



NOTIFICATION

The Academic Council in its 19th (4/2023) meeting held on 13.09.2023, has recommended the curricula of the following academic programs for implementation on provisional basis for affiliated colleges w.e.f Fall 2023 subject to approval by the Syndicate:-

1.	Associate Degree in Urdu	(Annex-'A')
2.	Associate Degree in Islamic Studies	(Annex-'B')
✓ 3.	Associate Degree in English (Linguistics)	(Annex-'C')
4.	Associate Degree in English (Language & Literature)	(Annex-'D')
5.	Associate Degree in Information Management	(Annex-'E')
6.	Associate Degree in Arabic	(Annex-'F')
7.	Associate Degree in Persian	(Annex-'G')
8.	Associate Degree in Punjabi	(Annex-'H')
9.	Associate Degree in Media and Communication Studies	(Annex-'I')
10.	Associate Degree in Physical Education	(Annex-'J')
11.	Associate Degree in Chemistry	(Annex-'K')
12.	Associate Degree in Bio-Chemistry	(Annex-'L')
13.	Associate Degree in Physics	(Annex-'M')
14.	Associate Degree in Statistics	(Annex-'N')
15.	Associate Degree in Botany	(Annex-'O')
16.	Associate Degree in Mathematics	(Annex-'P')
17.	Associate Degree in Geography	(Annex-'Q')
18.	Associate Degree in Biotechnology	(Annex-'R')
19.	Associate Degree in Zoology	(Annex-'S')
20.	Associate Degree in History	(Annex-'T')
21.	Associate Degree in Pakistan Studies	(Annex-'U')
22.	Associate Degree in Education	(Annex-'V')
23.	Associate Degree in Commerce	(Annex-'W')
24.	Associate Degree in Sociology	(Annex-'X')
25.	Associate Degree in Social Work	(Annex-'Y')
26.	Associate Degree in Economics	(Annex-'Z')
27.	Associate Degree in Psychology	(Annex-'ZA')
28.	Associate Degree in International Relations	(Annex-'ZB')
29.	Associate Degree in Political Science	(Annex-'ZC')


(WAQAR AHMAD)
Additional Registrar (General)

No. SU/Acad/23/980

Dated: 18.10.2023

Distribution:

- Controller of Examinations (with the request to upload on University Website for affiliated Colleges)

C.C:

- Director Academics
- Director, QEC
- Additional Registrar (Affiliation & Registration)
- Secretary to the Vice-Chancellor
- PA to Registrar
- Notification File

SCHEME OF STUDIES

AD in English(Linguistics)



Department of Linguistics and Language Studies
UNIVERSITY OF SARGODHA

SCHEME OF STUDIES

AD IN ENGLISH (LINGUISTICS)

Overview:

The mission of the Undergraduate Interdisciplinary Program in Linguistics at the Department of Linguistics and Language Studies, University of Sargodha - Pakistan is to provide students with a strong learning experience based on the knowledge of theoretical and applied linguistics related to languages of Pakistan in particular and the world in general. As language is an exclusively and intrinsically human characteristic, research on the structure, acquisition, and use of language potential to the heart of human cognition and the social world, linking linguistics to psychology, anthropology, information science, and many other disciplines is our primary concern. Also, the department aims to educate students and the public on the structure and use of language, and on the significance of invariant characteristics and systematic variation in languages.

Program Learning Goals and Objectives:

- ❖ Students will develop an understanding of the basic components of linguistic knowledge
- ❖ Students will be able to analyze data from the structure of indigenous languages other than English with their respective cultural orientations.
- ❖ Students will demonstrate knowledge of sociopolitical and historical aspects of the languages with the major theories and linguistic approaches to the study of language evolution, change and development in relation to society.
- ❖ Finally, our focus will always be on researching the above-mentioned areas and training students to become independent and creative linguists themselves.

Program Structure:

Duration	Minimum 2-Years (4-Semesters)
Admission Requirements:	At least 45% marks in Intermediate (FA, FSc, I.Com, D.Com, ICS, A-Level, or equivalent. <i>(Provisional admission shall be granted on the basis of at least 45% marks in Intermediate Part-I result which shall also be used for determining merit.)</i>)
Degree Completion Requirements:	60-72 Credit Hours

General Education (Gen Ed) Requirements: (Mandatory/Core Courses):

The minimum requirement for Gen Edu is 31 credits hours and will be offered in first four semesters only.

Sr. No.	Semester	Course Code	Course Title	Credit Hours	Prerequisite
1.	2	URCG-5112	Fables, Wisdom Literature and Epic	2(2-0)	Nil
2.	4	URCG-5114	Basic Science	3(2-1)	Nil
3.	2	URCG-5116	Science of Society-I	2(2-0)	Nil
4.	1	URCG-5118	Functional English	3(3-0)	Nil
5.	3	URCG-5119	Expository Writing	3(3-0)	Nil
6.	2	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
7.	3	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
8.	1	URCG-5105 URCG-5126	Islamic Studies (OR) Religious Education/Ethics	2(2-0)	Nil
9.	3	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
10.	1	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2-1)	Nil
11.	4	URCG-5124	Entrepreneurship	2(2-0)	Nil
12.	4	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
13.	1-8	URCG-5111	Translation of Holy Quran	NC	Nil
14.	2	URCG-5127	Seerat of the Holy Prophet (SAW)	1(1-0)	Nil
GE Courses Credit Hours Total				31	

Single Major Courses:

Sr.	Course Code	Course Title	Cr. Hours	Prerequisite
1.	ENGL-5301	Introduction to Linguistics	3(3-0)	Nil
2.	ENGL-5302	Language Comprehension & Presentation Skills	3(3-0)	Nil
3.	ENGL-5303	Introduction to Phonetics & Phonology	3(3-0)	Nil
4.	ENGL-5304	Introduction to Morphology	3(3-0)	Nil
5.	ENGL-5305	Theoretical Approaches to Syntax	3(3-0)	Nil
6.	ENGL-5306	Introduction to Semantic	3(3-0)	Nil
7.	ENGL-5307	Functional Approaches to Syntax	3(3-0)	Nil
8.	ENGL-5308	Applied Linguistics	3(3-0)	Nil
9.	ENGL-5309	Sociolinguistics	3(3-0)	Nil
10.	ENGL-5310	Studies in Pragmatics	3(3-0)	Nil
11.	ENGL-5311	Latest Trends in Linguistics	3(3-0)	Nil
12.	ENGL-5312	Digital Humanities	3(3-0)	Nil
Major Courses Credit Hours Total:			36	

Summary:

Sr. No.	Category	No. of Courses	Credit hours
1.	General Courses	14	31
2.	Subject Major Courses	12	36
	Total	26	67

Scheme of Studies
ADin English (Linguistics)

Semester-I

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-1	URCG-5118	Functional English	3(3-0)	Nil
GE-2	URCG-5105 URCG-5126	Islamic Studies (OR) Religious Education/Ethics	2(2-0)	Nil
GE-3	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2-1)	Nil
GE-4 (i)	URCG-5111	Translation of Holy Quran-I*	NC	Nil
Major-1	ENGL-5301	Introduction to Linguistics	3(3-0)	Nil
Major-2	ENGL-5302	Language Comprehension & Presentation Skills	3(3-0)	Nil
Major-3	ENGL-5303	Introduction to Phonetics & Phonology	3(3-0)	Nil

Semester Total Credit Hours: 17

Semester-II

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-5	URCG-5112	Fables, Wisdom Literature and Epic	2(2-0)	Nil
GE-6	URCG-5116	Science of Society-I	2(2-0)	Nil
GE-7	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
GE-8	URCG-5127	Seerat of the Holy Prophet (SAW)*	1(1-0)	Nil
Major-4	ENGL-5304	Introduction to Morphology	3(3-0)	Nil
Major-5	ENGL-5305	Theoretical Approaches to Syntax	3(3-0)	Nil
Major-6	ENGL-5306	Introduction to Semantic	3(3-0)	Nil

Semester Total Credit Hours: 17

Semester-III

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-9	URCG-5119	Expository Writing	3(3-0)	Nil
GE-10	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
GE-11	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
Major-7	ENGL-5307	Functional Approaches to Syntax	3(3-0)	Nil
Major-8	ENGL-5308	Applied Linguistics	3(3-0)	Nil
Major-9	ENGL-5309	Sociolinguistics	3(3-0)	Nil
GE-4 (ii)	URCG-5111	Translation of Holy Quran-II*	NC	Nil

Semester Total Credit Hours: 17

Semester-IV

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-12	URCG-5114	Basic Science	3(2-1)	Nil
GE-13	URCG-5124	Entrepreneurship	2(2-0)	Nil
GE-14	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
Major-10	ENGL-5310	Studies in Pragmatics	3(3-0)	Nil
Major-11	ENGL-5311	Latest Trends in Linguistics	3(3-0)	Nil
Major-12	ENGL-5312	Digital Humanities	3(3-0)	Nil

* Translation of the Holy Quran and Seerat of the Holy Prophet (SAW) are compulsory for Muslim Students only.

SEMESTER-I

Course Learning Objectives:

The course aims at providing understanding of a writer's goal of writing (i.e. clear, organized and effective content and to use that understanding and awareness for academic reading and writing. The objectives of the course are to make the students acquire and master the grammatical academic writing skills. The course would enable the students to develop argumentative writing techniques. The students would be able to logically add specific details on the topics such as facts, examples and statistical or numerical values. The course will also provide insight to convey the knowledge and ideas in an objective and persuasive manner. Furthermore, the course will also enhance the students' understanding of ethical considerations in writing academic assignments and topics including citation, plagiarism, formatting and referencing the sources as well as the technical aspects involved in referencing.

Course Contents

1. Developing Analytical Skills
2. Transitional devices (word, phrase and expressions)
3. Development of ideas in writing
4. Reading Comprehension
5. Precis Writing
6. Developing argument
7. Sentence structure: Accuracy, variation, appropriateness, and conciseness
8. Appropriate use of active and passive voice
9. Organization and Structure of a Paragraph
10. Organization and structure of Essay
11. Types of Essays

Recommended Texts

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Eastwood, J. (2011). *A Basic English grammar*. Oxford: Oxford University Press.
3. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.
4. Swan, M. (2018). *Practical English usage* (8th ed.). Oxford: Oxford University Press.

Suggested Readings

1. Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English*. Harlow Essex: MIT Press.
2. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
3. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
4. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association
5. Thomson, A. J., & Martinet, A. V. (1986). *A Practical English Grammar*. Oxford: Oxford University Press

Course Learning Objectives:

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam; Qur'an and Hadith, history and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qur'an and Sunnah.

- To make students understand the relevance and pragmatic significance of Islam in their lives.
- To make learners comprehend the true spirit of Islam with reference to modern world.
- To generate a sense of Islamic principles as a code of living that guarantee the effective solutions to the current challenges of being.
- To provide Basic information about Islamic Studies
- To enhance understanding of the students regarding Islamic Civilization
- To improve Students skill to perform prayers and other worship
- To enhance the skill of the students for understanding of issues related to faith and religious life.

Course Contents:**Introduction to Qur'anic Studies**

- 1) Basic Concepts of Qur'an
- 2) History of Quran
- 3) Uloom-ul-Quran

مطالعہ قرآن پعارف قرآن ، منتخب آیات کا ترجمہ و تفسیر: سورة البقرہ آیت 1-5، 482-482؛ سورة الحجرات آیت 1-18؛ سورة الفرقان آیت 26-177 سورة المومنون آیت 1-11؛ سورة الاحزاب آیت 2، 41، 64-66، 24، 52-55؛ سورة الانعام آیت 151-156؛ سورة الصف آیت 1-12؛ الحشر آیت 18-44؛ آل عمران آیت 154-154؛ النحل آیت 14-12؛ لقمن آیت 44، حم المسجده آیت 56)

Introduction to Sunnah

- 1) Introduction of Hadith
- 2) Legal Status of Hadith
- 3) History of the compilation of Hadith 4) Kinds of Hadith

حدیث کا تعارف، حدیث کی دینی حیثیت، حفاظت و تدوین حدیث، حدیث کی اقسام متن، حدیث: ادرج ذیل موضوعات پر احادیث کا مطالعہ

1- اعمال کا اجر نیت پر منحصر ہے۔ 4- بہترین انسان قرآن کا طالب علم اور اس کا معلم ہے۔ 6- کتاب و سنت گمراہی سے بچنے کا ذریعہ ہیں۔ 2- ارکان اسلام 5- ایمان ، اہمیان ، اہمیان اور قیامت کی نشانیوں 2- حجوں کی نماز کی تلقین 7- دین کا گہرا فہم اللہ کی خاص عنایت ہے 8- حصول علم، تلاوت قرآن اور عمل کی اہمیت و فضیلت 5- بروز محشر کا مجلس 14- حقوق اللہ کے ساتھ ساتھ حقوق العباد کا لحاظ رکھنا بھی لازم ہے 11- حسن خلق کی عظمت اور فحش و بد گوئی کی مذمت 14- دنیا و آخرت کی بھلائی کی ضامن چار چیزیں 16- بلاک کر دینے والی سات چیزیں 12- بے عمل مبلغ کا عبرت ناک انجام 15- بر شخص نگران ہے اور ہر شخص مسئول (Sirah of the Prohet)

- 2) Importance of the Study of Sirah
- 3) Character building method of the Prophet

(سیرت النبی ﷺ) مطالعہ سیرت کی ضرورت و اہمیت ، تعمیر سیرت و شخصیت کا تیری منہاج اور عملی نمونے ، اقامت دین کا نبوی طریق کار ، اقامت دین بعد خلافت راشدہ، میثاق مدینہ ، خطبہ حجۃ الوداع، اخلاقی تعلیمات ، تشکیل اجتماعیت اور اسوہ حسنہ ، قرآن مجید میں سیرت سرور عالم کا بیان، غزوات نبوی ﷺ کے مقاصد و حکمتیں)

Islamic Culture & Civilization

- 1) Basic Concepts of Islamic Culture & Civilization
- 2) Historical Development of Islamic Culture & Civilization
- 3) Characteristics of Islamic Culture & Civilization
- 4) Islamic Culture & Civilization and Contemporary Issues

2. اسلامی تہذیب و تمدن (اسلامی تہذیب کا مفہوم، اسلامی کے عوامل و عناصر، اسلامی تہذیب کی خصوصیات، اسلامی تہذیب ، علمی ، معاشرتی اور سماجی اثرات ، تہذیبوں کے تصادم کے نظریے کا تنقیدی جائزہ، تہذیبی تصادم کے اثرات و نتائج، طبعی ، حیاتیاتی اور معاشرتی علوم میں ماسلمتوں کا کردار ، نام ور مسلمان سائنسدان (Pre-Requisite: Nil)

Recommended Books

- 1) Hameed ullah Muhammad, —Emergence of Islaml , IRI, Islamabad
- 2) Hameed ullah Muhammad, —Muslim Conduct of State

- 3) Hameed ullah Muhammad, _Introduction to Islam
- 4) Ahmad Hasan, —Principles of Islamic Jurisprudence! Islamic Research, Institute, International Islamic University, Islamabad (1993)
- 5) Dr. Muhammad Zia-ul-Haq, —Introduction to Al Sharia Al Islamial Allama Iqbal Open University, Islamabad (2001)
- 6) Dr. MuhammadShahbazManj, Teleemat-e- Islam

Course Contents:

1. Meaning and Scope of Ethics.
2. Relation of Ethics with:
 - (a) Religion
 - (b) Science
 - (c) Law
3. Historical Development of Morality: (a). Instinctive Moral Life.
(b). Customary Morality. (c). Reflective Morality.
4. Moral Theories:
 - (a). Hedonism (Mill)
 - (b). Intuitionism (Butler) (c). Kant's Moral Theory.
5. Moral Ethics and Society.
 - (a). Freedom and Responsibility.
 - (b). Tolerance
 - (c). Justice
 - (d). Punishment (Theories of Punishment)
6. Moral Teachings of Major Religions:
 - a). Judaism
 - b). Christianity
 - c). Islam
7. Professional Ethics:
 - a). Medical Ethics
 - b). Ethics of Students
 - c). Ethics of Teachers
 - d). Business Ethics

REFERENCE BOOKS:

1. William Lille. An Introduction to Ethics., London Methuen & Co. latest edition.
2. Titus, H.H. Ethics for Today, New York: American Book, latest edition.
3. Hill, Thomas. Ethics in Theory and Practice. N.Y. Thomas Y. Crowel, latest edition
4. Ameer Ali, S. The Ethics of Islam. Calcutta: Noor Library Publishers, latest edition
5. Donaldson, D.M. Studies in Muslim Ethics. London: latest edition. 6. Sayeed, S.M.A. (Tr.) Ta'aruf-e-Akhlaqiat. Karachi: BCC&T, Karachi University of

Course Learning Objectives:

The course introduces students to information and communication technologies and their application in the workplace. Objectives include basic understanding of computer software, hardware, and associated technologies. How computers can be used in the workplace, how communications systems can help boost productivity, and how the Internet technologies can influence the workplace. Students will get basic understanding of computer software, hardware, and associated technologies. They will also learn how computers are used in the workplace, how communications systems can help to boost productivity, and how the Internet technologies can influence the workplace.

Course Contents:

1. Introduction, Overview of Information Technology.
2. Hardware: Computer Systems & Components, Storage Devices.
3. Software: Operating Systems, Programming and Application Software.
4. Databases and Information Systems Networks.
5. File Processing Versus Database Management Systems.
6. Data Communication and Networks.
7. Physical Transmission Media & Wireless Transmission Media.
8. Applications of smart phone and usage.
9. The Internet, Browsers and Search Engines.
10. Websites and their types.
11. Email Collaborative Computing and Social Networking.
12. E-Commerce.
13. IT Security and other issues.
14. Cyber Laws and Ethics of using Social media.
15. Use of Microsoft Office tools (Word, Power Point, Excel) or other similar tools depending on the operating system.
16. Other IT tools/software specific to field of study of the students if any.

Recommended Book:

1. Discovering Computers 2022: Digital Technology, Data and Devices by Misty E. Vermaat, Susan L. Sebok; 17th edition.

Suggested Books:

1. Computing Essentials 2021 by Timothy J. O'Leary and Linda I. O'Leary, McGraw Hill Higher Education; 26th edition.
2. Computers: Understanding Technology by Fuller, Floyd; Larson, Brian: edition 2018.

Course Learning Objectives:

This is an introductory level course that aims at providing a general introduction to linguistics. After a brief history of the field and a general introduction to the area of language systems and theories, the core components of linguistics are introduced. The course focuses on natural language phenomena and the methods used to describe them scientifically. Theoretical and applied issues shall be discussed through the analysis of fragments of language. The general goal of the course is to provide initial exposure to linguistics and it will help the learner to get a sense of the nature of linguistic phenomena. The learner, after undergoing this course, shall be able to recognize basic concepts in linguistics and apply the knowledge of language to analyze different levels of language.

Course Contents:

1. What is language?
2. Characteristics of human language
3. Theories of Origin of language
4. Functions of language
5. What is linguistics?
6. Schools of Linguistics
 - a) Functionalism
 - b) Structuralism
 - c) Post Structuralism
 - d) Generativism
 - e) Cognitivism
7. Branches of Linguistics
 - a) Phonetics and phonology
 - b) Syntax
 - c) Morphology
 - d) Semantics
 - e) Pragmatics
 - f) Sociolinguistics
 - g) Psycholinguistics
8. Discourse

Recommended Text:

1. Crystal, D. (2010). *The Cambridge encyclopedia of language* (3rd ed.). Cambridge: Cambridge University Press
2. Finch, G. (2004). *How to Study Linguistics: A Guide to Understanding Linguistics*. Palgrave.
3. Radford, A., Atkinson, M., Britain, D., Clahsen, H. & Spencer, A. (2012). *Linguistics: An Introduction*. Cambridge: Cambridge University Press.
4. Yule, G. (2016). *The study of language* (6th ed.). Cambridge: Cambridge University Press.

Course Learning Objectives:

The course aims at developing linguistic competence by focusing on basic language skills in integration to make the use of language in context. It also aims at developing students' skills in reading and reading comprehension of written texts in various contexts. The course also provides assistance in developing students' vocabulary building skills, presentation skills as well as their critical thinking skills. The course objectives are to enhance students' language skill management capacity, to comprehend text(s) in context, to respond to language in context, and to write structured response(s).

Course Contents:

1. Listening skills and overcoming barriers to listening
2. Developing Critical Thinking
3. Pronunciation skills: Recognizing phonemes, phonemic symbols and syllables, pronouncing words correctly
4. Comprehension skills: Reading strategies, summarizing, sequencing, inferring, comparing and contrasting, Critical reading, SQ3R method
5. Drawing conclusions, self-questioning, problem-solving, relating background knowledge
6. Distinguishing between fact and opinion, finding the main idea, and supporting details
7. Text organizational patterns, investigating implied ideas, purpose and tone of the text
8. Presentation skills: features of good presentations, different types of presentations
9. Different patterns of introducing a presentation, organizing arguments in a presentation
10. Tactics of maintaining interest of the audience, dealing with the questions of audience
11. Concluding a presentation, giving suggestions and recommendations

Recommended Texts:

1. Cottrell, S. (2017). *Critical thinking Skills: Effective Analysis, Argument and Reflection*. London: Macmillan International Higher Education.
2. Mikulecky, B. S., & Jeffries, L. (2007). *Advanced Reading Power: Extensive reading, vocabulary building, comprehension skills, reading faster*. New York: Pearson.
3. Roach, C. A., & Wyatt, N. (1988). *Successful listening*. New York: Harper & Row.
4. Siddons, S. (2008). *The complete Presentation skills Handbook*. Kogan Page
5. Veronica G. Sardegna, J. (2023). *English Pronunciation Teaching: Theory, Practice and Research Findings*. Channel View Publications.

Course Learning Objectives:

The course aims to build on the background knowledge of phonological description & theory in order to explain the theories & the principles regulating the use of sounds in spoken language; train students in the skill of transcribing spoken languages – particularly English, & examine cross-linguistic similarities & variation in sounds – particularly English & Urdu. The course focuses on several broad topics within the field of English phonetics and phonology. It also helps in gaining practical skills in recording and measuring acoustic data in Praat (a program for acoustic analysis and other phonetic work). The central course components include consonant and vowel production in RP and GA, supra-segmental features, such as stress, connected speech and intonation. On successfully completing this course the students will be able to use IPA symbols to describe the sounds of language in both broad & narrow transcriptions and to explain some of the more frequent phonological processes which occur in connected speech.

Course Contents:

1. The production of speech sounds
2. Speech organs; Air stream mechanism
3. The phoneme
4. Consonants & Vowels: Classification of consonant & vowel sounds
5. Long vowels, diphthongs & triphthongs
6. Voicing & consonants
7. Nasal & other consonants
8. The syllable
9. Stress in simple
10. Weak forms
11. Aspects of connected speech
12. Intonation
13. Elements of acoustic Phonetics
14. Auditory Phonetics

Recommended Texts:

1. Clark, J., & Yallop, C. (1994). *An introduction to phonetics and phonology*. Cambridge: Blackwell.
2. Daniel, I. O. (2011). *Introductory phonetics and phonology of English*. Newcastle: Cambridge Scholars Press.
3. Daniel, J. (1972). *An outline of English phonetics*. 9th ed. Cambridge: Heffer.
4. Mehboob, A. & Li, E. S. (2012). *English Today: Forms, Functions, and Uses*. USA: Pearson.
5. Roach, P. (2009). *English phonetics and phonology* (4th ed.). Cambridge: CUP.

URCG-5111

Translation of the Holy Quran – I

Non-Credit

Topic	Details
Semester/Level	In some discipline 1 st semester and in some discipline 2 nd Semester/ ADP Program 1 st Year
Course Code	URCG-5111
Course Title	Translation of the Holy Quran – I
Credit Hours	Non-Credit
Objectives	<ul style="list-style-type: none"> To familiarize the students to keys and fundamentals of recitation of the holy Quran. To develop the skill of the students of recitation the last revelation. Students will learn the basic Arabic grammar in a practical way. To develop an eagerness among the students to explore the last divine Book.
Course Contents:	<ul style="list-style-type: none"> تیسواں پارہ - ناطرہ مع تجوید بنیادی عربی گرامر اسم اور اس کے متعلقات: اسم فاعل، مفعول، تفضیل، مجالہ فعل اور اس کی اقسام: ماضی، مضارع، امر، نہی حرف اور اس کی اقسام: حروف علت، حروف جارہ، مستثنیہ بالفعل
Memorization:	تیسویں پارے کی آخری بیس سورتیں (حفظ مع ترجمہ)

SEMESTER-II

Course Learning Objectives:

This course has three components containing both readings and related activities: The first component is about fables— that is, stories with animal characters having human attributes. The second component concerns wisdom literature and looks specifically at some of the stories, both in prose and poetry, of the famous Persian literary figure Sa'di. The third component is on the world's largest epic—the Shāhnāma (Book of Kings) of another literary giant, Firdausi. Through this course students will be able to understand the historical background of classic traditions of writers.

Course Contents:

1. Fable
 - 1.1 The Lion and the Bull..
 - 1.2 The Ring-dove..
 - 1.3 The Owls and the Crows.
2. Selected Poems from BĀNG-IDARĀ
2. GULISTĀN-ESA'DĪ
 - 2.1 Selected Hikāyāt from Gulistan-e Sa'di:
3. THE SHĀHNĀMA OF FIRDAUSI

Recommended Texts:

1. Thackston, W. (2000). *A Millennium of Classical Persian Poetry* Maryland: Ibex Publishers.
2. John T. Platts. (1876) *The Gulistan, or, Rose Garden of Shaikh Muslihi 'd-Dīn Sa' dī of Shirāz*: (London: Wm. II. Allen.
3. Chishtī, Y (1991) *Sharah-ibāng-idarā* (Lāhaur: Maktaba-ita mīr-i-insāniyat,).

Course Learning Objectives:

This course will introduce students with the subject matter of social science, its scope, nature and ways of looking at social phenomenon. It will make the participants acquaintance with the foundations of modern society, state, law, knowledge and selfhood. While retaining a focus on Pakistani state and society, students will encounter theoretical concepts and methods from numerous social science disciplines, including sociology, politics, economics anthropology and psychology and make them learn to think theoretically by drawing on examples and case studies from our own social context. Students will be introduced to the works of prominent social theorists from both western and non-western contexts. Instruction will include the use of written texts, audio-visual aids and field visits.

Course Contents:**1. Introduction to Social Sciences**

- Social world, Human Social behavior, Foundations of society
- Evolution of Social sciences
- Philosophy of Science
- Scope and nature of social sciences
- Modernity and social sciences
- Branches of social science: Sociology, Anthropology, Political Science, Economics

Society and Community, Historical evolution of Society

- Types of Societies
- Foraging society, Horticultural society, Pastoralist society
- Agrarian societies, Industrial society, Postindustrial society

2. Philosophy of Knowledge in social Science and social inquiry

- Understanding social phenomenon
- Alternative ways of knowing
- Science as a source to explore social reality
- Objectivity, Value-Free research
- Positivism vs Interpretivism
- Qualitative vs Quantitative

3. Culture and Society

- Idea of Culture, Assumptions of Culture

- Types, Components, Civilization and culture
- Individual and culture. Cultural Ethnocentrism, Cultural Relativism
- Outlook of Pakistani culture
- Global Flows of culture, Homogeneity, Heterogeneity

4. Social Stratification and Social inequality

- Dimensions of inequality, Social class
- Gender, Race, Religion, Ethnicity, Caste
- Patterns of social stratification in Pakistan
- Class, caste system in agrarian society
- Ascription vs Achievement, Meritocracy
- Global stratification in modern world, Global patterns of inequality

5. Personality, Self and Socialization

- Concept of self, Personality
- Nature vs Nurture, Biological vs Social
- Development of Personality
- Socialization as a process, Agents of socialization
- Socialization and self/group identity

6. Gender and Power

- Understanding Gender
- Social construction of Patriarchy
- Feminism in Historical context, Gender Debates
- Gender and Development
- Gender issues in Pakistani society, Women Participation in politics, economy and education
- Toward a gender sensitive society, Gender mainstreaming

Pakistan: State, Society, Economy and Polity

- Colonialism, colonial legacy, National identity
- Transformation in Pakistani society: Traditionalism vs Modernism
- Economy, Informality of Economy, Modern economy and Pakistan
- Political Economy, Sociology of Economy

Recommended Textbooks and Reading Materials:

1. Giddens, A. (2018). *Sociology* (11th ed.). UK: Polity Press.
2. Henslin, J. M. (2018). *Essentials of Sociology: A Down-to-Earth Approach*. (18th Edition) Pearson Publisher.
3. Macionis, J. J. (2016). *Sociology* (16th ed.). New Jersey: Prentice-Hall.
4. Qadeer, M. (2006) *Pakistan - Social and Cultural Transformation in a Muslim Nation*.
5. Smelser, N.J. and Swedburg, R., *The Handbook of Economic Sociology*, Chapter 1 'Introducing Economic Sociology', Princeton University Press, Princeton.
6. Systems of Stratification | Boundless Sociology (no date). Available at: <https://courses.lumenlearning.com/boundless-sociology/chapter/systems-of-stratification/>
7. Jalal, A. (ed.) (1995) 'The colonial legacy in India and Pakistan', in *Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective*. Cambridge: Cambridge University Press (Contemporary South Asia)
8. Zaidi, S. A. (2015) *Issues in Pakistan's Economy: A Political Economy Perspective*. Oxford University Press. Chapter 26
9. Akhtar, A. S. (2017) *The Politics of Common Sense: State, Society and Culture in Pakistan*. Cambridge: Cambridge University Press.
10. Smelser, N.J. and Swedburg, R., *The Handbook of Economic Sociology*, Chapter 1 'Introducing Economic Sociology', Princeton University Press, Princeton.

Course Learning Objectives:

Since ancient times, numbers, quantification, statistics and mathematics has played a central role in scientific and technological development. In the 21st century, Quantitative Reasoning (QR) skills are essential for life as they help to better understand socio-economic, political, health, education, and many other issues, an individual now faces in daily life. The skills acquired by taking this course will help the students to apply QR methods in their daily life and professional activities. This course will also change student's attitude about statistics and mathematics. It will not only polish their QR skills, but also enhance their abilities to apply these skills.

Course Contents:

1. Introduction to quantitative reasoning
2. Overview of contributions of Mathematicians and Statisticians especially Muslim scholars.
3. Types of standard numbers
4. Proportions, rates, ratio and percentages
5. Odds and odds ratio
6. Scale of measurements
7. Number sequence and series
8. Unit analysis as a problem-solving tool
9. Data handling (small and large)
10. Data errors, absolute and relative and their applications
11. Descriptive statistics
12. Rules of counting: multiplication rule, factorial, permutation and combination
13. Probability and its application in real life
14. A graphical perspective through Venn Diagram
15. Financial indicator analysis, and money management (profit, loss, simple and compound interest)
16. Practical scenarios involving algebraic expressions: linear and quadratic

Recommended Texts:

1. Akar, G. K., Zembat, I. Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1st Ed., Springer, USA.
2. Peck, R., Olsen, C., & Devore, J. L. (2015). *Introduction to statistics and data analysis*. 5th Ed., Brooks Cole, USA.
3. Devlin, K. J. (2012). *Introduction to mathematical thinking*. Palo Alto, CA: Keith Devlin.

Suggested Readings:

1. Triola, M. F., Goodman, W. M., Law, R., & Labute, G. (2006). *Elementary statistics*. Reading, MA: Pearson/Addison-Wesley.
 1. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

10	تیسری کتاب	تیسری کتاب
11	اسوہت اور صبر ماضی	غیر مسلموں سے تعلقات
12	اسوہت اور صبر ماضی	اسوہت کو روکنے کی گنجائش
13	اسوہت اور صبر ماضی	مسئلہ تین ماہہ عمارت
15	اسوہت اور صبر ماضی	دین سے محبت اور حیرت
16	اسوہت اور صبر ماضی	مسئلہ تین کے امتزاجات اور ان کے حجابات

تیسری کتاب

نمبر	موضوع	موضوع
1	تیسری کتاب	تیسری کتاب
2	اسوہت اور صبر ماضی	اسوہت اور صبر ماضی
3	اسوہت اور صبر ماضی	اسوہت اور صبر ماضی
4	اسوہت اور صبر ماضی	اسوہت اور صبر ماضی
5	اسوہت اور صبر ماضی	اسوہت اور صبر ماضی
6	اسوہت اور صبر ماضی	اسوہت اور صبر ماضی

چوتھی کتاب

نمبر	موضوع	موضوع
1	اسوہت اور صبر ماضی	اسوہت اور صبر ماضی
2	اسوہت اور صبر ماضی	اسوہت اور صبر ماضی
3	اسوہت اور صبر ماضی	اسوہت اور صبر ماضی
4	اسوہت اور صبر ماضی	اسوہت اور صبر ماضی
5	اسوہت اور صبر ماضی	اسوہت اور صبر ماضی

Course Learning Objectives:

This introductory level morphology course aims to provide students with a fundamental understanding of the internal structure of words and the principles governing their formation and meaning. By the end of this course, students will be able to analyze the morphological structure of words from different languages, classify different types of morphemes and identify various morphological processes. Furthermore, they will develop an understanding of the role of morphology in language acquisition, language change and language processing.

Course Contents:

1. Introduction to Morphology
2. Types of Morpheme
3. Word Classes, Word v/s Lexeme
4. Function of Word Classes in English Sentences
5. Basics of Phonetic Transcription of Words
6. Morphological Productivity: Productivity of Affixes, Prefixes, Suffixes
7. Neutral & Non-Neutral Morphemes, Type-I & Type-II Morphemes
8. Inflectional Morphology: Pluralization, Degree Marking, Verb Forms
9. Derivational Morphology: Formation of Nouns, Adjectives, Verbs, and Adverbs
10. Word Formation Processes
11. Minor Processes of Derivation: Blending, Clipping, Backformation, Acronym, Reduplication
12. Derivation by Compounding: Endocentric, Exocentric, and Copulative Compounds
13. Derivation by Modification of Base
14. Morpho-Semantics: Semantic Change in Word Formation Processes
15. Morphology Interface with Phonology and Syntax
16. Morphology-Syntax Interface

Recommended Texts:

1. Aronoff, M. (1994). *Morphology by itself*. MIT Press, Cambridge.
2. Bauer, L. (2003). *Introducing linguistic morphology*. Edinburgh University Press.
3. Booij, G. (2005). *The grammar of words: An introduction to linguistic morphology*.
4. David, M., Husain, S., & Schmidt, R. (2009). *Urdu morphology*. Oxford University Press, London.
5. McCarthy, A. C. (2002). *An introduction to English morphology: Words and their structure*. Edinburgh University Press.

Course Learning Objectives:

The main objective of this course is to provide students with a comprehensive understanding of the structure and function of language at the sentence level. By the end of the course, students should be able to analyze and describe the grammatical components of sentences, such as noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrases. Furthermore, the course aims to equip students with the skill to recognize and analyze different types of clauses. Students will also learn about the coordination and subordination of clauses and how to use tree diagrams to represent sentence structures. Overall, the course intends to enhance students' ability to analyze and understand language at the sentence level, which is essential for effective communication in both oral and written forms.

Course Contents:

1. Introduction to Syntax
2. Phrases in the Sentence: The Noun Phrase, The Verb Phrase, The Adjective Phrase, The Adverb Phrase, The Prepositional Phrase
3. Basic Elements in Sentence Analysis: Constituents, Categories, Functions
4. Coordination of Phrases and Apposition
5. Embedding and Tree Diagrams
6. Clause and Types: The Clause Rank, Main and Subordinate Clause, Noun Clause, Adjective Clause, Adverb Clause
7. Five Clause Elements
8. Functions of Clauses
9. Coordination and Subordination
10. The Adverbial and Adverbial Complement
11. Sentence and Types: The Sentence Rank, Simple Sentences, Compound Sentences, Complex Sentences, Compound-Complex Sentences

Recommended Texts:

1. Burton, N. (1998). *Analysing Sentences: An Introduction to English Syntax*. Longman.
2. Miller, J. (2008). *An Introduction to English Syntax*. Edinburgh Textbooks on the English Language.
3. Moravcsik, A. (2006). *An Introduction to Syntax*. Continuum.
4. Radford, A. (1988). *Transformational Grammar*. Cambridge: CUP.
5. Radford, A. (1981). *Transformational Syntax*. Cambridge: CUP

Course Learning Objectives:

The course aims to familiarize students with the basic concepts of semantics, including the relationships between meaning, language, and truth conditions. Students will gain an understanding of the core components of meaning, such as sense, reference, and denotation, and their relationship to lexical and compositional semantics. By the end of the course, students should be able to apply these concepts and theories to practical examples of language use, such as idioms and collocations. They should be able to use this knowledge to better understand and analyze real-world language data. Ultimately, this course aims to provide students with a strong foundation in semantics that will be useful in a variety of linguistic and non-linguistic contexts.

Course Contents:

1. Meaning and Language
2. Grammar and Lexicon
3. Lexical and Compositional Meaning
4. Meaning and Truth Conditions
5. Semantics and Semiotics
6. Lexical versus Compositional Semantics
7. Sense & Reference relations
8. Denotation and Connotation
9. Extension and Intension
10. Theories of Meaning
11. Traditional approaches to semantic theories
12. Functional approaches to semantic theories
13. Morphology & semantics: an interface
14. Componential Analysis
15. Fields and Collocation
16. Idioms, Sense Relations
17. Analyzing and distinguishing meaning: Lexical relations
18. Meaning in the empirical study of language: A corpus based analysis

Recommended Texts:

1. Cruse, D.A. (1986). *Lexical semantics*. Cambridge: Cambridge University Press.
2. Frawley, W. (2002). *Linguistic semantics*. Cambridge: Cambridge University.
3. Hurford, J.R., Heasley, B. & Smith, B.S. (2007). *Semantics: A Course Book*. USA: Cambridge University Press.
4. Mehboob, A. & Li, E.S. (2012). *English Today: Forms, Functions, and Uses*. USA: Pearson
5. Palmer, F.R. (1976). *Semantics*. Cambridge: Cambridge University Press.

SEMESTER-III

Course Learning Objectives:

This course prepares undergraduates to become successful writers and readers of English. The course helps students develop their fundamental language skills with a focus on writing so that they can gain the confidence to communicate in oral and written English outside the classroom. The course is divided into five units and takes a Project-based Learning approach. Unit themes target the development of 21st century skills and focus on self-reflection and active community engagement. The course completion will enable the students to develop communication skills as reflective and self-directed learners. They will be able to intellectually engage with different stages of writing process, and develop analytical and problem-solving skills to address various community-specific challenges.

Course Contents:

1. Self-Reflection
 - Introduction to the basics of the writing process
 - Introduction to the steps of essay writing
 - Prewriting activities: Brainstorming, listing, clustering and freewriting
 - Practicing Outlining of the essay
2. Personalized Learning
 - Learning Process, Learning Styles, Goal Setting and Learning Plan
3. Oral Presentation
 - Structure and Significance, Content Selection and Slide Presentation, Peer Review
4. Critical Reading Skills
 - Introducing Authentic Reading (Dawn and non-specialist academic books/texts)
 - Reading Strategies and Practice: Skimming, scanning, SQW3R, Annotating, Detailed reading and note-taking, Standard Test Practice: TOEFL and IELTS, Model Review Reports and Annotated Bibliographies
5. Community Engagement
 - Student-led brainstorming on local versus global issues, Identifying research problems
 - Drafting research questions, Drafting interview/survey questions for community research (in English or L1)
 - Engaging students in Critical reading, Presenting interview/ survey information, Field work
 - Writing Community Engagement Project
6. Letter to the Editor
 - Types of letters, Format and purpose of letter to the editor, Steps in writing letter-to-editor

Recommended Texts:

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.

Suggested Readings:

1. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
2. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
3. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association.

Course Learning Objectives:

This course is based on quantitative reasoning 1 course. It will enhance the quantitative reasoning skills learned in quantitative reasoning 1 course. Students will be introduced to more tools necessary for quantitative reasoning skills to live in the fast paced 21st century. Students will be introduced to importance of statistical and mathematical skills in different professional settings, social and natural sciences. These quantitative reasoning skills will help students to better participate in national and international issues like political and health issues. This course will prepare the students to apply quantitative reasoning tools more efficiently in their professional and daily life activities. This course will help them to better understand the information in form of numeric, graphs, tables, and functions.

Course Contents:

1. Types of data and its graphical representation (Histogram, Stem and Leaf display, Box Plot, Scatter diagram, Histogram, Bar chart, etc)
2. Solving practical problems using linear and exponential models
3. Population growth models
4. Analytical approach to solve simultaneous equations
5. Inequalities and their application
6. Comparing quantities using analytical tools
7. Logical reasoning and their application in modern age
8. Logical reasoning and decision making
9. Data tendencies via measure of location
10. Variability and Measure of dispersion
11. Measuring relationships via Regression analysis and correlation
12. Statistical inference: sampling techniques, estimation techniques and hypothesis testing for decision and policy making

Recommended Texts:

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1st Ed., Springer, USA.
2. Sharma, A. K. (2005). *Text book of elementary statistics*. Discovery Publishing House. 3. Blitzer, R. (2014). *Precalculus*, 5th Ed.. Pearson Education, Limited. New York

Suggested Readings:

1. Gupta, S. C., & Kapoor, V. K. (2020). *Fundamentals of mathematical statistics*. 12th Ed, Sultan Chand & Sons.
2. Aufmann, R. N., Lockwood, J., Nation, R. D., & Clegg, D. K. (2007). *Mathematical thinking and quantitative reasoning*. Cengage Learning
3. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

Course Learning Objectives:

This course focuses on ideological background of Pakistan. The course is designed to give a comprehensive insight about the constitutional developments of Pakistan. Starting from the Government of India Act, 1935 till to date, all important events leading to constitutional developments in Pakistan will be the focus of course. Failure of the constitutional machinery and leading constitutional cases on the subject. Moreover, students will study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan. It will also cover the entire Constitution of Pakistan 1973. However, emphasis would be on the fundamental rights, the nature of federalism under the constitution, distribution of powers, the rights and various remedies, the supremacy of parliament and the independence of judiciary

Course Contents:

- Ideology of Pakistan
 - Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.
 - Two Nation Theory and Factors leading to Muslim separatism.
- Constitutional Developments
 - Salient Feature of the Government of India Act 1935
 - Salient Feature of Indian Independence Act 1947
 - Objectives Resolution
 - Salient Feature of the 1956 Constitution
 - Developments leading to the abrogation of Constitution of 1956
 - Salient features of the 1962 Constitution
 - Causes of failure of the Constitution of 1962
 - Comparative study of significant features of the Constitution of 1956, 1962 and 1973
- Fundamental rights Principles of policy Federation of Pakistan
 - President
 - Parliament
 - The Federal Government
 - Provinces Governors
 - Provincial Assemblies
 - The Provincial Government
- The Judicature Supreme Court
 - High Courts
 - Federal Shariat Courts
 - Supreme Judicial Council
 - Administrative Courts and tribunals
- Islamic Provisions in Constitution Significant Amendments of Constitution of Pakistan 1973

Recommended Books:

1. Constitutional and Political History of Pakistan by Hamid Khan
2. Mahmood, Shaukat and Shaukat, Nadeem. Constitution of the Islamic Republic of Pakistan, 3rd re edn. Lahore: Legal Research Centre, 1996.
3. Munir, Muhammad. Constitution of the Islamic Republic of Pakistan: Being a Commentary on the Constitution of Pakistan, 1973. Lahore, Law Pub., 1975.
4. Rizvi, Syed Shabbar Raza. Constitutional Law of Pakistan: Text, Case Law and Analytical Commentary, 2nd re edn. Lahore: Vanguard, 2005.
5. The Text of the Constitution of the Islamic Republic of Pakistan, 1973 (as amended).
Fundamental Laws of Pakistan by A.K. Brohi

Course Learning Objectives:

The course provides an introduction to the functional study of English Syntax. We will start by introducing Scale & Category Grammar which provides the basis of the functional approaches to language learning and teaching. SFL examines language in its cultural and social context, and studies how the structure of language has been shaped by the goals and needs of language users. We will cover fundamental concepts in a functional approach to language, such as genre and register; metafunctions, and the grammatical devices that are used to encode those metafunctions. In addition, the course will provide a rich comparison between Cardiff and Sydney school grammars. The course will consist of lectures and in-class exercises that will focus on analysis of texts collected by the students (both spoken and written). Assignments will also analyze texts using the SFL perspective. There will be an emphasis on writing-to-learn approaches.

Course Contents:

1. Introduction to Scale & Category Grammar
2. Grammatical Functions and Semantic Roles in a lexico-grammar
3. Clause constituents: Below the clause
4. Recognizing clause constituents-structural Vs. functional labeling
5. Mapping Genre, Register and its variables with a focus on Sydney School Genre Studies
6. The interpersonal metafunction
7. Mood, modality and appraisal
8. The experiential metafunction
9. Transitivity
10. The textual metafunction
11. Clauses in combination: Logical dependency relations, Logico-semantic relations
12. Cohesion and coherence
13. Grammatical metaphor
14. Introduction to Cardiff Grammar
15. Contrastive Linguistics; Sydney Vs. Cardiff Grammar
16. Introduction to Applicable Linguistics

Recommended Texts:

1. Egins, S. (2004). *An introduction to systemic functional linguistics*. (2nd ed.). London: Continuum.
2. Fawcett, R. (2008). *Invitation to Systemic Functional Linguistics through the Cardiff Grammar: An extension and simplification of Halliday's Systemic Functional Grammar*. Equinox Publishing: UK and USA.
3. Halliday, M.A.K. & Matthiessen, M.I.M.C. (2014). *Halliday's introduction to functional grammar*. (4th ed.). New York: Routledge.
4. Martin, J.R., & David, R. (2003). *Working with discourse: Meaning beyond the clause* (Open Linguistics Series). London: Continuum.
5. Thompson, G. (2014). *Introducing functional grammar* (3rd ed.). London: Edward Arnold.

Course Learning Objectives:

This course is a gateway to the field of Applied Linguistics. It will introduce students to different methods adopted throughout the tradition of language teaching to teach language at the same time probing into the approaches, linguistic or psychological, that backed them. The knowledge of this will prepare the students to cope with the other subjects. This course further aims at introducing fairly advanced ideas related to syllabus designing and implementation. It offers a review of dominant and competing syllabuses in the 20th century focusing especially on the milieu of their rise and the cause of their decay both. The theory will go in this course hand in hand with practice: the students will review different syllabus for applying the concepts they learn.

Course Contents:

1. Theories of language learning
2. The nature of approaches and methods in language learning: GTM, The Direct Method, The Audio-lingual Method, CLT, Suggestopedia, The Eclectic Approach
3. Error Analysis: Nature and Purpose, Causes of Errors, Contrasts between Behavioristic and Mentalist attitude to errors, Stages of Error Analysis
4. Syllabus: Scope, consideration
 - a) Product-oriented Syllabuses: Grammatical Syllabus, Notional Functional Syllabuses & Process-Oriented Syllabuses: Procedural, Theoretical
 - b) Selecting and Grading contents
5. Language Policy & Planning
6. Bilingualism 7. Discourse Analysis 8. Testing & Evaluation

Recommended Texts:

1. Allison, D.M. (1999). *Language testing and evaluation: an introductory course*. World Scientific Publishing Company.
2. Bhatia, T.K., & Ritchie, W.C. (Eds.) (2008). *The handbook of bilingualism*. John Wiley & Sons.
3. Davies, A. (2007). *An introduction to applied linguistics*. Edinburgh University Press
4. McKinley, J., & Rose, H. (Eds.) (2019). *The Routledge handbook of research methods in applied linguistics*. Routledge.
5. Simpson, J. (Ed.) (2011). *The Routledge handbook of applied linguistics*. Taylor & Francis.

Course Learning Objectives:

The aim of the course is to develop among the students an awareness and understanding of interaction between language and society. This will enable the students to study the qualitative and quantitative manifestations of language in society, ethnicity, and national origin. The study of sociolinguistics looks at how languages function socially, how individuals and groups use language and what this "says" about the user. Issues of power and prestige play an important role in shaping the ways we interact with others. Language teachers are intimately involved in these interactions. Teachers and students bring and develop attitudes toward language (which affect language acquisition) and attitudes toward speakers of other languages. In this course, we will examine sociolinguistic phenomena and their impact on the teaching of foreign and second languages, specifically the development of dialects, language change and standardization. We will investigate our own linguistic practices and those of the schools and communities within which we work and live.

Course Contents:

1. Our knowledge of language; The scientific investigation of language
2. Relationships between language and society, Language, Dialects and Varieties
3. Styles and registers, Speech communities, Choosing your variety or code
4. Code-switching or code-mixing
5. Language maintenance and shift
6. Linguistic varieties and multilingual nations
7. National and official languages, Planning for a national official language
8. The linguist's role in planning, Language change, Traditional view
9. Language and culture: The Whorfian hypothesis, Kinship systems, Colour terminology
10. Taboo and euphemisms, Ethnography and ethnology
11. Varieties of talk
12. Solidarity and politeness
13. Language and Gender, Male-female differences
14. Attitudes and applications, Attitudes to language
15. Sociolinguistic Universals: Language and Worldview, Language and power
16. Sociolinguistics and education

Recommended Texts:

1. Hudson, R.A. (2012) *Sociolinguistics* (2nd ed.) Cambridge: Cambridge university press.
2. Wardaugh, R. (2006) *An introduction to sociolinguistics* (5th ed.) Boston: Blackwell.
3. Cook, V. (2008) *Second language learning and language teaching* (4th ed.) London: Routledge.
4. Freshen, S. & Terrel, T. (1983). *The natural approach: Language acquisition in the classroom*. Oxford: Pergamon.
5. McLaughlin, B. (1987). *Theories of second-language learning*. London: Arnold.

SEMESTER-IV

Course Learning Objectives:

Life, its characteristics, natural science, biology and its branches; Importance of Flora & Fauna in biodiversity; Importance of Natural Compounds in daily life, medicine and human health; Latest developments in natural sciences (Biotechnology); Ecosystem and its components; Environment and its components; Pollutants and their effect on the environment (Greenhouse effect, global warming, acid rains, water pollution and ozone depletions etc); Introduction to micro-organism and its types (bacteria, fungi, viruses)

Practical:

- 1: Field Survey of Flora & Fauna and their identification
- 2: Study of herbarium
- 3: Study of Museum

Recommended Texts.

1. Keddy, P.A. (2017). *Plant ecology origins, processes, consequences*. Cambridge, University Press.
2. Canadell, J.G., Diaz, S., Heldmaier, G., Jackson, R.B., Levia, D.F., Schulze, E.D. & Sommer, U. (2019).
3. Bhat, S.V., Nagasampagi, B.A. & Sirakumar, M. (2006). *Chemistry of Natural Products*. Springer Science
4. De, A.K. (2019). *Environmental Chemistry*. New Age International Press

Suggested Books:

1. I. Fath, B. (2018). *Encyclopedia of ecology*. Elsevier.
2. Ajith, H., Urmas, P., Pastur, G. M & Iverson L. R. (2018). *Ecosystem services from forest landscapes*.
3. Xu, R., Ye, Y. & Zhao, W. (2011). *Introduction to Natural Product Chemistry*. CRC Press
4. Tayler, D.J., Green, N.P.O. & Stout, G.W. (1997). *Biological Science 1&2*. Cambridge University Press
5. Tayler, M.R., Simon, E.J., Dickey, D.J. & Hogan, K.A. (2020). *Campbell Biology: Concepts & Connections* (10th Edition). Pearson

Course Learning Objectives:

This course addresses the unique entrepreneurial experience of conceiving, evaluating, creating, managing, and potentially selling a business idea. The goal is to provide a solid background with practical application of important concepts applicable to the entrepreneurial environment. Entrepreneurial discussions regarding the key business areas of finance, accounting, marketing and management include the creative aspects of entrepreneurship. The course relies on classroom discussion, participation, the creation of a feasibility plan, and building a business plan to develop a comprehensive strategy for launching and managing a new venture.

1. To enhance the 'entrepreneurial intentions' of the students by improving their natural willingness to start a business.
2. To understand the process of entrepreneurship and learn the ways to manage it by working individually in the class and in the form of groups outside the class to conduct field assignments.
3. To educate the students about the practical underpinnings of the entrepreneurship with the aid of practical assignments and idea pitching.

Course Contents:

1. **Background:** What is an Organization, Organizational Resources, Management Functions, Kinds of Managers, Mintzberg's Managerial Roles.
2. **Forms of Business Ownership:** The Sole proprietorship, Partnership, Joint Stock Company
3. **Entrepreneurship:** The World of the Entrepreneur, what is an entrepreneur? The Benefits of Entrepreneurship, The Potential Drawbacks of Entrepreneurship, Behind the Boom: Feeding the Entrepreneurial Fire.
4. **The Challenges of Entrepreneurship:** The Cultural Diversity in Entrepreneurship, The Power of "Small" Business, Putting Failure into Perspective, The Ten Deadly Mistakes of Entrepreneurship, How to Avoid the Pitfalls, Idea Discussions & Selection of student Projects, Islamic Ethics of Entrepreneurship.
5. **Inside the Entrepreneurial Mind:** From Ideas to Reality: Creativity, Innovation, and Entrepreneurship, Creativity – Essential to Survival, Creative Thinking, Barriers to Creativity, How to Enhance Creativity, The Creative Process, Techniques for Improving the Creative Process, Protecting Your Ideas, Idea Discussions & Selection of student Projects.
6. **Products and technology, identification opportunities**
7. **Designing a Competitive Business Model and Building a Solid Strategic Plan:** Building a strategic plan, Building a Competitive Advantage, The Strategic Management Process, Formulate strategic options and select the appropriate strategies, Discussion about execution of Students' Project.
8. **Conducting a Feasibility Analysis and Crafting a Winning Business Plan:** Conducting a Feasibility Analysis, Industry and market feasibility, Porter's five forces model, Financial feasibility analysis. Why Develop a Business Plan, The Elements of a Business Plan, What Lenders and Investors Look for in a Business Plan. Making the Business Plan Presentation.
9. **Building a Powerful Marketing Plan:** Building a Guerrilla Marketing Plan, Pinpointing the Target Market, Determining Customer Needs and Wants Through Market Research. Plotting a Guerrilla Marketing Strategy: How to Build a Competitive Edge, Feed Back & Suggestions on Student Project, Islamic Ethics for Entrepreneurial Marketing
10. **E-Commerce and the Entrepreneur:** Factors to Consider before Launching into ECommerce, Ten Myths of E-Commerce, Strategies for E-Success, Designing a Killer Web Site, Tracking Web Results, Ensuring Web Privacy and Security, Feed Back & Suggestions on Student Project.
11. **Pricing Strategies:** Three Potent Forces: Image, Competition, and Value, Pricing Strategies and Tactics, Pricing Strategies and Methods for Retailers, The Impact of Credit on Pricing
12. **Attracting Venture Capitalist:** Projected Financial Statements, Basic Financial Statements, Ratio Analysis, Interpreting Business Ratios, Breakeven Analysis, Feed Back & Suggestions on Student Project,
13. **Idea Pitching:** Formal presentation, 5-minutes pitch, funding negotiation and launching.

Recommended Texts:

1. Scarborough, N. M. (2011). *Essentials of entrepreneurship and small business management*. Publishing as Prentice Hall, One Lake Street, Upper Saddle River, New Jersey 07458.

Suggested Readings:

1. Burstiner, I. (1989). *Small business handbook*. Prentice Hall Press

Course Learning Objectives:

The Civics and Community Engagement course is designed to provide students with an understanding of the importance of civic participation, culture and cultural diversity, basic foundations of citizenship, group identities and the role of individuals in creating positive change within their communities. The course aims at developing students' knowledge, skills and attitudes necessary for active and responsible citizenship.

After completing this course, students will be able to

- Understand the concepts of civic engagement, community development, and social responsibility.
- Understand rights and responsibilities of citizenship
- Understand cultural diversity in local and global context
- Analyze the significance of civic participation in promoting social justice, equity, and democracy.
- Examine the historical and contemporary examples of successful civic and community engagement initiatives.
- Identify and assess community needs, assets, and challenges to develop effective strategies for community improvement.
- Explore the ethical implications and dilemmas associated with civic and community engagement.
- Develop practical skills for effective community organizing, advocacy, and leadership.
- Foster intercultural competence and respect for diversity in community engagement efforts.
- Collaborate with community organizations, stakeholders, and fellow students to design and implement community-based projects.
- Reflect on personal growth and learning through self-assessment and critical analysis of community engagement experiences.

Course Content:**Introduction to Civics & Community Engagement**

- Overview of the course: Civics & Community Engagement
- Definition and importance of civics
- Key concepts in civics: citizenship, democracy, governance, and the rule of law □ Rights and responsibilities of citizens

Citizenship and Community Engagement

- Introduction to Active Citizenship: Overview of the Ideas, Concepts, Philosophy and Skills
- Approaches and Methodology for Active Citizenship

Identity, Culture, and Social Harmony

- Concept and Development of Identity, Group identities
- Components of Culture, Cultural pluralism, Multiculturalism, Cultural Ethnocentrism, Cultural relativism, Understanding cultural diversity, Globalization and Culture, Social Harmony,
- Religious Diversity (Understanding and affirmation of similarities & differences)
- Understanding Socio-Political Polarization
- Minorities, Social Inclusion, Affirmative actions

Multi-cultural society and inter-cultural dialogue

- Inter-cultural dialogue (bridging the differences, promoting harmony)
- Promoting intergroup contact/ Dialogue
- Significance of diversity and its impact
- Importance and domains of Inter-cultural dialogue

Active Citizen: Locally Active, Globally Connected

- Importance of active citizenship at national and global level
- Understanding community
- Identification of resources (human, natural and others)
- Utilization of resources for development (community participation)
- Strategic planning, for development (community linkages and mobilization)

Human rights, constitutionalism and citizens' responsibilities

- Introduction to Human Rights
- Human rights in constitution of Pakistan
- Public duties and responsibilities
- Constitutionalism and democratic process

Social Institutions, Social Groups, Formal Organizations and Bureaucracy

- Types of Groups, Group identities, Organizations
- Bureaucracy, Weber's model of Bureaucracy
- Role of political parties, interest groups, and non-governmental organizations

Civic Engagement Strategies

- Grassroots organizing and community mobilization
- Advocacy and lobbying for policy change

- Volunteerism and service-learning opportunities

Social issues/Problems of Pakistan

Overview of major social issues of Pakistani society

Social Action Project

Recommended Books:

1. Kennedy, J. K., & Brunold, A. (2016). *Regional context and Citizenship education in Asia and Europe*. New York: Routledge, Falmer.
2. Henslin, James M. (2018). *Essentials of Sociology: A Down to Earth Approach* (13th ed.). New York: Pearson Education
3. Macionis, J. J., & Gerber, M.L. (2020). *Sociology*. New York: Pearson Education

Reference Books:

1. Glencoe McGraw-Hill. (n.d.). *Civics Today: Citizenship, Economics, and Youth*.
 2. Magleby, D. B., Light, P. C., & Nemacheck, C. L. (2020). *Government by the People* (16th ed.). Pearson.
 3. Sirianni, C., & Friedland, L. (2005). *The Civic Renewal Movement: Community-Building and Democracy in the United States*. Kettering Foundation Press.
 4. Bloemraad, I. (2006). *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. University of California Press.
 5. Kuyek, J. (2007). *Community Organizing: Theory and Practice*. Fernwood Publishing.
 6. DeKieffer, D. E. (2010). *The Citizen's Guide to Lobbying Congress*. TheCapitol.Net.
 7. Rybacki, K. C., & Rybacki, D. J. (2021). *Advocacy and Opposition: An Introduction to Argumentation* (8th ed.). Routledge.
 8. Kretzmann, J. P., & McKnight, J. L. (1993). *Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community's Assets*. ACTA Publications.
 9. Paterson, T. E. (2005). *Engaging the Public: How Government and the Media Can Reinvigorate American Democracy*. Oxford University Press.
- Love, N. S., & Mattem, M. (2005). *Doing Democracy: Activist Art and Cultural Politics*. SUNY Press

Course Learning Objectives:

This course aims to introduce students to the study of pragmatics, which is concerned with the use of language in context. Students will learn about the relationship between language and social context, and how speakers use language to accomplish specific communicative goals. By the end of the course, students will have a solid understanding of the principles of pragmatics, including the role of context, implicature, speech acts, and politeness, and how these principles are used to achieve effective communication.

Course Contents:**A. Introduction: concepts in pragmatics**

1. Meaning and Context
2. Co-text
3. Speech Acts
4. The cooperative principle
5. Politeness: face saving and cultural variation of politeness
6. Grice's Theory of Implicature, Cooperative Principle and Conversational Maxims, Implicature
7. indexicality and Deixis
8. Sense & Reference
9. Inference
10. Anaphora
11. Presuppositions

B. Development: studies in pragmatics

1. Analyzing the context
2. Analyzing the co-text
3. Using speech acts
4. Pragmatics of conversation

C. Exploration: investigation in pragmatics

1. Exploring the context of writing
2. Investigating co-text
3. Exploring speech acts
4. Analysis of conversation
5. Applying politeness
6. Pragmatics & Language Learning and Acquisition
7. Pragmatics and Discourse Analysis

Recommended Texts:

1. Cutting, J. (2002). *Pragmatics and Discourse: A Resource Book for Students* (2nd edition). London: Routledge.
2. Grundy, P. (2008). *Doing Pragmatics*. London: Hodder Education.
3. Levinson, S. C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
4. Thomas, J. (1995). *Meaning in Interaction: An Introduction to Pragmatics*. London: Longman.
5. Yule, G. (1996). *Pragmatics* (Oxford Introduction to Language Study Series). Oxford: Oxford University Press.

Course Learning Objectives:

This study aims to equip students with a foundational understanding of the scientific principles and research methodology employed in modern linguistics. Upon completion, students should be able to analyze relevant articles and present their findings both verbally and in writing, while demonstrating a degree of independent thinking and critical evaluation of theoretical and methodological assumptions. Overall, the course aims to cultivate a higher level of skill and competency in general linguistics.

Course Contents:

The course is given with a different theme from current trends in linguistics. Possible themes are, e.g.:

1. The Geometry of Meaning, based on Gärdenfors' book by the same name.
2. The Phylogenetic Analysis of Language
3. Grammaticalization
4. Color semantics
5. Trends in South Asian Linguistics
6. Internet Linguistics
7. Natural Language Processing
8. An Introduction to Grapho-linguistics
9. Using AI tools in linguistics
10. Nurturing indigenous languages

Recommended Texts:

1. Crystal, D. (2006). *Language and the Internet*. Cambridge University Press.
2. Nirenburg, S., & Raskin, V. (2004). *Ontological Semantics*. MIT Press, Cambridge.
3. Nirenburg, S., & Wilks, Y. (2001). What's in a symbol: Ontology, representation and language. *Journal of Experimental and Theoretical Artificial Intelligence* 13(1)
4. Cazden, Courtney B. (2003). "Sustaining Indigenous Languages in Cyberspace". In Reyhner, J.; Trujillo, O.; Carrasco, R. L.; Lockard, L. (Eds.). *Nurturing Native Languages*. Flagstaff: Northern Arizona University.
5. Biggam, C. P. (2012). *The semantics of colour*. The Cambridge University Press.
6. Meletis, D., & Dürscheid, C. (2022). *Writing Systems and Their Use: An Overview of Grapho-linguistics*. De Gruyter Mouton.

Course Learning Objectives:

This advanced course incorporates the principles and techniques of Digital Humanities. Students will delve into the collection, annotation, and analysis of large digital corpora of written and spoken language, using various software tools. The course emphasizes critical thinking, enabling students to evaluate different approaches to linguistic analysis and conduct advanced corpus-based research in domains such as language variation and discourse analysis. Information Communication Technology, Social Media, Mobile Technologies, Digital Media Technologies and Digital Games, Human Computer Communication, hypertext, Cybertext, digital games and cinema, digital narratives and Digital socio-cultural dimensions of language usage. Upon completion of the course, students will be equipped with the necessary knowledge and skills to undertake sophisticated corpus-based research projects.

Course Contents:

1. Introduction to Digital Humanities: Scope and Significance
2. Computational Text Analysis: Techniques for Analyzing Textual Data with Computers
3. Introduction to AI Tools
4. Human-Machine Communication
5. Digital Text & Hypertext
6. Interactive Texts & Cybertext
7. Digital Media
8. Communication in Virtual Reality
9. Digital Gaming and Working
10. Language and Social Media
11. Computer Assisted Language Learning
12. Mobile Assisted Language Learning
13. Flipped Learning
14. Digital Visual Discourse
15. Future Directions Digital Publishing: Methods for Publishing and Sharing Digital Humanities Research
16. Ethics and Challenges in Digital Humanities: Issues of Access, Privacy, and Sustainability

Recommended Texts:

1. Bell, A. (2010). *The Possible Worlds of Hypertext Fiction*. London: Palgrave Macmillan.
2. Bodomo, A. B. (2009). *Computer-Mediated Communication for Linguistics and Literacy Technology and Natural Language Education*. Hong Kong: University of Hong Kong Press.
3. Brave, R. J. B. (2008). *New Digital Classroom Technology and Foreign Language Learning*. Washington: Georgetown University Press.
4. Chapelle, C. A. (2003). *English Language Learning and Technology*. Amsterdam: John Benjamins Publishing.
5. Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. Palgrave Macmillan.



Registrar, University of Sargodha <registrar@uos.edu.pk>

Fwd: REVISED NOMENCLATURE FOR ENGLISH DEGREE PROGRAMS

1 message

Vice Chancellor, University of Sargodha, Sargodha. <vc@uos.edu.pk>

To: "Registrar, University of Sargodha" <registrar@uos.edu.pk>, Director Academics <academics@uos.edu.pk>, Director QEC <DIRECTOR.QEC@uos.edu.pk>, Chairmen / In-Charges <chairmen@uos.edu.pk>, Deans <deans@uos.edu.pk>

Wed, 6 Aug 2025 at 9:09 PM

Best Regards,

Prof. Dr. Qaisar Abbas

Vice Chancellor, University of Sargodha

Office: +92 48 9230170 | Fax: +92 48 9230799

Website: www.su.edu.pk

Forwarded message

From: Arif Mahmood <arifmahmood@hec.gov.pk>

Date: Wed, 6 Aug 2025 at 8:54 PM

Subject: REVISED NOMENCLATURE FOR ENGLISH DEGREE PROGRAMS

To: Prof. Dr. Nasir Mehmood <vc@aiou.edu.pk>, Vice Admiral (Retd) Asif Khaliq HI (M) <rector@bahria.edu.pk>, Prof. Dr. Mukhtiar Ahmed <rector@iu.edu.pk>, Maj. Gen. Shahid Mahmood Kayani, HI (M) Retd <rector@numl.edu.pk>, Dr. Niaz Ahmad Akhtar <vc@gau.edu.pk>, Prof. Dr. Sajid Qamar <rector@smsats.edu.pk>, Dr. Muhammad Zahid Latif <rector@nust.edu.pk>, Prof. Dr. Naseem Irfan <rector@pleas.edu.pk>, Air Marshal Abdul Moeed Khan, HI (M) <vc@au.edu.pk>, Maj. Gen. (R) Syed Najeem Ahmed <vc@ist.edu.pk>, Lt. Gen. Asif Ghafoor, HI (M) <president@ndu.edu.pk>, Dr. Muhammad Nadeem Javaid <vc@pida.org.pk>, No VC <vc@szabmu.edu.pk>, Lt. Gen Wasim Alamgir, HI(M) <vc@nran@numspak.edu.pk>, Lt. Gen. 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Handwritten notes: 1- Check person English, 2- Check person DLLS, 3- Director Acad, 4- Director QEC, 5- HR Acad

Handwritten note: All English Syllabus Files

Handwritten note: 3547, 07/08

Handwritten note: A/R

Handwritten note: Ms. Naseem, 08/08/2025

Handwritten note: ENO. 174

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Dear Madam/Sir,

An advisory on the subject matter issued vide No. HEC/ENGLISH/NOMENCLATURE/2025/7801 dated August 6, 2025 is enclosed for information and necessary action please.

Best Wishes,

ARIF MEHMOOD

Assistant Director (Curriculum) | Academics Division

Higher Education Commission, Islamabad

Government of Pakistan

(Tel): 051-90402124

GO GREEN. Please Think Before You Print!

📎 Advisory on Revised Nomenclature of English Degree Programs (6 August 2025).pdf
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No. HEC/ENGLISH/NOMENCLATURE/2025/7801
August 6, 2025

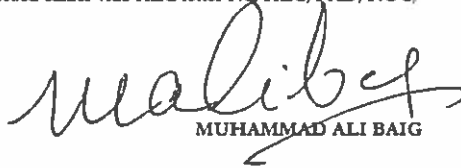
SUBJECT: REVISED NOMENCLATURE FOR ENGLISH DEGREE PROGRAMS

Reference is invited to HEC's earlier communication made vide letter No. HEC/FAD/NOC/2021/1048 dated March 29, 2021, regarding guidelines on the nomenclature of English degree programs. Following the issuance of these guidelines, various concerns were received from universities, particularly regarding the use of dual majors (e.g., Language and Literature), no reflection of Linguistics in the nomenclature of BS English (Language and Literature), and the appropriate use of the term "English" in the titles of NQF Level 7 and 8 qualifications.

02. To address these concerns and align with the recommendations of the National Curriculum Review Committee (2025), HEC has updated the nomenclature guidelines, which were officially notified on June 12, 2025, alongside the revised curricula. The updated guidelines are as follows:

- a) For NQF Level 5 qualifications, the degree shall be titled "Associate Degree in English" (abbreviated as "AD English").
- b) For NQF Level 6 qualifications, the degree shall be titled "Bachelor of Studies in English" (abbreviated as "BS English"), with electives selected from the general pool. If all electives are chosen from a specific domain, the degree title should include the area of specialization in parentheses, such as: "Bachelor of Studies in English (Literature)", "Bachelor of Studies in English (Linguistics)", etc.
- c) For NQF Level 7 qualifications, the degree should specify the specialization, for example, "Master of Studies in English Literature", "Master of Studies in English Linguistics", etc. The title "Master of Studies" may be replaced with "Master of Philosophy" upon approval from the relevant statutory body of the university, provided all prescribed standards and requirements are met. While these are indicative specializations, universities may introduce other specializations based on their academic capacity, available teaching faculty, and infrastructure, in accordance with the HEC Graduate Education Policy (2023).
- d) For NQF Level 8 qualifications, the degree title must clearly indicate the specialization, such as "PhD in English Literature", "PhD in English Linguistics", etc.

03. Universities are advised to align the nomenclature of all existing and forthcoming degree programs in English with the above-stated guidelines at their earliest convenience to ensure standardization and to eliminate any ambiguity. This advisory supersedes the guidance on nomenclature issued earlier vide HEC letter No. HEC/FAD/NOC/2021/1048 dated March 29, 2021.


MUHAMMAD ALI BAIG

Vice Chancellors/Rectors/Heads

All Public/Private Sector Universities/DAIs

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- ii. ES to Executive Director, Higher Education Commission, Islamabad
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- v. PS to Director General, Academics Division, Higher Education Commission, Islamabad
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- vii. PS to Director General, Higher Education Commission, Regional Centers in Karachi, Lahore, Peshawar & Quetta
- viii. Director (Curriculum), Academics Division, Higher Education Commission, Islamabad
- ix. Director / In-charge, Higher Education Data Repository, Higher Education Commission, Islamabad
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Office of the
Deputy Director (Faculty Affairs Division)

No. HEC/FAD/ENG/NOC/2021/1048
March 29, 2021

SUBJECT: NOMENCLATURE TO BE USED FOR VARIOUS DEGREES IN ENGLISH

In reference to the recommendations of National Curriculum Review Committee the nomenclature for various degrees in 'English' are recommended as follows;

- i. BS English (Language and Literature)
- ii. MS / MPhil (Literature)
- iii. MS / MPhil (Linguistics)
- iv. MS / MPhil (ELT)
- v. PhD (Literature)
- vi. PhD (Linguistics)

Keeping in view, the nomenclature of existing / future programs in the subject of English be changed accordingly as per availability of faculty and resources. Further details regarding scheme of studies are available on HEC website.

HIDAYATULLAH KASI

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