children and L2 learners. The course participants will form connections with other branches of Linguistics like Philosophical Linguistics, Grammar, Psycholinguistics, Anthropological linguistics and Pragmatics.

Learning Outcomes

Students will be able to understand the holistic view of language including the relationships among the three components of Phonology, Syntax and Semantics. They will be able to make distinctions among different types of meaning and between sentence meaning and utterance meaning. They will be able to understand prototype theories, mental models, development of concepts and vocabulary among children and adult learners thus enhancing their insights into first and second language acquisition. Further, the students will be able to understand the underlying pragmatic strategies that are observed through the use of language in context and the behavior of speakers and listeners.

Class Schedule

Session	Topic
1.	Semantics; Formalist & Cognitive approaches
2.	What is meaning? Concepts of meaning: Plato; Ferdinand de Saussure; Russell; Ogden & Richards; Wittgenstein. Types of meaning.
3.	Lexical Meaning: Sense & Denotation/reference;
4.	Sentence meaning Prosodic, grammatical, pragmatic, social and propositional; semantics & Grammar
5.	Meaning & context; Speech act Theory
6.	Language & thought; Linguistic Relativity; Linguistic Determinism Sapir-Whorf Hypothesis
7.	Structural semantics; Semantic Field theory; Analysis of vocabulary, idioms, metaphors.
8.	Componential Analysis
9.	Semantic & pragmatic development among children L2 Pragmatic Acquisition
10.	Mid-term Presentations
11.	Conversational Implicatures
12.	Communicative Competence & Pragmatic Competence
13.	Cross-Cultural Pragmatics
14.	Universality vs Culture Specificity; naming and forms of address
15.	Final Examination.

Teaching/ Learning Strategies

- Lectures

- Class discussions

- Presentations

Assessment

Attendance & class participation: 10%

Home/class assignment: 10%

Presentation of a research project on a selected topic: 30%

End of semester Examination: 50%.

Recommended Reading

Hall, Christopher, J. (2008): *An Introduction to Language & Linguistics*. Continuum International Publishing Group. London.

Herford, Heasley & Smith. (1983): *Semantics. A Course book*. Cambridge University Press. India.

Leech, Geoffrey (1980): *Semantics*. Penguin Books Ld. England

Lyons, John. (1981): *Language & Linguistics*. Cambridge University Press, UK.

McGeorge, William, B. (2010): *Linguistics*. Continuum International Publishing Group. London.

Palmer, F.R..(1976): *Semantics*. Cambridge University Press, London.

Rahman, Tariq. (2010): *Linguistics for Beginners*. Oxford University Press, Lahore.

Saeed, John. (2003): *Semantics*. Blackwell Publishing, USA.

Kriedler, Charles. (2002) *Introducing English Semantics*. Routledge, London, New York.

Pinker, Steven. (1994). *The Language Instinct*. Penguin Books.

Griffiths, Patrick. (2006). *An Introduction to Semantics and Pragmatics*. Edinburgh University Press.

Course Title	:	Writing for Research and Publication
Course Code	:	SE 713
Status	:	Compulsory
Course Faculty	:	Shabana Ahmad
Credit Hours	:	3
E-mail	:	shabana.ahmed@bnu.edu.pk

Aims

Vital knowledge is lost when teachers are unable to share their knowledge and discoveries through publications. Writing and publication enable a professional to communicate with peers and broadens one's sphere of influence. The course aims to help research students improve their professional writing skills and to help them navigate the publication process. It makes the participants aware of the format and style likely to meet a prospective publisher's approval. The course also deals with various sections of a research article as well as conventions of research writing in their own field.

Learning Outcomes

By the end of the course the participants will be able to:

1. have some knowledge of conventional and reliable models of research article in their field;
2. understanding the peer-review process in research journals;
3. understand the ethics of research publication;
4. understand the needs of research journal editors and publishers;
5. organize their work to journal standards, including understanding section subheadings, format standards, and effective writing;
6. organize and order information appropriately in line with the conventions of research writing;
7. write research papers using appropriate language and grammar appropriate for academic writing; and
8. acknowledge sources appropriately when writing research papers.

Course Contents

1. Why and what to publish
2. Finding the right topic
3. Choosing a journal
4. Understanding the publication process
5. Characteristics of a journal article
6. Understanding the peer review process
7. Writing the article
 - i. Writing different sections of a research paper
 - ii. Language of research papers
 - a. Sentence clarity
 - b. Appropriate tenses and vocabulary
 - c. Hedging
8. Style guide
 - i. Formatting
 - ii. Quoting, citing and referencing
9. Manuscript submission and post submission

Evaluation

Class participation	:	10%
Written assignment	:	40%
End of term exam	:	50%

Recommended Readings

Biley, S. (2011). (3rd Ed.). *Academic writing: A handbook for international students*. Routledge: New York.

Hartley, J. (2008). *Academic writing and publishing: A practical handbook*: Routledge: New York.

Noris, C. B. (2016). *Academic writing in English*. University of Helsinki: Helsinki.

Wallwork, A. (2011). *English for writing research papers*. Springer: London

Course Title	:	Quantitative Research Methodology
Credits	:	3
Course Code	:	SE 711
Status	:	Compulsory
Faculty	:	Dr. Saima Muneer
Email	:	saima.muneer@bnu.edu.pk

Aims

This an introductory quantitative research design course with a dual focus on conceptualizing quantitative research problems and learning methods of data analysis (including descriptive and inferential statistics). This course will support students in developing skills to ask important research questions, understand how to design a study to address those questions, select appropriate statistical methods, and effectively interpret results. Assessments and the final project are designed to measure the development of these skills. This class emphasizes application and interpretation of quantitative research and statistical methods; as such, there will be a focus on hands-on data analysis and interpretation.

Objectives

1. To develop students' understanding of key concepts and basic principles of quantitative research design and methodology.
2. To introduce students to a range of challenges and approaches to formulating research questions, considering ethical implications of research and reflecting on the philosophical underpinnings and the quality of quantitative research.
3. To offer a sound basis for more advanced research training in education.

Learning Outcomes

By the end of the course students will be able to:

1. conceptualize and design quantitative research studies to address a variety of research questions, and to understand the strengths and limitations of these designs;
2. develop a foundational understanding of basic descriptive and inferential statistical methods;
3. demonstrate knowledge and understanding of quantitative research designs;
4. effectively apply statistical methods to interpret data;
5. use statistical software program to apply inferential statistics; and
6. comprehend the limitations of different statistical tests.

Evaluation

Take-Home Assignments	:	20%
Paper Reflections	:	10%
Survey Exercise	:	20%
Pilot Research Project	:	40%
Class Participation	:	10%

Course Contents

1. Students' and instructor's research interests
2. What is educational research? Purpose?
3. What is Quantitative Research?
4. Identifying a Research Problem
5. Identifying the issues and defining the problem
6. Develop research questions
7. Links b/w research question, hypothesis and research methodology
8. Preparation and Evaluation of Research Plan
9. Ethics of Research
10. Integrity in reporting
11. Components of Research Plan
12. Purpose of Sampling
13. Sampling and Instruments
 - Universe or Target Population

- Types of Sampling

14. Constructs and Variables

Continuous versus categorical variables

15. Quantitative Research Types

- Experimental research
- Quasi-experimental research
- Causal comparative research
- Descriptive Research
- Correlational Research

16. Data Analysis and Interpretation

17. Descriptive Statistics

- Frequency distributions
- Central tendency
- Dispersion

Recommended Readings

Arthur, J. (Ed.). (2012). *Research methods and methodologies in education*. Sage publications.

Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Cengage Learning.

Bell, J. (2014). *Doing Your Research Project: A guide for first-time researchers*. McGraw-Hill Education (UK).

Castellan, C. M. (2010). Quantitative and qualitative research: A view for clarity. *International journal of education*, 2(2), 1.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education*. Routledge.

Creswell, J. W. (2007). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New York: Pearson.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

- Gall, M. D., Gall, J. P., & Borg, W. R. (2014). *Applying educational research: How to read, do, and use research to solve problems of practice*. Pearson Higher Ed.
- Gray, D. E. (2013). *Doing research in the real world*. Sage.
- Mertens, D. M. (2014). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Sage publications.
- Mills, G. E., & Gay, L. R. (2015). *Educational research: Competencies for analysis and applications*. Pearson.
- Neuman, L. W. (2014). *Social research methods*. Pearson Education Limited.
- Wallen, N. E., & Fraenkel, J. R. (2013). *Educational research: A guide to the process*. Routledge.

Course Title	:	Qualitative Research Methodology
Course Code	:	SE 712
Credits	:	3
Status	:	Compulsory
Faculty	:	Dr. Qudsia Kalsoom
Email	:	qudsia.kalsoom@bnu.edu.pk

Aims

This course is designed to provide an introduction to qualitative research methods, with a focus on research in educational leadership contexts. The course will include introduction to different types of qualitative research i.e. ethnography, phenomenology, case study, grounded theory and descriptive qualitative research. This course focuses on helping students in understanding qualitative research methodology and applying it appropriately to various issues related to the field of social sciences, particularly education, linguistics, language teaching & educational change & leadership.

Course Objectives

This course aims to:

1. develop students' understanding of key concepts and basic principles of qualitative research design and methodology;
2. introduce students to a range of challenges and approaches to formulating research questions, considering ethical implications of research and reflecting on the philosophical underpinnings and the quality of research;
3. develop critical analysis and research skills; and
4. offer a sound basis for more advanced research training in the social sciences.

Learning Outcomes

By the end of the module students are expected to:

1. develop an understanding of research paradigms;
2. understand the theoretical and conceptual underpinnings in qualitative research;
3. have hands of research methods and learn being objective while conducting the inquiry;
4. have a clear understanding of formulating research questions;
5. start developing their research ideas and are able to formulate them in practical research; and
6. understand ethical considerations and academic conventions.

Course Contents

1. Characteristics of Qualitative Research:
Naturalistic, descriptive Data, Concern with Process, Inductive, Meaning.
2. Introduction to Research Process:
Epistemology, theoretical perspective, methodology, methods
3. Traditions of Qualitative Research in Education
4. Theoretical Underpinnings:
Phenomenological Approach, Symbolic Interaction, A story, Culture, Ethno methodology
5. On Methods and Methodology:
Questions and concerns about Qualitative Research.
6. Planning your Research Project:
Planning phase, research methods, research questions, research schedule, communication and impact.
7. The Importance of Research questions:
What makes a research question, questions and other statements, types of research questions.
8. Qualitative Interviews:
Interaction during interviews, decisions in conducting interviews, workshop on Interviewing, analyzing interview transcripts in qualitative research.
9. Participant Observation:

Direct versus participant observation, role of participant observation in research process, conducting participant observation

10. Research Ethics:

Ethical considerations, ethical dilemmas and challenges, informed consent.

Recommended Readings

Back, L. and N. Puwar (2012). *Live methods*. Malden, Mass. Oxford, Wiley-Blackwell.

Becker, H. (1998) *Tricks of the Trade: How to think about your research while you're doing it*. Chicago, Chicago University Press.

Bell, J. (2005) *Doing your research project (4th Edition)*. Philadelphia: Open University Press.

Bogdan, R. and S. K. Biklen (2007) *Qualitative Research for Education: an introduction to theory and methods*. Boston, Mass. London, Pearson A & B. Chapter 1 Foundations of Qualitative Research in Education. 2 -48.

Cohen, L., L. Manion and K. Morrison (2011) (7th ed.) Chapter 5, The ethics of educational and social research. In *Research Methods in Education*. London: Routledge, pp. 75-104.

Cohen, L., Manion, L. & Morrison, K. (2011) *Research Methods in Education (7th Edition)*. London: Routledge - Chapters 6 & 7.

Delamont, S. (2005) Four great gates: dilemmas, directions and distractions in educational research, *Research Papers in Education*, 20:1, 85-100.

Furlong, J (2013) Educational research today. In: *Education- An Anatomy of the Discipline*, chapter 6, pp. 87-105.

Hett, G, &Hett, J. (2013) Ethics in intercultural research: Reflections on the challenges of conducting field research in a Syrian context, *Compare: A Journal of Comparative and International Education*, 43:4, pp. 496-515.

Howe, K. and M. Moses (1999) Ethics in educational research. *Review of Research in Education* 24: 21-60.

Luker, K. (2008) *Salsa dancing into the social sciences: research in an age of info-glut*. Cambridge, Mass, London, Harvard University Press.

Lury, C. and N. Wakeford (2012). *Inventive methods: the happening of the social*. London; New York, Routledge.

Oancea, A. (2011) Philosophy of education. In J. Arthur (Ed) *The Routledge Companion to Education*. London: Routledge.

- O'Connell Davidson, J. and D. Layder (1994). *Methods, sex and madness*. London, Routledge.
- Pring, R. (2004) *Philosophy of Educational Research*. 2nd edition. London: Continuum. Chapter 5 (Competing philosophical positions).
- Rickinson, M. (2005) *Tool-kit 1: Planning your research project*. Online: http://www.nfer.ac.uk/nfer/PRE_PDF_Files/05_34_03.pdf
- Silverman, D., ed. 2013. *Doing qualitative research: a practical handbook*, Sage.
- Stenhouse, L. (1981) What counts as research? *British Journal of Educational Studies*, 29, (2), pp. 103-114.
- White, P. (2013) Who's afraid of research questions? The neglect of research questions in the methods literature and a call for question-led methods teaching. *International Journal of Research & Method in Education*, 36(3), 213-227.
- White, P. (2009). *Developing Research Questions: A guide for social scientists*. Basingstoke: Palgrave Macmillan. This short book delves deeper into the issues. It is all relevant, but regarding this session see particularly chapters 2 & 3.

Ethical codes

- BERA (2011) Revised Ethical Guidelines for Educational Research (2011). <http://www.bera.ac.uk/system/files/3/BERA-Ethical-Guidelines-2011.pdf>.
- BAAL www.baal.org.uk/about_goodpractice_stud.pdf
- ESRC (2010) Research Ethics Framework. <http://www.esrc.ac.uk/about-esrc/information/research-ethics.aspx>

Course Title	:	World History Through Visual & Aural Media
Course Code	:	SE 714
Status	:	Optional
Credit Hours	:	03
Course Faculty	:	Dr. Tariq Rahman
Email	:	<u>tariq.rahman@bnu.edu.pk</u>

Introduction

The film is a very powerful medium for communicating ideas to people. Unfortunately, its potential to disseminate knowledge about great literature has not been realized by educators. This course is meant to expose students to (a) the great classics of literature in English and Urdu through films (b) a broad understanding of world, especially Western and South Asian, history. Since there are many classics to choose from, the list given below is tentative. The person presenting the course is free to change the film provided the substitute is also a classic of world literature or a highly significant film on some historical period and can be made to fit into the academic structure of the course. As it is not possible to present even a brief overview of the classics of all the languages of the world, this course will focus only on films in English or Urdu, but with a view to presenting as broad a picture of Western and South Asian history as possible.

Learning Outcomes

The students are expected to understand both the great classics of English and Urdu as well as the history of South Asia and the West. The latter history is necessary since the West and its ideas have affected South Asia significantly and continue to do so through technology, economy, literature and media even now. The idea is not to teach them about film-making or literature but to expose them to the power of the best creative minds and ideas of that part of world civilization which can make them understand their intellectual and historical legacy. At the end of the course (a) they should have an understanding of the ideas which have shaped the civilization they live in

(b) some of the major ideas/ events which have had a tremendous part in shaping the contemporary world, the world students inhabit, are given in square brackets after every film.

Course Contents

Films on the work of authors/historical periods/ ideas will be exhibited. Some films are identified by names but there may be changes unless indicated otherwise.

1. The Iliad and the Odyssey by Homer (any version)	[for the Classical Era]
2. Any film of the Roman empire	[for the medieval age]
3. Notre Dame de Paris Victor Hugo	[for the late medieval era in France]
4. A Man for all Seasons	[for the Renaissance in England]
5. Luther	[for the Reformation]
6. Any novel of Jane Austen	[for the Napoleonic age/Enlightenment]
7. Any novel of Charles Dickens	[for the age of industry]
8. Napoleon /Waterloo/Les Miserables by Hugo	[French Revolution]
9. Columbus/Vasco de Gama/ Amerigo Vespucci	[Discovery and navigation]
10. American War of Independence/ Civil War	[America]
11. Dr. Zhivago/ October: Ten Days that Shook the World	For Russia on the eve of the Bolshevik Revolution]
12. World War 1 (All Quiet..)	Questioning the War
13 World War 2 (Judgment at Nuremberg)	Questioning Nazi rule
14. Vietnam War	American domination
15. Charlie Wilson's War	War in Afghanistan and its legacy
16. Osama/Train to Pakistan/any other film on South Asian classics or civilization.	Taliban rule in Afghanistan
17. Mughal-e-Azam/Anarkali/Padmavati	Medieval India.

For Urdu classics and Modern South Asian History the following films may be chosen:

1. Any film based on the events of 1857 (called Mutiny and War of Independence) [colonialism]
2. Any film based on the lives of Mirza Ghalib, Meer Taqi Meer, Sa 'adat Hassan Manto [creative writers of Urdu]
3. *Shatranj ke Khilari* [the Civilization of Lucknow and Colonial Takeover of Awadh]
4. *Umrao Jan Ada* [One of the pioneering Urdu novels and social life in Lucknow]
6. Any literary work in Urdu from the Progressive Movement [The influence of socialism and humanism in Urdu literature].

Assessment and Evaluation

The course will be of three credit hours. Every film will be preceded by a brief introduction, the history, culture and society shown in the film there will be a discussion of it. Students will be evaluated as follows.

- (a) Attendance proved both by being marked present and a response paper to every film carrying 20 marks
- (b) The making of a TIME LINE i.e. choosing the most important events in world history with their dates and geographical location (maps). This is the mid-term test carrying 30 marks.
- (c) Final examination based on placing a film of their choice in its historical, literary and socio-economic context. Answering questions based on readings/ research on a literary masterpiece or historical event carrying 50 marks.

Students will also make summaries of books/ articles related to Urdu, English and world history after group activity but this will carry no marks though it will be compulsory as part of class work.

Recommended Readings

Besides the films and the classics, they refer to, other sources from which readings may be given are as follows. The books, being lengthy, are meant for further reading which the students may undertake later.

Abernethy, David B.2010.*The Dynamics of Global Dominance* New Haven: Yale University Press.

BBC.2001. 'De-Coding the Black Death', 03 October.

Buell, Paul D. 2003. *Historical Dictionary of the Mongol World Empire* Lansham (Maryland): Scarecrow Press.

Diamond, Jared .2005. *Guns, Germs, and Steel* New York: St. Martin's Press.

Frankopan, Peter .2015. *The Silk Roads* London: Bloomsbury.

Harari, Yuval Noah .2011. *Sapiens: A Brief History of Humankind* English translation from the Hebrew. London: Harrvill Secker, 2014.

Kenendy, Paul .1987. *The Rise and Fall of the Great Powers* New York: Random House

Course Title	:	Urdu Language & Literature Through Visual and Aural Media
Course Code	:	SE 715
Credit Hours	:	03
Status	:	Optional
Faculty	:	Dr. Tariq Rahman
Email	:	<u>tariq.rahman@bnu.edu.pk</u>

Introduction

Pakistani students, especially those who get their early education in English – medium schools, remain unacquainted with Urdu language and literature throughout their lives. They are culturally more oriented to Anglo-American popular culture or contemporary youth culture in Pakistani cities. While they do listen to film songs in Urdu and sometimes even watch Bollywood movies, this does not make them appreciate the role and development of Urdu and its literature in the lives of the Muslims of north India and Pakistan.

The aim of this course, then, is to fill this gap in our young people' knowledge. This is done by showing the students films and dramas which have the status of classics in Urdu. They will also hear poetry, prose and plays in CDs and DVDs.

Additionally, a basic understanding of the development and role of Urdu will be provided through lectures, readings and seminars. The aim of this academic context will be to enable students to connect the role of Urdu in South Asian society with the political imperatives of identity formation in the subcontinent. In this context movements like the Urdu- Hindi controversy and the role of Urdu in Pakistan's society and politics will be examined. However, the focus will be on familiarizing the students with the major figures and movements in classical Urdu literature.

Learning Outcomes

At the end of the course the students are expected to (a) understand the great names of the writers of Urdu (b) have some knowledge of the genres and sub-genres of Urdu literature (c) have some

knowledge of the themes of literary works, especially poetry, in Urdu (d) have a rough idea of the role of modernity, socialism and Western ideas on the development of Urdu literary culture.

Course Contents

The list of readings for the academic aspect of the course is given in the end. The films and other items to which students will be exposed, will keep changing. However, a tentative list follows:

Films based on Novels/Plays/Stories/Biography

- a. ‘*Padmavati*’ by Malik Mohammad Jaisi.
- b. Film on the Legend of ‘*Anarkali*’ (Based on the play of Imtiaz Ali Taj)
- c. Film on Meer Taqi Meer
- d. Mirza Ghalib
- e. Any film on 1857
- f. Mirza Hadi Ruswa’s ‘*Umrao Jan Ada*’.
- g. Film on Stories of the Progressive Writers’ Movement.
- h. Film on Sa ‘adat Hasan Manto/ any film on the Partition.
- j. Any film/drama series on any famous Pakistani dramatist/novelist etc.

Drama

- a. Serials from ‘*Khuda ki Basti*’.
- b. Serial from ‘*Afshan*’.
- c. Asghar Nadeem Syed’s four dramas.
- d. Plays based on Prem Chand’s stories.
- e. Plays based on Sadat Hasan Manto’s stories
- f. Imtiaz Ali Taj’s plays (TV dramas not films).
- g. Agha Hashar’s plays.

Poetry

- a. Meer Taqi Meer, Sauda
- b. Ghalib, Zauq, Zafar
- c. Dagh
- d. Hali
- e. The Lucknow and the Delhi Schools of Ghazal
- f. Other genres of Urdu Poetry

- g. N.M. Rashid, Sahir Ludhianvi, Akhtar Shirani, Iqbal, Ali Sardar Jafri, Faiz, Faraz, Kishwar Naheed, Parveen Shakir, Fahmida Raiz, Zohra Nigah etc.

Dastan

Faruqi's rendering of *Talim-e-Hosh Ruba* or Zia Mohiuddin's extracts from *Bagh-o-Bahar* by Mir Amman.

Prose

- a. Mushtaq Ahmad Yusufi (read out by Zia Mohiuddin)
- b. Shaukat Thanwi
- c. Pitras Bukhari
- d. Ibn-e-Insha
- e. Sir Syed
- f. Farhatullah Beg's memories of Maulvi Nazir Ahmed
- g. Shahid Ahmad Dehlavi
- h. Travelogues of Muhammad Khan, Ibn-e-Insha, Mustansar Hussain Tarar etc. (read out by anyone)
- i. Other classics may be added to this list.

Short Story/ Short Novel (audio recordings or films)

- a. Nazir Ahmad
- b. Qurratul Ain Hyder
- c. Intizar Hussain
- d. Sadat Hasan Manto
- e. Ismat Chughtai
- f. Premchand
- g. Hasan Askari
- h. Ahmad Abbas
- i. Rajindra Singh Bedi
- j. Krishan Chandar

Assessment and Evaluation

The course will be of three credit hours and students will have three-hour classes once a week so as to ensure that films can be screened. The academic part of the course will be evaluated through projects, tests, examinations etc. The course is flexible and it can be examined according to the level of the students. Thus if the students are of the BA level the evaluation is easier and if it is of MA or M.Phil level it is academically more stringent.

The following activities may be offered:

1. Films and Audio recordings (students will give a response paper after watching the film or hearing a piece of prose or short story).
2. Students will participate as groups in mock poetry sessions (*mushairas*) where they will enact the role of poets and read out a *ghazal* each.
3. Students may enact a short play in the class as group activity.

(This part of the course has 50 per cent marks).

Mid Term Test

Students will either present summaries of chapters of a book on the history of Urdu OR present a time line of events in the development of Urdu at the same time as other events in the West and India (political, historical, cultural, philosophical, economic events of importance should be highlighted). This will carry 10 or 20 per cent marks which varies from class to class and level of students.

Final Term Examination

Summary of or questions on readings on Urdu language and literature from a book or set of readings. Students will be given a choice. This part will carry 40 or 30 depending on the level of students.

Recommended Readings

Besides the classics on which the films and aural presentations are based, students will be given readings from the sources given below.

Azad, Mohammad Husain 91880) *Ab-e-Hayat* (in Urdu) or translated by Frances W. Pritchett & Shamsur Rahman Faruqi. Delhi: Manohar Publications.

Dalmia, Vasudha (1997) *The Nationalization of Hindu Traditions: Bharatendu Haris Chandra and Nineteenth century Banaras* Delhi: Oxford University Press.

Faruqi, Shamsur Rahman (2003) 'A Long History of Urdu Literary Culture, Part -1', In Pollock, Sheldon (ed) (2003) *Literary Cultures In History: Reconstructions from South Asia* Berkley & Los Angeles : University of California Press.

Hasan, Mushir (2005) *A Moral Reckoning: Muslims Intellectuals in Nineteenth century Delhi* New Delhi: oxford University Press.

King, Christopher (1994) *One Language, Two scripts* Bombay: Oxford University Press.

Pernau, Margrit (ed) (2006) *The Delhi College* New Delhi: Oxford University Press, 1991.

Rahman, Tariq (1996) *Language and Politics in Pakistan* Karachi: Oxford University Press.

Rahman, Tariq (2002) *Language, Ideology and Power: Language-learning Among the Muslims of Pakistan and North India*. Karachi: Oxford University Press.

Rahman, Tariq (2011) *From Hindi to Urdu: A Social and Political History*_Karachi: Oxford University Press.

Rai, Alok (1984) *A House Divided* Delhi: Oxford University Press, 1991.

Sadiq, Mohammad (1964) *A History of Urdu Literature*_ Karachi: Oxford University Press.

Shirzai, Hafiz Mahmud (1928) *Punjab Mein Urdu* Islamabad: National Language Authority, 1988.

Appendix 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	<p>2012 -2013 (Jun-Sept) Humboldt Research Awardee, Centre for South Asian Studies, University of Heidelberg, Germany 2011 Sept</p> <p>Dean, School of Education and From Sept 2014, Dean School of Liberal Arts and Social Sciences, Beaconhouse National University, Lahore 2010 Jun-Jul</p> <p>DAAD Visiting Research Fellow, University of Heidelberg, Germany 2010 April</p> <p>Professor Emeritus, National Institute of Pakistan Studies, Quaid-i- Azam University, Islamabad, Pakistan 2010 Jan-Mar</p> <p>Visiting Fellow, Oxford Centre for Islamic Studies, University of Oxford, UK 2007 July</p> <p>Tenured Professor 2007 June</p> <p>Director, National Institute of Pakistan Studies, QAU 2004 Sept-June 2005</p> <p>Quaid-i-Azam Scholar on Pakistan Studies, University of California, Berkeley 2004 Jan</p> <p>Distinguished National Professor for life 2003 Jan</p> <p>Quaid-i-Azam Professor, Chair on Quaid-i-Azam and Freedom Movement (NIPS), Quaid-i-Azam University Islamabad 2002 Feb-Mar</p> <p>Visiting Professor at the Center of International Studies, University of Castellon, Spain 2000 Sept-Oct</p> <p>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</p> <p>Professor at the University of Aarhus, Denmark. 1990-2000</p> <p>Associate Professor of Pakistani linguistics, NIPS, QAU. 1996-1999</p> <p>Research Adviser, Sustainable Development Policy Institute, Islamabad 1992</p> <p>Professor of Linguistics, University of Sana'a (Yemen). 1987-1990</p> <p>Professor of English and Linguistics and Chairman of the Department, University of Azad Jammu & Kashmir, Muzaffarabad 1985-1987</p> <p>Associate Professor of English literature, University of Peshawar. 1982</p> <p>Onwards Given talks, interviews, lectures, seminars on Radio, T.V and other forum 1981-1985</p>
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	<p>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 Armored Corps & Education Corps of the Pakistan Army. (appointed adjutant, squadron commander etc)</p>
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<p>Honors Awards and</p>	<ol style="list-style-type: none"> 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 <i>Language and Politics in Pakistan</i> (1996). 9. National Book Foundation, 2nd Prize for <i>Language and Politics in Pakistan</i>, under the scheme „Award to authors of books on-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.
<p>Memberships</p>	<p>NIL</p>
<p>Graduate Students Postdocs</p>	<p>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).</p> <ol style="list-style-type: none"> 8.1.1. Naureen Talha, “Economics Pakistan”, Factors Thesis, Quaid-i-Azam University, Islamabad. 1985 8.1.2. Sabiha Mansoor, The Role of English, 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

	<p>8.2 M.Phil</p> <p>8.2.1 Ijlal Hussain Shah, „The Pragmatic Shia“, M. Phil, QAU, 1994.</p> <p>8.2.2 Sajid Awan, „Divergent Trends Attitudes Pakistan,1997.</p> <p>8.2.3 AzmatUllah Raja,-Ur-Rehman,,Ham Coodmmission RePhil,QAU, 2003</p> <p>8.2.4 Hafsa Naveed, „Intellectual Biography, M.Phil. Dissertation, 2011-12, Beaconhouse National University, Lahore</p> <p>8.2.5 Asma Iqbal, „Emergence of Contemp Study of Lahore“, -12, KM.BNU,M.Phil Dissertation Lahore.</p> <p>8.2.6 Tallat Jabeen, Accessing Communication Barriers Between Doctors and Patients in the Hospitals of Lahore and Peshawar. 2016, BNU.</p> <p>8.2.7 Nayab Sarah David, An Analysis of the Acquisition of English Articles. MPhil Ling, 2018, BNU.</p> <p>8.2.8 Sadaf Azad, The Significance of Linguistics for the Teaching of English as a Compulsory Subject in Public Sector Collages of Punjab, 2018 BNU.</p> <p>8.2.9 Saadia Azad, Phonological Rules of Elision in Urdu. 2018,BNU.</p> <p>8.3 M.Sc</p> <p>8.3.1 Mariam Durrani, Impact of Modern opology, QAU,1995.</p> <p>8.3.2 Najia Hyder, Language as a Means QAU, 1995.</p> <p>8.3.3 Yaqub ul Hasan, Azad Kashmir Me ka Mustaqilil“ [Urdu: The Problems r] M.Sc, Allama Iqbal Open University, 1991</p>
Undergraduate Students	NIL
Honor Students	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).

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
Experience	<p>1. Associate Professor & Head, Department of Linguistics, School of Education, Beaconhouse National University, September, 2012 to date.</p> <p>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.</p> <p>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.</p> <p>2. Associate Professor & Head, Department of Teacher Education. School of Education, Beaconhouse National University, 2010 to August, 2012</p> <p>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.</p> <p>3. Associate Professor & Head, Department of Applied Linguistics Kinnaird College for Women, Lahore.</p> <p>Responsibilities included teaching Applied Linguistics, English Literature and English Language Teaching M.Phil. classes. Administrative to Masters 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.</p> <p>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.</p> <p>4. Assistant Professor of English, Lahore College for Women, (1989-1995).</p> <p>Responsibilities included teaching Applied Linguistics, English Literature and English Language Teaching to Masters and undergraduate committee, result tabulation committee</p>

	<p>and discipline committee.</p> <p>5. Lecturer in English, College of Home Economics, Lahore. (1986 –1989)</p> <p>Responsibilities included teaching English Literature and English Language Teaching to B.Sc. Home Economics undergraduate students.</p> <p>6. Lecturer in English, Faculty for Arts for Girls, Riyadh, Saudi Arabia. (1981-1986) Taught English Social History, Phonetics and Phonology, English Grammar and English Literature to Bachelors students doing a Major in English.</p> <p>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</p>
Honors and Awards	<p>Mawbray Velte Gold Medal in BA Honors for First Position in Punjab University, 1970.</p> <p>First Position in MA (Post Honors) in English Literature in Punjab University, 1972</p> <p>Awarded The British Council scholarship to study in UK during 1975-1976</p>
Memberships	<ul style="list-style-type: none"> • 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). • 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, Kinnard College for Women. • Member, Board of Studies, Department of Education, Virtual University, Lahore

Supervision of MPhil Students	Years	Degree	Name
Graduate Students Post Docs	2009-10	MA ELM	Asma Tanvir
	2009	MA TESL	Nauman Akhter
	2009-10		Mahwish Raza
	2010-11	MPhil Education	Roma Daniel
	2010-11	MPhil TESL	Samina Rafique
	2011-12	MPhil Education	Gul-e-Saba
	2011-12	MPhil TESL	Shakeel Amjad
	2011-12	MPhil TESL	Syeda Zehra Batool
	2011-12	MPhil TESL	Muhammad Aslam
	2012-13	MPhil Education	Naeem Naveed
	2012-13	MPhil ELM	Tariq Zafar Mansuri
	2012-13	MPhil TESL	Sadia Usman Khan
	2012-13	MPhil TESL	Tayyaba Khan
	2012-13	MPhil TESL	Uzma Saleem
	2012-13	MPhil TESL	Samira Malik
	2013-14	MPhil TESL	Samina Hameed
	2013-14	MPhil TESL	Farida Quddsia
	2013-14	MPhil Education	Hira Ijaz
	2014-15		Shazia Humayoun
	2014-15		Farida Qudsia
2014-15		Sameena Hameed	
2014-15		Hira Ijaz	

	2015-2016	MPhil Linguistics	Maira Ahmed
	2015-2016	MPhil Linguistics	Ambreen Khan
	2015-2016	MPhil Linguistics	Ayesha Salah ud Din
	2015-2016	MPhil Linguistics	Ezza Saleem
	2016-2017	MPhil Linguistics	Maria Ahmad
	2016-2017	MPhil Linguistics	Asma Atif
	2015-2016	MPhil Linguistics	Afia Aslam
	2017-2018	MPhil Linguistics	Sofia Noreen
	2017-2018	MPhil Linguistics	Maryam Gillani
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 English, Pakistani English and Literature by Pakistani writers in English.		
Publications	<p>Articles published by refereed journals. Sheikh,Q,A.(2012)Analysis of the Vowel Sounds of Pakistani English. Bulletin of Education &Research, Lahore.</p> <p>William,I .(Ed.) Sheikh, Q.A. Contributor)(2008) <i>Human Rights through English Language Teaching</i>. Karachi Oxford University Press.</p> <p>Sheikh,Q,A.(2004)"its Role in Appraisal the Professional Development and of Teaching Practitioners <i>Language."</i> Policy, In <i>Planning Mansand Practice; A South Asian Perspective</i>. Karachi:OUP.</p> <p>Papers published in refereed conference proceedings... Sheikh,Q. et al (2008):"</p>		

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)

A persorextended abstracts published in conference. (refereed on the basis of abstract.

Presented a paper on "The Impact of the Practices of College Asia TEFL Teachers" Conference held in Delhi, at India, 2012. Abstract published.

Presented a paper, titled" Analysis of Media Conference on Linguistics in a Developing World, held in Lahore on 12-13 January,2013

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Personal:	Address: 497 E, DHA-EME, Canal Bank Road, Lahore, Pakistan Tel: +9203453284764 Email ID: shabana.ahmed@bnu.edu.pk
Experience	<p>Assistant Professor & Head, Department of Teacher Education (September 2012 –Present)</p> <p>School of Education (SE), Beaconhouse National University (BNU) Lahore</p> <p>Assistant Professor & Coordinator, Teaching English as a Second Language (TESL) Programme (January 2007 –September 2012)</p> <p>School of Education (SE), Beaconhouse National University (BNU) Lahore</p> <p>Assistant Professor (August 2005 –December 2006) Centre of English Language, Aga Khan University, Karachi</p> <p>Senior Instructor (June 2000 –August 2005) Centre of English Language, Aga Khan University, Karachi</p> <p>Lecturer and then Assistant Professor (1995 –2000) PAF Degree College, Faisalabad</p> <p>Programme and Course Development (School of Education, BNU) Taught and developed different teacher education courses and programmes for School of Education, BNU</p>
Honors and Awards	<p>MA ELT with distinction from York St John University, UK</p> <p>Second Position in Literature from Karachi University BA Honors English Literature from Karachi University</p>
Memberships	<p>❖ Beaconhouse National University</p> <ul style="list-style-type: none"> • Editor, BNU Journal of Education • Chair, Research Unit • Chair, Editing Committee • Member and Secretary, University Research and Publications Committee

	<ul style="list-style-type: none"> ❖ Aga Khan University, Centre of English <ul style="list-style-type: none"> • Co-Chair Evaluation Committee • Member CEL Testing Committee • Member AKU AKHUWAT Newsletter Committee • Member Online English Language Learning Committee ❖ Service to Institutions/Organizations External to the Institute of Affiliation <ul style="list-style-type: none"> • Member, Higher Education Commission –National Committee on English Sub-committee on Research and Publication (2005 –2010). 		
Supervision of MPhil Students Graduate Students Post Docs	Years	Degree	Name
	2012	MA TESL	Naureen Zaman
	2012	MA TESL	Fatima Manzar
	2012	MPhil TESL	Syed Ejaz Bukhari
	2012	MPhil TESL	Somia Aslam
	2013	MPhil TESL	Sameena Mehmood
	2014	MPhil TESL	Zahida Fida
	2014	MPhil TESL	Asma Alauddin
	2014	MPhil TESL	Sumbal Salim
	2014	MPhil TESL	Shaneela Arshad
	2015	MPhil TESL	Asma Alludin
	2015	MPhil TESL	Zahida Fida Hussain
	2016	MPhil TESL	Sanna Asghar
	2016	MPhil EDU	Iman Sheikh
	2017	MPhil TESL	Maria Sajid
	2017	MPhil TESL	Nadia Hanif

	2017	MPhil TESL	Usman Khalid
	2018	MPhil TESL	Hareem Arif
	2018	MPhil TESL	Rabia Minhas
	2018	MPhil TESL	Sana Mehmood
	2018	MPhil TESL	Nazia Dilawar
Service Activity	<ul style="list-style-type: none"> • CV writing workshop for School of Communication and Information Technology, Beaconhouse National University (June, 2015) • Workshop on Presentation Skills for Department of Postgraduate Medical Education, Aga Khan University, Karachi (April, 2006). • Contributed to the development of a textbook for class XI and XII with the Sindh Text book Board. • Conducted teacher training sessions for the participants of Royal Society of Arts (RSA) Certificate Course for Overseas Teachers of English (COTE) Cambridge University 		
Brief Statement of Research interest	<ul style="list-style-type: none"> • Teacher's Questions Learner's Responses 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 Education in Pakistan 		
Publications	<p>Using Pictures in the Classroom SPELT Quarterly Volume 19-No. 12, June 2004, pp. 27 – 31</p> <p>Some Ways to teach English SPELT Quarterly Vol. 14 – No. 4, December 1999, pp. 18 –20</p> <p>Believe it or Not It Works (Teaching Directed and Reported Speech SPELT Newsletter Vol. XII No. 4, 1997, pp. 34 – 36</p> <p>Using Pictures for Teaching Writing SPELT Newsletter Vol. XII No. 2, 1997</p>		

Self-Assessment Report

(Rubric Form)



Beaconhouse National University

School of Education

MPhil Teaching English as a Second Language

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	4.8				

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?		4			
Total Encircled Value (TV)	39				
Score 2 (S2) = {TV / (No. of Questions * 5)} * 100 * Weight	19.5				

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?		4			
Total Encircled Value (TV)	13				
Score 3 (S3) = {TV / (No. of Questions * 5)} * 100 * Weight	8.6				

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				

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)	60				
Score 5 (S5) = {TV / (No. of Questions * 5)} * 100 * Weight	15				

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?	5				
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?		4			
Do faculty members dedicate sufficient time to research to remain current in their disciplines?		4			
Are there mechanisms in place for faculty development?				2	
Are faculty members motivated and satisfied so as to excel in their professions?		4			
Total Encircled Value (TV)	27				
Score 6 (S6) = {TV / (No. of Questions * 5)} * 100 * Weight	15.4				

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?		4			
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)	13				
Score 7 (S7) = {TV / (No. of Questions * 5)} * 100 * Weight	8.6				

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				

Overall Assessment Score = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 =	88.9
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