Self Assessment Report

Beaconhouse National University

School of Education

MPhil. Teaching English as a Second Language

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 Teaching English as a Second Language 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 criterion and 31 standards were provided to PT members to evaluate their program against defined standards. The PT members with an intimate support and follow up of QA, completed the SAR and forwarded to QA.

After reviewing SAR, QA arranged visit of Assessment Team to the selected program on 12th February, 2015. 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 26th March, 2015.

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 26th March, 2015 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 July10, 2015.

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:

This program is designed for practicing English language teachers who wish to enhance their professional development by upgrading their professional qualifications. The program builds on students' teaching experience and previous knowledge to develop their systematic understanding and critical awareness of the current trends and debates in ELT pedagogy. It also enhances their knowledge of a range of research traditions, methods and techniques relevant to their academic and professional development. The successful completion of M.Phil may lead the students to a PhD degree when it is offered at SE.

Criterion1: 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 must be demonstrated.

Standard1-1: The program must have documented measurable objectives that support Faculty/College and institution mission statements.

Mission Statement of University

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

State programs objectives. Program educational objectives are intended to be statements that describe the expected accomplishments of graduates during the first several years following graduation from the program.

Mission Statement of Program

To pursue excellence in the field of English language teacher education by developing skills and knowledge base of the participants. The programme is committed to developing their understanding of the 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

1. To equip the practicing and prospective teachers with a repertoire of knowledge and skills relevant to second language acquisition.
2. To provide the students an opportunity to consider their professional capabilities and to empower them with the most up to date and contemporary knowledge of English language teaching practices to become effective classroom practitioners.
3. To provide a theoretical basis for their teaching practices.
4. To enable learners to critically analyze ELT problems in Pakistan and to attempt to provide solutions.
5. To acquaint the students with the current debates in language policy, planning and education.
6. To provide students with opportunities for research and critical reflection in the area of English as a second language teaching /learning.

- Describe how each objective is aligned with program, college and institution mission statements.
  (Example: Main elements of the strategic plan to achieve program mission objectives)

Part of SE's strategic plan is 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 enhance quality teacher education by providing advanced research, personal and professional development opportunities of the highest academic standards, to ensure that its graduates meet the demands of the 21st Century. The school aims to achieve its plan with the help of following elements:

1. Curriculum design: MPhil TESL program comprises some core and some elective courses. The core courses aim to ensure all students complete courses that are considered essential for pursuing further in the discipline. MPhil TESL programme includes the following core courses: Introduction to Linguistics, Psychology of Language Classroom Practices, Curriculum Development, Language Assessment and Evaluation. The Elective courses give students an opportunity to select from a breadth of courses the ones that they wish to specialize in or those which specifically interest them. MPhil TESL programme offers following as optional courses: English for Specific Purposes, Critical Discourse Analysis, Computer Assisted Language Learning

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 regularly holds an international conference and brings out a research journal.

Provide for each objective how it was measured, when it was measured and Improvements identified and made. Table 4.1provides a format for program objectives assessment.

Objectives	How Measured	When Measured	Improvement Identified	Improvement Made
I, II, III	Alumni Survey	Within two year of graduation	Nil	Nil

I, III, IV,	Employer Survey	Continuous ongoing with stake holders	Nil	Nil
I, II, IV, VI	Graduating Students feedback	Conclusion of two year program	Need for familiarizing the students with the research writing and citing conventions	Re-introduction of "Writing for Research and Publications course" Referencing given more space in writing for research course

Table 4.1 Program Objective Assessment

Standard1-2: 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.

<u>**PROGRAMME OUTCOMES**</u>

1. Students are able to develop the capability to critically evaluate different theoretical perspectives and related research and assess their implications to second language teaching, particularly in Pakistani context. (Objective 1, 2)

2. 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. (Objective 2, 3, 4).

3. Demonstrate an advanced understanding of concepts, information and techniques that are informed by current research and developments in language learning and teaching. (1, 2, 3, 4,5).

4. Exhibit advanced critical abilities in developing a research project related to language learning and teaching. (Objective: 5,)

5. Evaluate critically current issues and research in language teaching and learning.(Objective: 3,4, 5)

The program outcomes are the byproducts of the program objectives and are interrelated. An example of interrelation between the program objectives and the program outcomes is shown in the following table.

Program Objectives	Program Outcomes				
	1	**2**	**3**	**4**	**5**
1	X		X		
2	X	X	X		
3		X	X		X
4		X	X		X
5			X	X	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.**

Serial No.	Course Code	Course Title	Faculty	Evaluation
1.	LIN 7101	Introduction to Linguistics	Dr Tariq Rahman	**4.2**
2.	SL 7123	Psychology of Language Classroom Practices	Ms Amina Gardezi	**4**
3.	SL 7113	Curriculum Development	Mr Adil Arshad	**3.2**
4.	MP 607	English for Specific Purposes	Ms Shabana Ahmed	**3.5**
5.	SL 7213	Language Assessment and Evaluation	Ms Amina Javed	**3.47**
6.	SL 7304	Research Methodology I	Dr Nasir Mehmood	**3.8**
7.	SL 7313	Research Methodology II	Dr Qaisera Sheikh	**3.2**
8.	SL 7314	Writing for Research and Publications	Ms Shabana Ahmed	**3.6**
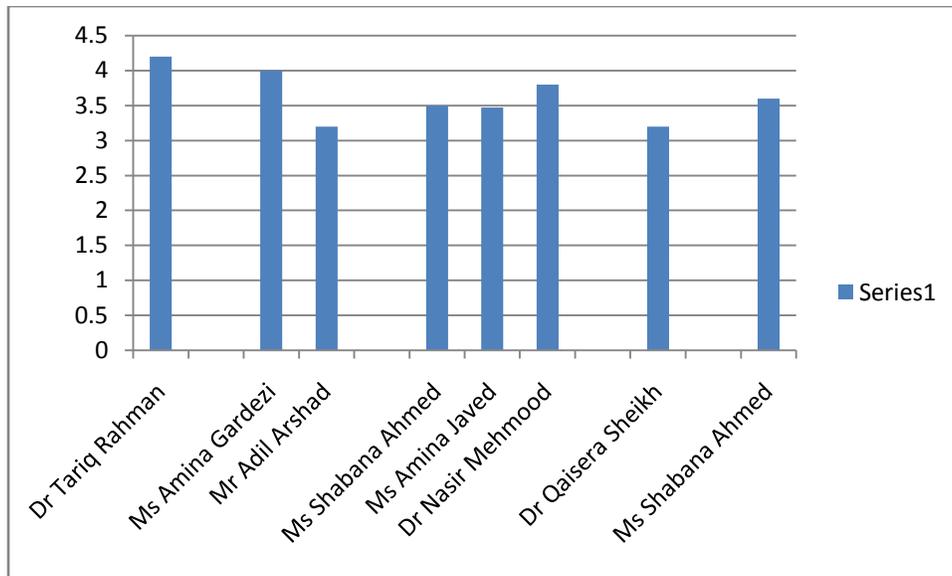
Standard1-4: The department must assess its overall performance periodically using quantifiable measures.

Student Enrollment

Year	Enrollment
2012	31
2013	20
2014	6
2015	

Dean's Honour List

Year	No. of Students on Dean's Honour List
2012	12
2013	27
2014	16
2015	

Faculty – Student Ratio

Year	Faculty – Student Ratio
2012	7.75
2013	6.67
2014	2
2015	

Lit of Graduates

Year	Graduates
2012	
2013	16
2014	22
2015	16

Seminars

Serial No.	Title of the Conference	Date & Year
1.	Pakistan: Education, Culture and Economy	April 23 & 24, 2015
2.	Language, Educational Policies and Practices	March 15, 2014
3.	Education, Language and Educational management	May 2, 2013

Journal

Title of the Journal	Date of Publication
BNU Journal of Education	December, 2013

Short Courses and Workshops

Title of the Short Course	Duration	Dates
Teaching English as a Second Language: Andragogical and Pedagogical Skills Enhancement	36 hours	June 3 – June 10, 2013
Teaching English as a Second Language	36 hours	April 7-May 12, 2007
Teaching English for Academic Purposes & Study Skills	36 hours	June 23 –July 28, 2007
International Baccalaureate- Primary Years Programme (IB-PYP)	90 hours	January 24 – May 23, 2009
Advanced Oral Communication Skills for Teachers and Educators (Module I)	30 hours	July 7 - 15, 2008
Advanced Oral Communication Skills for Teachers and Educators (Module II)	30 hours	July 16 - 25, 2008

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

A. Title of the Programme
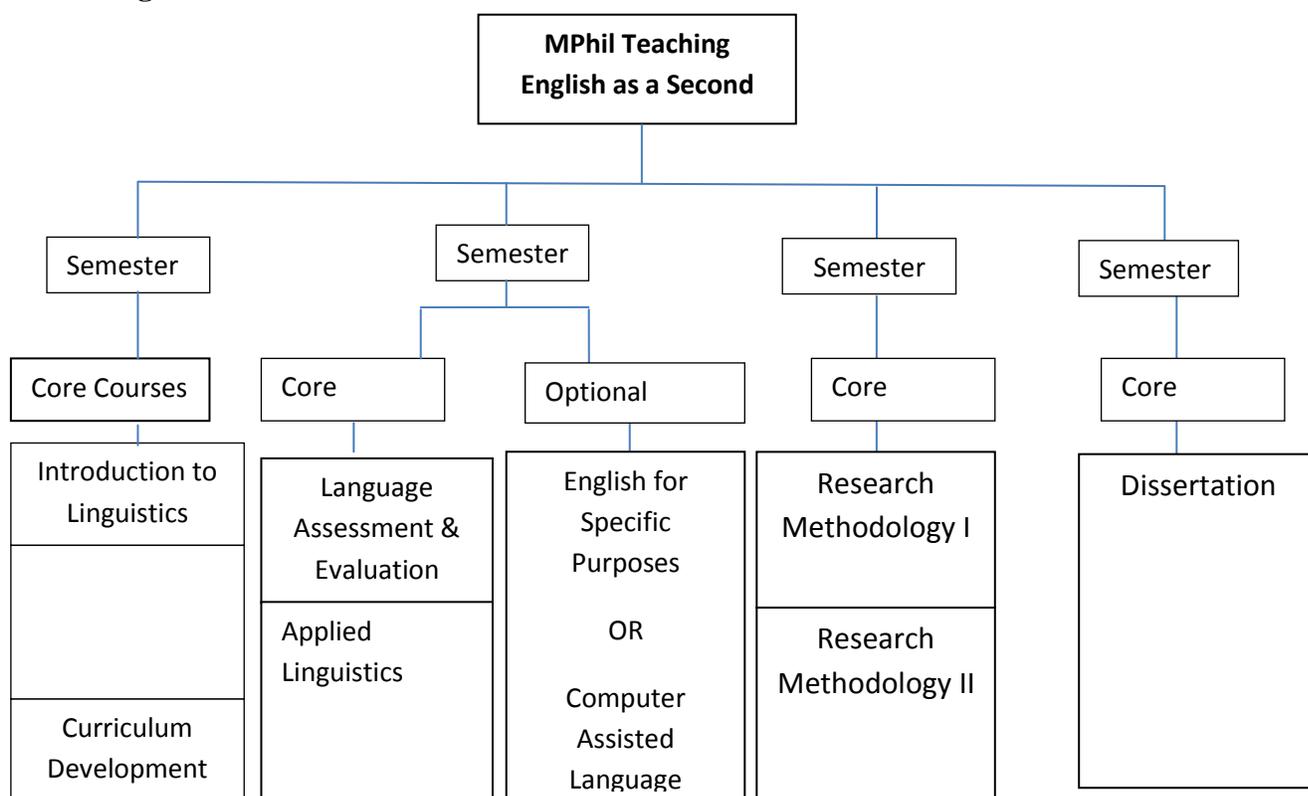
"MPhil Teaching English as a Second Language"

B. Definition of Credit Hours
C.

MPhil Teaching English as a Second Language (TESL) is a 36-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.

D. Degree Plan

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                    MPhil Teaching
                    English as a Second

    Semester        Semester              Semester        Semester

    Core Courses    Core      Optional    Core            Core

    Introduction    Language   English    Research        Dissertation
    to              Assessment for        Methodology I
    Linguistics     &          Specific
                    Evaluation Purposes
                                          Research
                    Applied    OR         Methodology II
                    Linguistics
    Curriculum                 Computer
    Development                Assisted
                               Language
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E. Table showing curriculum breakdown per semester

Semester	Course Type	Course Code	Course Title	Credit Hours
I	Core		Introduction to Linguistics	3
		SL 7113	Curriculum Development	3
		SL 7123	Psychology of Language Classroom practices	3
II	Core	SL 7213	Language Assessment and Evaluation	3
		SL 7104	Applied Linguistics	3

	Optional	MP 607	English for Specific Purposes or Computer Assisted Language Learning	3
III	Core		Research Methodology I	3
			Research Methodology II	3
IV	Core	SL 7409	Dissertation	9

Total Credits: 33

Table4.3: Curriculum course requirements

F. One-two page specification of each course:

See Appendix A

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

- Describe how the program content (courses)meets the program objectives.
- Complete the matrix shown in Table4 linking courses to program outcomes. List the courses and tick against relevant outcomes.

Course/Group of Courses Title	Objectives					
	1	2	3	4	5	6
Introduction to Linguistics			X			X
Curriculum Development	X	X	X			
Psychology of Language Classroom Practices	X	X				
Language assessment and evaluation	X				X	
English For Specific Purposes		X	X			
Applied Linguistics			X			X
Research Methodology I Research Methodology II Dissertation			X	X		X

Table4.4: Courses versus program outcomes

Standard2-2: Theoretical background, problems analysis and solution design must be stressed within the program's core material.

Elements	Courses
Theoretical Background	Introduction to Linguistics, Applied Linguistics, Dissertation
Problem Analysis	Language Assessment and Evaluation, Psychology of Language Classroom Practices, Dissertation
Solution Design	Curriculum Development, English for Specific Purposes, Research Methodology I, Research Methodology II

Table4.5: Standard 2-2 requirement

Standard2-3: 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). It has been evaluated by the council and has been awarded category X.

Standard2-4: The curriculum must satisfy the major requirements for the program as specified by HEC, the respective accreditation body.

HEC requirements

The program meets the following HEC requirements:

- **Admission**

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

- **Credit hour breakdown**
  All courses in the MPhil Teaching English as a Second Language 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 Advanced Studies and Research, Academic Council and final approval is sought from the Board of Governors of the University.

Standard2-5: 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 Teaching English as a Second Language	6 Credit Hours	12 Credit hours	6 Credit Hours	9 Credit Hours

Total Credit Hours: 33

Standard2-6: Information technology component of the curriculum must be integrated throughout the program.

- MPhil TESL program includes a three credit hour optional course on "Computer Assisted Language Learning". The course introduces students to software and programs that can be used for English language teaching and learning. It also, gives an opportunity to the students to reflect on ways of encouraging the Use of ICT for self-directed language learning.

- In addition, 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.

Standard2-7: Oral and written communication skills of the student must be developed and applied in the program.

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

Criterion3: LABORATORIESANDCOMPUTINGFACILITIES

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.

Standard3-1: 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 TESL. 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.

Standard3-2: There must be adequate support personnel for instruction and maintaining the laboratories.

The above lab is maintained by a Lab Administrator who is responsible for keeping the computer's hardware and software in working condition. He is also required for ensuring 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.

Standard3-3: The University computing infrastructure and facilities must be adequate to support program's objectives.

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

Criterion 4: STUDENTSUPPORTANDADVISING

Standard4-1: Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner.

The MPhil TESL is a two-year programme comprising 33 credits. All courses (core and elective) are offered once every year, giving students adequate opportunity to complete the courses in a timely manner.

Standard4-2: Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.

EFFECTIVE FACULTY / STUDENT INTERACTION

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

Standard4-3: 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 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 guideline.

- **STUDENT ADVISING SYSTEM**
  There is an effective student advising system in practice at the School of Education. The Program Coordinator and the Head of Department are in constant contact with the students advising them on all academic issues. Students are at liberty to book an appointment and meet with either member as and when they feel the need to get advice.

In addition, the students can also book tutorials with the concerned faculty to discuss all matters relating to a particular course.

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

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

- **ACCESS TO PROFESSIONAL COUNSELING**
  The Institute of Psychology at Beaconhouse National University provides support to students at the University by providing opportunities for professional counseling.

- **OPPORTUNITIES PROVIDED FOR THE STUDENTS**
  Throughout the year the School invites experts in different areas of Education to give guest lectures. The students during these lectures get an opportunity to interact with experts in the area. Students are also encouraged to give presentation, present papers, and publish their research work in journals of National and International repute. The students at the School of Education are members of ASIA TEFL and the SPELT.

Criterion5: PROCESS CONTROL

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

Standard5-1: 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.
- Minimum 60% score on GAT-General test conducted by National Testing Service.
- Applicants must clear the SE admission test and interview to join any of the offered MPhil programmes.

PROGRAM/CREDIT TRANSFER

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

EVALUATION OF ADMISSION CRITERIA

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

Standard5-2: The process by which students are registered in the program and monitoring of students' progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

- **PROCESS OF REGISTRATION**

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

- **MONITORING STUDENTS PROGRESS**

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

- **EVALUATION AND IMPROVEMENT**

    The process is evaluated by conducting periodical peer reviews.

Standard 5-3: The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

- **FACULTY RECRUITEMENT PROCESS**

    The School of Education follows a thorough process for the recruitment of faculty in line with the BNU and HEC guidelines. The process begins with identification of faculty

(preferably foreign qualified), they are then invited to give guest lectures, conduct workshops or teach as part of the visiting faculty team at SE. Feedback is taken from the students and faculty members on their performance. Based on the feedback the School of Education then proposes their name to University authorities so that the formal recruitment process may begin. These cases are then put before the Selection Committee that interviews and scrutinizes the candidates. On the recommendation of the Selection Committee the Board of Governors then interviews the candidates to give final approval.

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

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

Standard5-4: The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.

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

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

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

- The Administrative Coordinator maintains thorough records of the students. These records are reviewed at the start and end of every semester to ensure the student is progressing and meeting all requirements of the program. The Registrar office and

Quality Assurance department maintain files on each student. These files contain past and ongoing academic record of the students. At the end of each semester these records are reviewed as a means to check student performance.

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

Criterion 6: FACULTY

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

Standard6-1: 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.

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

- Each faculty member should complete a resume, prepared in a format included in

   Appendix B.

- Information recorded in Table 4.6 and faculty member's resumes will be sufficient to validate 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	-	4	3	1
Applied Linguistics	-	4	1	3
Education/ Educational Management	-	5	2	2

Table4.6:Faculty distribution by program areas

Standard6-2: All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place.

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

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

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

Standard6-3: 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.

Criterion7: INSTITUTIONAL FACILITIES

Institutional facilities, including library, classrooms and offices must be adequate tosupport theobjectiveoftheprogram.Tosatisfythiscriterionanumberofstandardsmustbemet.

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

ICT resource centre 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. 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 resourses 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 catslog, edit, store and share local collections.

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

Standard7-2: The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.

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

Collection Development

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

Library Committee

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

Annual Report

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

Library Budget

- Annual Budget of BNU Library is Rs. 5.9 million
- List of All Materials in BNU Library

Sr.#	Name of Item	Quantity 2015
1	Books	13224
2	Photocopies of Books	66
3	Downloaded E-Books	3000

4	DVD's (movies for TFT)	1053
5	Downloaded Movies (for TFT)	725
6	VHS's	626
7	Art Catalogues	1173
8	Theses	593
9	Reports	2070

Journals / Magazine , Newspapers

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

Online Resources

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

Library Staff

Sr.No	Campuses / Library	No. of Staff Members
1	City Campus	1
2	Tarogil Campus (SLASS Library)	4
3	Tarogil Campus (SVAD Library)	2
	Total Staff Members:	**7**

BNU Library URL

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

Library Membership

Membership: 2236
Faculty: 0263
Students: 1895
Staff: 0078

Standard7-3: 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

Faculty Offices

All the faculty members are provided with individual offices, which are well lit and furnished with the following:
1. A large writing desk and comfortable chair
2. Chairs for visitors
3. Telephone
4. Computer
5. Internet connection
6. Book Shelf
7. Cabinets with lock and key

Criterion8: 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.

Facility	Description
Land	The total land area of Beaconhouse National University's New Campus is 33 acres.

Buildings	The built-up area of the Beaconhouse National University New Campus is 322,000 sqft. In Phase – I, the New Campus has three academic blocks, one central block and one administration block. The first academic block comprising 107,000 sqft areas is operational at the New Campus. The second academic block comprising 56,000 sqft areas has been operational since September, 2011. The Administration Block comprising 32,498 sft was made operational in December 2013. The remaining buildings are at different stages of construction.
Roads network & Parking	BNU has an internal road network of 1.5 Km. This black top road ring links different academic and administrative buildings. Walkways on the sides of the roads have been constructed for easy movement of students and staff. Fire hydrants at different points along the road have also been provided. The New Campus in phase – I has a parking space for 400 cars. The adjoining areas of the campus can accommodate more than 600 vehicles.
Lawns & Open Spaces	BNU is an environment friendly organization. In the campus design phase special attention was paid to maintaining bio-diversity of the area. More than 50 % of the campus spaces have been left open and green. Each of the academic and other blocks has a lawn attached to it and is equally used by students, faculty and staff for academic and recreational purposes. The total cost of the planned landscape is Rs.10 m.
ICT	BNU's focus on information and communication technologies is evident from the 1800 nodes system planned for the campus. Already 600 nodes are active providing the users internet connection and IP telephony facility. This back bone is also meant for IP surveillance and access control systems for the buildings.
Sports facilities	Students are given ample opportunity to participate in sports and extra-curricular events at BNU are not too infrequent. The University already has set up different indoor and outdoor sports facilities for students. A football field with dimensions of 180 ft x 330 ft is available. This facility also has a cricket turf for hard ball matches. The university has also set up badminton courts and table tennis play areas for students.
Canteen	With current full-time canteen operations catering to the needs of the university community, BNU is making significant investment in setting up a four floor purpose built cafeteria for its students, faculty and staff. Work on the structure is underway. Once completed this facility will provide dine in and take away options to the users. The lower ground floor will comprise an executive dining hall for faculty and senior staff of the university. The ground floor would comprise of a restaurant area offering variety of foods and drinks. The first floor of the cafeteria

	would be reserved for female students and contain a common room and a prayer area. The top floor of the cafeteria would include separate gyms and work out areas for male and female students. The new canteen would provide campus community the opportunity to relax in their free time. Like other campus areas, the cafeteria would have Wi-Fi facilities on all floors.
Furniture	Ergonomically designed furniture has been planned across the campus. Services of design firms have been hired to meet the bespoke requirements for studios and classrooms.

Standard8-1: 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.

		Nature of Participation	
Faculty Name	**Event**	**Attending**	**Organizing**
Dr Tariq Rahman	BNU Conference on Pakistan: Education, Culture and Economy (April 23 & 24, 2015)	✓	✓
	FC College Conference	✓	
	BNU Conference (2013 & 2014)		✓
Dr Qaisera Sheikh	BNU Conference on Pakistan: Education, Culture and Economy (April 23 & 24, 2015)	✓	✓
	FC College Conference	✓	

	LSE Conference (2013 & 2014)	✓	
Shabana Ahmad	BNU Conference on Pakistan: Education, Culture and Economy (April 23 & 24, 2015)	✓	✓
	LUMS Conference	✓	
	BNU Conference(2013 & 2014)		✓
	LSE Conference (2013 & 2014)	✓	
Muttaqi Malik	BNU Conference on Pakistan: Education, Culture and Economy (April 23 & 24, 2015)	✓	✓
	BNU Conference (2014)		✓

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

In addition, the School of Education organizes a number of scholarly activities on a regular basis to give its faculty in-house opportunities to participate in scholarly activities. These include the following:

1. Holding a monthly guest lecture under its "Distinguished Lecture Series".
2. Holding an annual conference
3. Bringing out a research journal titled "BNU Journal of Education"

Standard8-2: There must be an adequate number of high quality graduate students, research assistants and Ph.D. students.

MPhil TESL was launched in the year 2010. Following is the list of its graduates:

Year	Total Number of Graduates
2012	16
2013	22
2014	

Standard8-3: Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.

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

- **LABORATORY**
  As on Section 6

COMPUTING FACILITIES

See Criterion 3

Appendix A

Course Title   :   Introduction to Linguistics
Status   :   Core Course
Credit Hours   :   03

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. The course presupposes no previous knowledge of linguistics.

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 resolving 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
	
	   • 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

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

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

Crystal, David.1971. *Linguistics* Harmondsworth: Penguin Books, 1990 edition.

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

Lyons, John.1981. *An Introduction to Linguistics* Cambridge: Cambridge University Press, 1990 edition.

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

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

Rahman, Tariq. *An Introduction to Linguistics* Lahore:Vanguard, 1987- Revised and expanded edition Delhi:Orient Blackswan, 2010 and Karachi: Oxford University press, forthcoming.

Robins, R.H. 1985 *General Linguistics: An Introductory Survey* New York:Longman Group.

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

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

Yule, George.1985. *The Study of Language: An Introduction* Cambridge: Cambridge University Press.

Course Title	:	Applied Linguistics
Course code	:	SL 7103
Status	:	Core Course
Credit Hour	:	03
Semester	:	Fall 2014
Course Faculty	:	Shabana Ahmed
Faculty Room :		
E-mail	:	shabana.ahmed@bnu.edu.pk

Aims

The course aims to introduce the students to the history and development of Applied Linguistics. It raises their awareness about the interdisciplinary nature of the field and the relation between language and linguistics and practical issues in the world. This will include understanding the role different linguistic theories play in Applied Linguistics and their practical application to various fields particularly to language teaching and learning and education.

Learning Outcomes

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

- understand the history and interdisciplinary nature of the field;
- understand the relation between linguistic theories and theory and practice in applied linguistics;
- know how applied linguistics addresses problems in the world;
- demonstrate an understanding of the extent of the contribution of linguistics to foreign language teaching; and
- analyse the processes involved in foreign language learning and teaching and compare rival theories

Course Contents

1. Introduction and development of applied linguistics
2. Linguistic theories and applied linguistics
3. Theory and practice of language teaching and learning
4. Corpus linguistics
5. Language culture and identity
6. Language and Gender

Teaching Strategies

- Classroom lectures
- Group discussion to identity issues
- Information gathering, critical reflection, sharing of ideas and group discussions

Assessment and Evaluation

Students will be assessed through classroom participation, reflective reports, examination and a written assignment of 2500 words.

Critical Reflections

Two critical reflection papers (should be completed on a word processor and printed). For these papers, you should display that you understand the ideas in the reading and then find one or two issues in the reading that strike you as worthy of comment or critique. You should try to make connections between the issues you choose and what we have discussed in class and your other course work. The reflective papers account for 20% of the marks for this module

Examination

Students will take turns presenting issues from the readings to the class in small teams. Each team will present one time during the term. The class will be assigned readings for each class period. You can design your presentation based on one or all the particular readings. You may use power point to help the presentation but I want you to make the presentation interactive, include an activity or discussion for the class as well as some kind of assessment. The presentation accounts for 20% of the marks for this module.

Essay

A 2500-word essay on an aspect of Applied Linguistics and its implications for solving real world problems. This essay accounts for 50% of the marks for this module.

Attendance and Class Participation: 10%

Class Schedule

Session	Topics
I	Introduction and development of applied linguistics
II	Linguistic theories and applied linguistics
III	Linguistic theories and applied linguistics
IV	Linguistic theories and applied linguistics
V	Theory and practice of language teaching and learning
VI	Theory and practice of language teaching and learning
VII	Corpus Linguistics
VIII	Corpus Linguistics
IX	Mid-Term
X	Language, culture and identity
XI	Language and gender
XII	World Englishes
XIII	Critical applied linguistics
XIV	Critical applied linguistic
XV	Research methods in applied linguistics

Recommended Reading

Baumgardner, R. J. (1993). *English in Pakistan.* Karachi: Oxford University Press.

Brown, H. D. 1980. *Principles of Language Learning and Teaching.* Englewood Cliffs NJ: Prentice-Hall.

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

Cameron, D. (ed) (1998). *The feminist critique of language*. New York: Routledge.

Candlin, C. (ed). (2001). *English language teaching in its social context.* New York: Routledge.

Cheshire, J. (1991). *English around the world: Sociolinguistic perspective.* New York: Cambridge University Press.

Ellis, R. 1985. *Understanding Second Language Acquisition.* Oxford: Oxford University Press

Fishman, J. A.(1972). *Language in sociocultural change*. California: Stanford University

Gebhard, Jerry Greer, *Teaching English as a foreign or second language*. New York: Routledge. Press.

Lantolf, J. P. (ed.). 2000. *Sociocultural Theory and Second Language Learning.* Oxford: Oxford University Press

Little, D. 1999. 'Autonomy in Language Learning' in Gathercole, I (ed.) *Autonomy in Language Learning*. London: Centre for Information on Language Teaching.

McCarthy, M. 2001. *Issues in Applied Linguistics.* Cambridge: Cambridge University Press

McKay, Sandra L. (2002). *Teaching English as an international language*. China: OUP.

McKay, S. L., & Hornberger, N.H. (Eds.). (1996). *Sociolinguistics and language teaching.* New York: Cambridge University Press.

Rahman, T. (1999). *Language education and culture.* New York: Oxford University Press.

Course	:	Curriculum Development
Course code	:	SL 7113
Status	:	Core Course
Credit Hours	:	03
Semester	:	Fall 2013
Course Faculty	:	Muhammad Adil Arshad
Email	:	madil@bu.edu

Aims

The course aims at giving participants a theoretical as well as a practical insight into the principles that guide curriculum development. It will briefly trace the history of curriculum development and discuss the models and approaches which have been the mainstays of curricular philosophies all over the world. The course will discuss and analyze in detail the main elements of curriculum as well. Against this backdrop the participants will critique and evaluate the curriculum they practice and innovatively design a curriculum which better represents the aims and objectives of education in Pakistan.

Learning Outcomes

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

1. ascertain the meaning of curriculum development
2. trace the history of curriculum development
3. recognize the various elements of curriculum development
4. note the philosophies behind curriculum development
5. discuss and analyze the models of curriculum
6. note various aspects of curriculum design
7. critique the practicing curriculum designs
8. design a suitable curriculum for practical classroom use

Teaching Strategies

- Discussions
- Presentations
- Seminars

Assessment and Evaluation

Class Participation & attendance   10%
Mid-term   40%
Final Project   50%

Class schedule

Session	Topic
I.	Introduction to curriculum Definition of curriculum
II.	History of curriculum
III.	Curriculum approaches
IV.	Curriculum domains
V.	Elements of curriculum Setting of objectives, Selection of content, Curriculum organization ,Curriculum evaluation
VI.	Educational philosophies Psychology and the curriculum Social foundations of curriculum
VII.	Curriculum: aims, goals and objectives Aims and goals of education
VIII.	Curriculum development models
IX.	Mid-term Presentation
X.	Mid Term Presentations
XI.	What is curriculum design?

XII.	Subject-centered designs &Learner centered designs
XIII.	Curriculum evaluation
XIV.	Curriculum change
XV.	Curriculum reform in Pakistan

Recommended Reading

Apple, M. W., Beyer, L. E. (1988) The Curriculum: problems, Politics, and Possibilities. NY: State University of New York Press.

Casey, J.N., Upton, R.E. (2008) (eds.) Educational Curricula: Development and evaluation. NY: Nova Science Publishers Inc.

Hunkins, F., Ornstein, A. (1998) (3rd ed.) Curriculum: Foundations, Principles, and Issues. Boston: Allyn & Bacon

Pratt, D. (1994) Curriculum Planning: A handbook for professionals. Florida: Harcourt Brace Jovanovich, Inc.

Schubert, W.H. (1986) Curriculum: Perspective, Paradigm, and Possibility. New York: Macmillan

Sharma, P. (2009) Principles of curriculum. New Delhi: A.P.H. Publishing Corporation.

Taylor, P. (2006) How to design a training course: A guide to participatory curriculum development. London: Continuum

Yates, L., Grumet, M. (2011) Curriculum in today's world. (eds.) NY: Routledge.

Course Title: English for Specific Purposes
Status: Optional
Credit hours: 3
Semester: Spring

Course Description

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 questionnaires/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 30% 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 60 % of the assessment for this course.

Weekly 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 Reading

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 Title: English for Specific Purposes
Status: Optional
Credit hours: 3
Semester: Spring

Course Description

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

7. History and Development of ESP
8. Approaches to ESP
   - v.   Register Analysis
   - vi.   Discourse and Rhetoric Analysis
   - vii.   Learning Needs Analysis
   - viii.   Genre Analysis
9. Needs Assessment in ESP
10. ESP Course Design
11. Materials Development, Adaptation and Evaluation
12. Assessment and Testing in ESP

Teaching / Learning Strategies

Lectures, group discussions, presentations

Assessment and Evaluation

(j)   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 questionnaires/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 30% of the assessment for this course.

(k)   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 60 % of the assessment for this course.

Weekly 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 Reading

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	:	
Semester	:	Spring 2015
Credits	:	3
Status	:	Mandatory

Aim

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:

- Study and analyze the nature and purposes of the assessment
- Discuss and apply educational assessment principles in their contexts
- Talk about teacher assessment competencies
- distinguish different types and objectives of evaluation
- develop sound understanding of evaluation designs and techniques
- practice evaluation in their respective language teaching and learning situations
- recognise the usefulness of evaluation in language education

Class Schedule

S #	Topic
I.	What is classroom assessment?
II.	Assessment in education
III.	Basic concepts in assessment

	Basic assessment techniques
IV.	Against assessment
V.	Formative Assessment
VI.	Summative Assessment
VII.	Performance assessment
VIII.	Self-Assessment and portfolios
IX.	Assessment and the affective domain
X.	**Presentations on types of assessment**
XI.	**Presentations on types of assessment**
XII.	Forms and objectives of Evaluation
XIII.	Planning and Designing Evaluation of Language Programmes
XIV.	Approaches to Evaluation
XV.	Procedures for conducting Evaluation
XVI.	Validity and Ethics of Evaluation

Teaching Strategies:

- Lectures
- Group work
- Class discussions

Assessment and Evaluation:

Class Participation and Attendance: 10%
Mid-Term Assessment (Presentations):   40%
End-of-Term Assessment (Project):   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: Research Methodology I

Credits: 3 (48 hrs)

Lesson Meeting: Wednesday, Thursday, Friday 0315 – 0615 pm

Room: Room 230

Facilitator: Dr. Nasir Mahmood

Course Duration   September 17, 2014- October 24, 2014.

OBJECTIVE

This course intends to introduce philosophy of science and connection of research topic/assumption to theories of education. Connecting to take students through each step involved in conceiving a research idea to writing research report primarily in researches involving empirical data but the course will also accommodate students intending to do qualitative studies. Thus, course involves a lot of hands on activities on the part of the students. The ideal output of the course will be a research article produced by each students or least having some work which can be continued to produce a publication at some stage.

WORKING HOURS

Although there will be 48 hrs in class working time but the nature of the course requires students to spend a minimum of 240 hrs off the class work to complete the assignments and reports.

COURSE EVALUATION

The evaluation will be performed on the basis of assignments, an interim report of 1500 words or a mid-term test and 2500 words final report/written test to be submitted to facilitator according to the schedule given in the class meeting schedule. Course assignments will carry 25% weight while interim report and final report will carry 35% and 40% weight-age respectively.

All assignments and reports will be electronically submitted through creating a student account (or registering in this course using your already existing account) on the following webpage: http://www.nasirmehmood.com/

GENERAL INSTRUCTION

Course material and other guidance related timely completion of assigned tasks will also be available on the above mentioned webpage. For further guidance read the instruction on your personalized page after creating your student log in.

1. Access http://www.nasirmehmood.com/

2. Go to "Member Login" and click at "New Student Register Request Here..."

3. Fill in at least fields having * sign. User name will be generated automatically. Note down user names with you and submit the form.

4. You will receive an e-mail notification with subject, "Web Registration Approval Notification" in the e-mail account provided in your registration form.

5. Click on the hyperlink given in the e-mail or copy paste the link in a new web browser (e.g. www.nasirmehmood.com/index.php?page=members&m=finalizeRegistrationRequest&studentKey =feb3a817ee69dbb9ebf9929bbb47a055)

6. Select a password of your choice and retype it again in the given cell. Select a password which you can easily recall later.

7. Leave the PIN cell blank

8. Press, "submit"

9. You are registered, welcome to course page

Schedule of Class Meeting

Lesson #	Date	Topic/Activity	Assignment
1	17/09/2014	Discussion on Sources of Knowledge, why Scientific Method is preferred over others and process of research.	
2	18/09/2014	Philosophy of science and research paradigms Positivist, Interpretivist and critical philosophy *Reading Text: Business & Management Research: Paradigms and practices by Erica Hallebone and Jan Priest*	Preparing a comparative statement of three philosophical stances on the basis of their ontological and epistemological point of view. Aligning one-self with any school of thought.
3	19/09/2014	Types of research and association with philosophy of	Reflective note of about 400 words delineating the effect of aligning to

Lesson #	Date	Topic/Activity	Assignment
		science *Reading Text: Business & Management Research: Paradigms and practices by Erica Hallebone and Jan Priest*	any school of thought on the methodology and design of study you plan to undertake?
4	24/09/2014	Learning to conceive a research idea and transforming it to a researchable problem (1.5 hrs) Types of research by kind and purpose (1.5 hrs.)	Preparing a research topic from the draft of the research idea generated and discussed in classroom. The assignment should demonstrate the thinking process through which student has worked out the stated research topics having all elements of the research topic discussed in the lecture.
5	25/09/2014	Class Discussion on the topics submitted by the students (2 hrs) Objectives of suggested research and Research questions/hypothesis (1 hr)	1. Writing objectives of the previously suggested research topic , formulating research questions/hypothesis and linking research objectives and research questions/hypothesis 2. Searching at least 10 research papers related to the research topic suggested
6	26/09/2014	Difference between Introduction and Review of Literature	Writing first draft of introduction on the topic finalized by each student and revising it till it is finalized. Finalized version will be submitted for evaluation.
7	01/10/2014	Review of Literature- conceptual framework, preparing for write-up and referencing	1. Searching more material till the cycle is complete as discussed in class. 2. Preparing first draft of the review for discussion in class. 3. APA exercise to be completed
8	02/10/2014	Discussion on the first draft of the review for selected drafts to highlight the mechanism/ thinking process involved in writing a review	1. Revising draft of the review to bring it to shape. 2. Reading the material on different types of instruments, scales, scales of measurement, reliability and validity of the research instruments.

Lesson #	Date	Topic/Activity	Assignment
9	03/10/2014	Research Design and its importance	1. Reading the books and summarizing research designs in experimental research
10	15/10/2014	Development of Research tool-Statement writing, concept of reliability and validity	1. Reading material on scale of measurements and collecting examples to illustrate the difference between various scales of measurement. 2. Selection of instrument(s) type, deciding the construct and sub-constructs to be measured through instrument selected and writing of statements in the format suitable for the selected type of instrument (Draft 1).
11	16/10/2014	Tool Framework Writing some sample statement for a questionnaire and discussion of as many of the statements written by students as possible to highlight the rules of writing good statements.	1. Developing a research tool framework for the variables described in the topic of research
12	17/10/2014	Discussion on the statements written by students to demonstrate the thinking process involved in writing item and creates awareness of practical issues involved in using the rules of item writing (2hrs). Development of Research tool-Scales of measurement, Instructions, introductory material and background variables (1 hr)	1. Draft 2 of the statements written after the discussion in previous meeting and arranging then in the form of a questionnaire. 2. Reading material on types of scales and preparing for class discussion.

Lesson #	Date	Topic/Activity	Assignment
13	22/10/2014	Sampling procedure and carrying out selection of sample by using a procedure appropriate for selected topic of research.	1. Finalizing the format of the instrument. 2. Getting the instrument validated and printing to get pilot data. 3. Reading the material on sampling and getting ready for class discussion. 4. Submitting finalized review of literature along with all material refereed in the review for evaluation
14	23/10/2014	Sampling Frames, Sampling Error, Calculating sample Size and Dealing with other sample related issues	
15	24/17/2014	Brain storming of data analysis specific to each student's research in class discussion for every student.	1. Performing data analysis and submitting output files for comments and learning to read output 2. Starting write up of the final report

READING REFERENCE:

The reading material will be made available on the webpage.

List of supplementary reading material is also available at http://www.nasirmehmood.com/

Research Methodology II

Course Overview:

The course comprises the nature and characteristics of research and ethics, types and methods of research. It also includes the research process, consisting of problem identification and its statement, hypothesis formulation and research design. Data collection and data analysis procedures would be introduced. This course aims at (a) training the students regarding the process of data analysis using the Statistical Package for Social Sciences (SPSS) ,Minitab and (b) consolidating data findings and report writing.

Learning Outcomes

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

- Develop the ability to identify and observe various parameters during experimentation.
- Carry out univariate analysis for the various variables of interest.
- Carry out bivariate/ multivariate analysis in order to ascertain relationships between variables.
- Summarize research findings and presenting results
- Identify the main findings and put them together to draw an overall conclusion.
- Put forth valuable recommendations on the basis of the conclusion drawn.
- Write a report using the prescribed format of organization, formal language and referencing.
- Conduct independent research.
- Have better presentation skills

Week	Topics	Recommended Book	Suggested Reading	Project work
1	- Introduction to Research - Meaning and significance of research - Types of Research - Basic Research - Applied Research - Quantitative Research - Qualitative Research - Historical Research - Descriptive Research - Explanatory Research - Conclusive - Performance Monitoring Research - Research Methods - Deductive and Inductive Research	Sekaran, U. 2004. Research Methods for Business. 4th Edition. San Francisco Jossey-Bass	Chapter Two (Hallmarks of Scientific Research) pages 22-37	

2	• Research Design
	  ➢ Criterion
	  ➢ Purpose of the study
	    ▪ Exploratory
	    ▪ Descriptive
	    ▪ Hypothesis Testing
	  ➢ Type of investigation
	    ▪ Causal
	    ▪ Correlational
	  ➢ Time Horizon
	    ▪ Cross-sectional
	    ▪ Longitudinal
	  ➢ Study Settings
	    ▪ Contrived study setting
	    ▪ Non-contrived study setting
		Sekaran, U. 2004. Research Methods for Business. 4th Edition. San Francisco Jossey-Bass	Chap6, 7	

3	• Research Process
	  ➢ Identification of broad problem areas
	  ➢ Preliminary information gathering (Books, Journals, Internet, Newspapers)
	
	• Literature Review
	• Identification of the research question
	• Variables and their types
	• Identification of variables
		Bryman, A. (2004) Social Research Methods. 2nd Edition. OUP:	Internet Surfing, abstracts, journals, newspapers	Synopsis
				
				Make groups and select the research topics
				
				Finalize the topic
				
				Do the literature review State the rationale of the study State the objectives, methodology and finding of the lit. review

| 4 | Measurement of variables

selection of scales

Hypothesis formulation

    • Data Collection
  - Primary
  ➢ Questionnaires (open and close ended, sequence of questions, demographics)
  Interviews (structured, unstructured) | Do | | State the objective and hypothesis of your selected topic. State your research Methodology

Construct the questionnaire of your research and check its validity. Do the pilot study

Complete the filling of the questionnaire. |

QUANTITATIVE ANALYSIS

Week	Topics	SPSS Lab-Work	Project work
5	Presentation of data Introduction; Types of Variables; Data Screening, Transformation of Data Coding of Data, Orientation to SPSS	Familiarity with Variable View and Data View, Coding of Qualitative Data	Transform your data on SPSS sheet.
6	Descriptive Statistics; Frequency Distribution, Relative Frequency Distribution, Histogram, Frequency Curve; Bar Charts, Pie Chart	Construction of Histogram, simple and multiple bar charts, pie chart	D0 the descriptive statistics of your project

	Mean, mode, median, percentiles; range, variance and standard deviation Measures of skewness and kurtosis, Normal Distribution;	Computation of mean, mode, median, percentiles; range, variance and standard deviation, measures of skewness and kurtosis; comparison of the shape of the histogram with the normal curve	
7	Populations and samples; basic concept of simple random sampling Basic concepts of hypothesis-testing: null and alternative hypotheses, p-value; hypothesis-testing regarding population mean hypothesis-testing regarding population proportion for large samples	Tests of hypotheses regarding the population mean; Difference between means. Population proportion ,interpretation of p-value	
8	Contingency Table Analysis: Chi Square Test of Independence; Interpretation of p-value and contingency coefficient.	Entry of data in row-column form; Tests of hypotheses regarding association between two qualitative variables;	

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	2012 -2013 (Jun-Sept) Humboldt Research Awardee, Centre for South Asian Studies, University of Heidelberg, Germany. 2011 Sept Dean, School of Education and From Sept 2014, Dean School of Liberal Arts and Social Sciences, Beaconhouse National University, Lahore 2010 Jun-Jul DAAD Visiting Research Fellow, University of Heidelberg, Germany. 2010 April Professor Emeritus, National Institute of Pakistan Studies, Quaid-i-Azam University, Islamabad, Pakistan 2010 Jan-Mar Visiting Fellow, Oxford Centre for Islamic Studies, University of Oxford, UK. 2007 July Tenured Professor. 2007 June Director, National Institute of Pakistan Studies, QAU 2004 Sept-June 2005 Quaid-i-Azam Scholar on Pakistan Studies, University of California, Berkeley 2004 Jan Distinguished National Professor for life 2003 Jan Quaid-i-Azam Professor, Chair on Quaid-i-Azam and Freedom Movement (NIPS), Quaid-i-Azam University Islamabad 2002 Feb-MarVisiting Professor at the Center of International Studies, University of Castellon, Spain 2000-ept-OctProfessor 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-OctGuest Professor at the University of Aarhus, Denmark. 1990-2000Associate Professor of Pakistani linguistics, NIPS, QAU.

	1996-1999Research Adviser, Sustainable Development Policy Institute, Islamabad
	1992Professor of Linguistics, University of Sana'a (Yemen).
	1987-1990Professor of English and Linguistics and Chairman of the Department, University of Azad
	Jammu & Kashmir, Muzaffarabad.
	1985-1987Associate Professor of English literature, University of Peshawar.
	1982 onwardsGiven talks, interviews, lectures, seminars on Radio, T.V and other fora.
	1981-1985British Council Research Scholar, University of Sheffield, U.K.
	1979 onwardsContributing columns, articles, book reviews and short stories to English newspapers.
	1978-1981University Grants Commission Research Fellow, University of Karachi, Dept. of English.
	1970-1978Cadet and Officer in the Armoured Corps & Education Corps of the Pakistan Army.
	(appointed adjutant, squadron commander etc)
Honors and Awards	1. Merit scholarship in matriculation examination (1965-67).
	2. Gold medal awarded in M. A (Political Science, 1975, Punjab University).
	3. Gold medal awarded in M. A (Political Science, 1978, Peshawar University).
	4. British Council scholarship for M.A and Ph.D in the UK (1980-85).
	5. Bursary by the University of Sheffield for research visit to the University of Texas, Austin (1983).
	6. Overseas Development Association scholarship for M.Litt in linguistics in the UK (1988-89).
	7. Senior Fulbright Fellowship, UT Austin (1995-96).
	8. Pitras Bukhari Award for Best Book in the year 1997 in English given by the Pakistan Academy of Letters on *Language and Politics in Pakistan* (1996).
	9. National Book Foundation, 2nd Prize for *Language and Politics in Pakistan*, under the scheme 'Award to authors of books on natural science and three social sciences 1995-6 & 1997.
	10. **HEC Distinguished National Professorship (2004 onwards).**
	11. **Pride of Performance for research conferred by the President of Pakistan (2004).**

	12. **HEC Lifetime Achievement Award, 2009.**
	13. HEC Best research article award, 2009.
	14. Research fellowship, Oxford Centre for Islamic Studies, University of Oxford, England (2010).
	15. DAAD fellowship at the University of Heidelberg, Germany (2010).
	16. Professor emeritus title for life conferred, National Institute of Pakistan Studies, Quaid-i-Azam University, Islamabad.
	17. **Humboldt Research Award, Germany (2012).**
	18. **Sitara-i-Imtiaz for research conferred by the President of Pakistan (2013).**
	19. **The award of D.Litt (higher or senior doctorate) by examination of published work, University of Sheffield (2014).**
Memberships	NIL
Graduate Students Postdocs	**Doctoral (one thesis has not been counted as it was not in my areas of expertise. For details of it see my detailed bio-data).** 8.1.1. NaureenTalha, 'Economic Factors in the Making of Pakistan', Ph. D Thesis, Quaid-i-Azam University, Islamabad. 1985. 8.1.2 SabihaMansoor, 'The Role of English in Higher Education in Pakistan', Ph. D University of Reading, U.K, 2002 [As co-supervisor in Pakistan]. 8.1.3 KhwajaRehman,'Language-shift in the Neelam Valley; a Case Study of the KundalShahi Language', QAU, 2012. 8.2 **M. Phil** 8.2.1 Ijlal Hussain Shah, 'The Pragmatics of Formality and Politeness in Burushaski and Shia', M. Phil, QAU, 1994. 8.2.2 Sajid Awan, 'Divergent Attitudes and Fertility Trends in Pakistan', M. Phil, QAU, 1997. 8.2.3 AzmatUllah Raja, 'Hamood-Ur-Rehman Commission Report: An Analysis', M. Phil, QAU, 2003. 8.2.4 Hafsa Naveed, 'Intellectual Biography of a School Teacher: MrBashiruddin', M.Phil Dissertation, 2011-12, Beaconhouse National University, Lahore. 8.2.5 Asma Iqbal, 'Emergence of Contemporary Islamic Schools in Pakistan: a Case Study of Lahore', M.PhilDissertation 2011-12, BNU, Lahore. 8.3 **M.Sc**

	8.3.1 Mariam Durrani, 'Impact of Modernization on Hindko', M.Sc Anthropology, QAU, 1995.
	8.3.2 NajiaHyder, 'Language as a Means of Influencing Power', M.Sc Anthropology, QAU, 1995.
	8.3.3 Yaqubul Hasan, 'Azad Kashmir Mein Kashmiri ZabankeMasailaur us kaMustaqlil' [Urud: The Problems and Prospects of Kashmiri in Azad Kashmir] M.Sc, Allama Iqbal Open University, 1991.
	NIL
Undergraduat e Students	NIL
Honor Students	
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	

1.   **Associate Professor & Head, Department of Linguistics, School of Education, Beaconhouse National University, September, 2012 to date.**

Responsibilities include 9 credit hours of teaching per semester, review of courses, coordinating with visiting faculty, making semester teaching schedule and managing the smooth running of scheduled classes.

Member Course Review committee; admission Committee; member, English Language Unit Faculty committee and Member, Board of Studies; Chairperson, Accreditation Committee for Teacher Education Courses at School of Education, Beaconhouse National University.

2.   **Associate Professor &Head, Department of Teacher Education. School of Education, Beaconhouse National University, 2010 to August, 2012.**

Responsibilities include looking after four post graduate programmes , 9 credit hours of teaching per semester, review of courses, coordinating with visiting faculty, making semester teaching schedule and managing smooth running of scheduled classes

3.   **Associate Professor & Head, Department of Applied Linguistics Kinnaird College for Women, Lahore.**

Responsibilities included teaching Applied Linguistics, English Literature and English Language Teaching to Masters' and M Phil classes. Administrative responsibilities of looking after a post-graduate department including making semester schedules, arranging for visiting faculty, conduct of examination, making timetables and preparing vouchers for course payments. At the undergraduate level I was responsible for teaching English Literature and English Compulsory to different semester's students.

I was member of the Course Designing Committee after the introduction of Semester System at Kinnaird College in 2005.I was also member of the Selection Committee, admission Committee and Discipline Committee.

4.   **Assistant Professor of English , Lahore College for Women, (1989-1995).**

Responsibilities included teaching Applied Linguistics, English Literature and English Language Teaching toMasters' and undergraduate classes. Member Admission committee, result tabulation committee and discipline committee.

	5. *Lecturer in English, College of Home Economics, Lahore.(1986 – 1989).* Responsibilities included teaching English Literature and English Language Teaching to B Sc Home Economics undergraduate students. **6.** *Lecturer in English, Faculty for Arts for Girls, Riyadh, Saudi Arabia. (1981-1986).* Taught English Social History, Phonetics and Phonology, English Grammar and English Literature to Bachelors students doing a Major in English. **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
Honors and Awards	**1.** Mawbray Velte Gold Medal in BA Honours for First Position in Punjab University, 1970. **2.** First Position in MA (Post Honours) in English Literature in Punjab University, 1972. **3.** Awarded The British Council scholarship to study in UK during 1975-1976.
Memberships	• Permanent Member of the Selection Board, Lahore College for Women University • Member, Board of Studies, School of Education, Beaconhouse National University. • Member, Board of Studies, Gujranwala Institute of Future Technologies (GIFT),Gujranwala • Member of Committee on preparation of MA Linguistics Syllabus, University of the Punjab. • Member of Syllabus Committee for MA Applied Linguistics and English Language Teaching, • Kinnaird College for Women. • Member, Board of Studies, Department of Education, Virtual University, Lahore.

Graduate Students	Years Degree Name
	2009-10 MA ELM AsmaTanvir
Post docs	2009 MA TESL NaumanAkhter
Undergraduate Students	2009-10 Mahwish Raza
Honor Students	2010-11 M Phil Education Roma Daniel
	2010-11 M Phil TESL SaminaRafique
	2011-12 M Phil Education Gul-e-Saba
	2011-12 M Phil TESL ShakeelAmjad
	2011-12 M Phil TESL Syeda Sarah BatoolGardezi
	2011-12 M Phil TESL Muhammad Aslam
	2012-13 M Phil Education Naeem Naveed
	2012-13 M Phil ELM Tariq Zafar Mansuri
	2012-13 M Phil TESL Sadia Usman Khan
	2012-13 M Phil TESLTayyaba Khan
	2012-13 M Phil TESL UzmaSaleem
	2012-13 M Phil TESL Samira Malik
	2013-14 M Phil TESL SaminaHameed
	2013-14 M Phil TESL Farida Quddsia
	2013-14 M Phil Education Hira Ijaz
	2013-14 M Phil ELM ShaziaHumayun
Service Activity	Faculty in charge of community service of MA students at SOS Village, Lahore.

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

Name:	Shabana Ahmed Chaudhary
Personal:	Address: 497 E, DHA-EME, Canal Bank Road, Lahore, Pakistan. Tel: +9203453284764, Email: shabana.ahmed@bnu.edu.pk
Experience	**Assistant Professor & Head, Department of Teacher Education** **(September 2012 – Present)** School of Education (SE), Beaconhouse National University (BNU) Lahore **Assistant Professor & Coordinator, Teaching English as a Second Language (TESL) Programme** **(January 2007 – September 2012)** School of Education (SE), Beaconhouse National University (BNU) Lahore **Assistant Professor** **(August 2005 – December 2006)** Centre of English Language Aga Khan University, Karachi **Senior Instructor** **(June 2000 – August 2005)** Centre of English Language Aga Khan University, Karachi **Lecturer and then Assistant Professor at PAF Degree** College, Faisal (1995 – 2000) **Programme and Course Development (School of Education, BNU)** Taught and developed following teacher education courses and programmes for School of Education, BNU
Honors and Awards	MA ELT with distinction from York St John University, UK and Second Position in BA Honors English Literature from Karachi University

Memberships	**Beaconhouse National University** • Editor, BNU Journal of Education • Chair, Research Unit • Chair, Editing Committee • Member and Secretary, University Research and Publications Committee **Aga Khan University, Centre of English Language** • Co-Chair Evaluation Committee • Member CEL Testing Committee • Member AKU AKHUWAT Newsletter Committee • Member Online English Language Learning Committee **Service to Institutions/Organisations External to the Institute of Affiliation** • Member, Higher Education Commission –National Committee on English Sub-committee on Research and Publication (2005 – 2010).

Graduate Students
Post docs
Undergraduate Students
Honor Students
	Supervision of MPhil Students
	
	Years Degree Name
	2012 MA TESL Naureen Zaman
	         MA TESL Fatima Manzar
	         MPhil TESL Syed Ejaz Bukhari
	         MPhil TESL Somia Aslam
	
	2013 MPhil TESL SameenaMehmood
	
	2014 MPhil TESL ZahidaFida
	         MPhil TESL AsmaAlauddin
	         MPhil TESL Sumbal Salim
	         MPhil TESL Shaneela Arshad

Service Activity	• 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.
BriefStatementofResearch Interest	• Teacher's Questions and Their Effect on the Learner's Responses in an English as a Second Language Class • Relative Effects of Explicit and Implicit Corrective Feedback on Second Language Acquisition during Incidental Focus on Form • Successful Women Educators of Punjab (project funded by Government of the Punjab) • A Survey of Faculty Development Practices in Higher Education in Pakistan

Publications	Using Pictures in the Classroom
	SPELT Quarterly
	     Volume 19-No. 12,
	     June 2004
	     pp. 27 - 31
	
	Some Ways to teach English 'Articles'
	SPELT Quarterly
	     Vol. 14 – No. 4, December 1999
	     pp. 18 – 20
	
	Believe it or Not it Works (Teaching Directed and Reported Speech)
	     SPELT Newsletter
	     Vol. XII No. 4, 1997
	     pp. 34 - 36
	
	Using Pictures for Teaching Writing
	     SPELT Newsletter
	     Vol. XII No. 2, 1997

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?		4			
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?					1
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

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 are inadequate. Facilities like waiting lounge and access to internet and availability of computers 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.