DEPARTMENT OF _____Tesol_____

LAHORE COLLEGE FOR WOMEN UNIVERSITY, LAHORE

SELF-ASSESSMENT REPORT

MS_____TESOL_____

Submitted to

Quality Enhancement Cell,

Lahore College for Women University, Lahore

Dated: _____

Program Team Members:

1. Ms Nadia Arif_____
2. Ms Fizzah Aslam_____
3. _____

Head of the Department: Ms Shehla Imdad

T A B L E   O F   C O N T E N T S

INTRODUCTION

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

1.1.1 Mission Statement of Department of Tesol

The MS TESOL at LCWU was launched in 2012 to address the increasing need to further develop and strengthen the teaching practitioners, language educators and administrators. It is LCWU's contribution to the enlargement and development of the main stream national pool of committed professionals. It strives to balance instruction in classroom methods with a solid foundation in contemporary theories of language structure, use, and acquisition. This research and standards based program aims to prepare professional, competent, and caring teachers of English language

Department of Tesoloffers MS (2-years) degree with following particulars:

Name of Program	Duration	No. of Modules (Semesters)	Total Credit Hrs
MS Tesol	2 years	4 semesters (including research)	36

1.1.2 **a. Mission of MS Program:** The mission of this program is to train teachers in the teaching of English who can effectively deliver in the classroom and thereby fulfill national needs. This program promotes the professional development of English language teachers, teacher educators and administrators. Moreover, it helps the pre service and in service teachers to develops and enhances theory and pedagogical skills. In addition to this it encourages reflective practice for teacher education.

1.1.2. b. MS Program Objectives:

- Execute conceptual and practical understanding with critical outlook on classroom practices in the light of recent developments in evaluation and inquiry.
- Adopt process approach towards teaching and learning strategies by incorporating problem solving skills.
- Demonstrate knowledge of language as a system that serves as a base for literacy development, concept, theory, practice and research related to first and second language acquisition and language learning.
- Apply national language policy standards in TESOL and related content areas.
- Carry out quantitative and qualitative research, and research based formal and informal evaluation and assessment of procedures, materials and resources.
- Select, adopt, adapt and design curricula, units, lesson plan and activities in constructing learning environment which address the individualized needs of bilingual and multilingual ESL/EFL learners having diverse linguistic, cognitive levels and cultural backgrounds.
- Integrate and use findings from professional development conferences, seminars and field of TESOL which focus on up to date research base practices and individualized and standardized assessment and evaluation in the implementation of exemplary classroom instruction.
- Design strategies for self evaluation, reflective teaching and action research to improve teaching and learning in ESL/EFL setting and implement various learning environments which facilitate higher level of achievement for students with interrupted formal learning.

1.1.3. Aligning program objectives of MS TESOLStudies.

The objectives of the program are aligned in a way that addresses the growing need of educating, training and professionally developing language practitioners and administrators. The appropriate orientation and pedagogy for effective teaching/learning of English as a second/foreign language to speakers of other languages can best be actualized within a focused specialized context and hence a department, to produce as an end target, autonomous effective users of ESL/EFL, through informed practice.

1.1.4 Assessment of Educational objectives:

Table 1: MS Program Objectives Assessment

Objectives (1)	How Measured (2)	When Measured (Frequency) (3)	Improvement Identified (4)	Improvement Made (Corrective & Preventive Action) (5)
Objective 1	The students are exposed to modern language teaching techniques with a focus on practical understanding of recent trends in the field of language teaching.	Students are assessed with a quiz and presentations before mid and their final exam for each semester. These assignment and presentations enable the students to increase and add to their pool of knowledge along with opportunity for application and sharing with their peers through discussion.	Students get an exposure to real life classroom environment and are able to perform better when in positions of teaching.	Strict protocols of attendance, punctuality, discipline and participation are followed to steer the journey of the student/novice teacher to becoming a complete expert.
Objective 2	The teachers ensure that the focus of the classroom is on "how" rather than "what". The students undergo a critical and reflective experience of gaining and applying knowledge of teaching and administration.	Since this objective focuses on the process of language teaching and learning hence it is measured/ensure on a daily basis.	The student becomes the centre point of the classroom rather than being a passive object in the class.	The role of the teacher is that of a facilitator who focuses on autonomous learning.
Objective 3	Various modules are specially built on basic element of English language, which help the students in enhancing their own language	The teacher determines how many practice sessions are required during classroom sessions depending on the need of the	The basic competence level of English language of the students improves and	Selecting material and activities that

Objective				
	competence and is measured through application based tasks and formal modes of assessment.	students. The formal exams are mandatory and are followed as per the university calendar.	they become much more confident.	involve higher level of cognitive skills.
Objective 4	A complete module is based on language policy to introduce the students to what language policy is and the implications it has on the education system of the country in today's time and age.	The students are expected to produce contextualized document of language policy for academic purposes.	It enhances the students understanding of areas of language and policy.	Theoretical theories underpinning areas of policy are given and students are provided opportunities to apply the knowledge and indulge in creative and productive activities. It is mandatory for all students to appear for defense before a panel of expert faculty who give them valuable feedback. Through discussion/question answer session mutual ideas of research and practice knowledge and experiences are shared and generated. Courses are designed according to the needs of the learner hence ensuring maximum participation.
Objective 5	The students are facilitated to develop research proposals using different methods of research. They are given an opportunity where they can choose and select a research topic according to their interests.	The students are required to submit a final proposal at the end of 3rd term.	It is a unique experience for the MS students where they are introduced and reiterated the process, rules and regulations and ethical practices of academic research which can later be used for publications	
Objective 6	The materials and relevant lesson plans are selected and modified on the basis of needs/level/backgrounds of the students each year for enhanced and effective learning.	The merit-based entrance exams and the admission interviews gives sufficient information about the students and consequently help the teacher develop/enhance the course outline and pacing of the lessons.	Courses are updated regularly hence enhancing the teaching learning experience for both the students and teachers.	
Objective 7	The students are provided with opportunities of conducting researches and also participating in conferences being conducted both within and outside the university in areas of Tesol and education. The teachers are evaluated by the	The frequency varies according to the number of seminars and conference being held each year.	The students are exposed and get awareness to all what is happening in their concerned area of specialization locally and internationally.	The students show willingness to participate in all such academic activities related to research.

Objective 8	students which enable them to reflect on their teaching practices and give an overall view of the department.	The evaluations are taken at the end of each semester.	To ensure the success of any department feedback is imperative.	Feedback is more based on constructive and motivational suggestions rather than being critical or de motivating.ss

Standard 1.2: The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

1.2 Program Outcomes:

The students will be able to:

- Enjoy wide professional scope
- Take research initiatives
- Commit to assurance of learning through quality teaching practices
- Work as curriculum designers and material developers
- Contribute to national and international Tesol resource
- Contribute to the national resource of English language teachers, trainers and administration for the rural and urban areas (empowerment)
- Prepare teachers to start out in the professional world confidently and to exploit best opportunities for jobs or self employment (employability and entrepreneurship).

Table 2: MS Program Outcomes

Program Objectives	Program Outcomes						
	Professional scope	Research initiative	Quality teaching	Curriculum and material designers	Contribution to national and international resource	Empowerment for rural and urban areas	Employability scope
1. Execute conceptual and practical understanding with critical outlook on classroom practices in the light of recent developments in evaluation and inquiry.	✓		✓		✓	✓	

2. Adopt process approach towards teaching and learning strategies by incorporating problem solving skills.	✓		✓	✓		✓	
3.Demonstrate knowledge of language as a system that serves as a base for literacy development, concept, theory, practice and research related to first and second language acquisition and language learning.	✓	✓			✓	✓	✓
4.Applynational language policy standards in Tesol and related content areas.					✓	✓	✓
5.Carry out quantitative and qualitative research, and research based formal and informal evaluation and assessment of procedures,		✓		✓			

materials and resources.							
6.Select, adopt, adapt and design curricula, units, lesson plan and activities in constructing learning environment which address the individualized needs of bilingual and multilingual ESL/EFL learners having diverse linguistic, cognitive levels and cultural backgrounds.			✓	✓	✓	✓	✓
7.Integrate and use findings from professional development conferences, seminars and field of Tesol which focus on up to date research base practices and individualized and standardized assessment and	✓		✓		✓	✓	✓

evaluation in the implementation of exemplary classroom instruction.						
8.Design strategies for self evaluation, reflective teaching and action research to improve teaching/learning and employability in ESL/EFL setting and implement various learning environments which facilitate higher level of achievement for students with interrupted formal learning.	✓		✓	✓		✓	✓

> **Standard 1.3:** The results of program's assessment and the extent to which they are used to improve the program must be documented.

1.3.1 Actions taken on the basis of assessment: The department is made up of teachers, students and the learning interaction they have with one another. After the assessments (exams, quiz, presentations and assignment s) and evaluation of the teachers, courses are modified and teaching practices and strategies are improvised accordingly.Hence, ensuring better output of the department as a whole.

1.3.2 Strengths of Department: It strives to balance instruction in classroom methods with a solid foundation in contemporary theories of language structure, use, and acquisition. This research base program aims to prepare professional, competent and caring teachers of English language. The department provides opportunities to the students to undertake research and scholarship, and hence play a productive role.

1.3.3 Weaknesses of the Department: PhD faculty qualified in the subject of TESOL; lack of resources available to the faculty and students (language lab, library and classrooms)

Future Plans:
1. To strengthen faculty
2. Sign MOUs and create national and international linkages
3. Increase enrollment
4. Develop areas and practices of research in the field of TESOL

> **Standard 1.4:** The department must assess its overall performance periodically using quantifiable measures.

1.4.1 Performance Measures:

Table 3: No. of Students Enrolled

Program	Session	No. of Students
MS	2012-2014	12
	2013-2015	27
	2014-2016	23
	2015-2017	23
	2016-2018	25

ii)   **Table 4: Student-Faculty Ratio**

Year	No. of Students	No. of Faculty Members	Student-Faculty ratio
2012-2014	12	2	6:1
2013-2015	27	5	5.4:1
2014- 2016	23	5	4.6:1
2015-2017	23	4+1(visiting)	4.6:1
2016-2018	25	3 + 1(visiting)	6.25:1

iii)   **Table 5: No. of Students Passed Out**

Program	Passing out Year	No. of Students

	2017	Research in progress
	2016	7 theses in process
MS	2015	All complete
	2014	2 students left

i) **Table 6:Percentage of Honor Students & Attrition Rate**

Year	%age of Honor Students Criteria: CGPA 3.75 and above	Attrition Rate (Admitted –pass out) *100 Admitted
2017		
2016		
2015		
2014		

v) **Table 7: Faculty Training, Seminars and workshops (Appendix A)**

Year	No. of Trainings, Seminars and workshops
2011	**Ms Shehla Imdad** • Research in English, The British Council, Lahore (one week)
2012	**Ms Shehla Imdad** • International Resource Programme, American Consulate/HEC/LCWU, Lahore (one week) • November 2012: Action Research, The British Council, Lahore (2 days) • November 2012: International Testing, The British Council, Lahore (2 days) • February 2012: Story writing: Stories for Change, Simorgh, LCWU, Lahore (one week)
2013	**Ms Shehla Imdad** • January 2013: 'International Conference: Language Sciences and the Developing World', (LCWU) • 2012-2013: 'Internationalisation of Higher Education', LCWU **Ms Aisha Butt** • LCWU, DFDI Training on "SPSS" March, 2013 **Ms Fizzah Aslam** • New paradigm of learning organization 27th November 2013u

	Ms Ambreen Saddiq • Issues and challenges in education 22 February 2013
2014	**Ms Shehla Imdad** • September 2014: 'Teaching English in Large Classes', Prof. Zakia Sarwar, LCWU (5 days) • June 2014: 'Methods of Social Research', Dr Tania Saeed, LCWU (6 weeks) • 'Global Conference 2014: Next Generation, Insecure Lives, Untold Stories' at Pearl Continental Hotel, Lhr (8th May 2014) • The Second Annual Conference on Social Sciences, Lahore School of Economics (3d-4th April, 2014) • International Conference: 'Language, Educational Policies and Practices' BNU (15th March, 2014) • International Conference: 'Language and Literature, Modern Contemporary Literature' GCU (14th-16th May, 2014) **Ms Fizzah Aslam** • 'Language Support Program' at the SPELT 30th ELT International Conference on 14th September 2014 • Understanding the processes, procedures and practices of action research, 9th September 2014. • Global Conference 2014 Next Generation, Insecure lives, Untold Stories, at Pearl Continental Hotel on 8th May 2014 • South Asian Labor Conference on 24th-26th April, 2014 • The Second Annual conference on Social Sciences at Lahore School of Economics, on 3rd-4th April, 2014 • Conference on Language, Educational Policies and practices, at BNU, on 15th march, 2014 • First International Conference on Language and Literature, Modern Contemporary literature, GCU, on 14th-16th May, 2014 **Ms Nadia Arif**

	- Understanding the processes, procedures and practices of action research, 9th September 2014. - Teaching English in large classes 22nd September 2014 - Social Research October 2014- December 2014 - International resource person training on teaching English as a foreign language 8th December 2014-12 December 2014 **Ms Ambreen Saddiq** - Workshop on leadership management 24th February 2014 till 25th February 2014 - Second annual conference on social sciences: language and literature in south Asia 3rd April 2014 - Conference on language educational policy and practices 15th march 2014
2015	**Ms Shehla Imdad** - November, 2015: 'Quality in Higher Education: Outcome-based Education', Dr. Kamran Musa, QEC, LCWU (one day) - January 2015: 'Adapting Teaching Materials', Prof. Zakia Sarwar, LCWU (5 days) **Ms Aisha Butt** - Conducted workshops on **Communication Skills and ESL teaching skills** at **LCWU,** Education department, 2015. **Ms Ambreen Saddiq** - Training on how to handle large classrooms 2nd July 2015 - Adaptation of material for classroom - Workshop on faculty values 12 November 2015 - Reflective teaching to facilitate classroom research 17th November 2015 - Workshop on APA referencing 4th May 2015 - How to write literature review 11th May 2015
2016	**Ms Shehla Imdad** 'Education in the 21st Century', Dr Qaiser Sultan, HEC-LCWU (Feb.2016 - 4 weeks) **Ms Aisha Butt** - Training on 'in service short term training of university faculty and andragogical and communication Skills on 16th May, 2016 (LCWU)

	Ms Ambreen Saddiq • Education in 21 century 1 February 2016 • First international education conference 2nd November 2016
2017	**Ms Aisha Butt** • HEC training on 'Communication Skills' for grade 2-5 January 2017, LCWU • HEC training on 'Master Trainer' for teachers 6th February 2017, LCWU • Foreign language teaching in Pakistan (Paper presentation), University of Education , March, 2017 • Pakistani Teachers on Vocabulary Learning Strategies University of Punjab, Nov, 2017 ICORE. **Ms Ambreen Saddiq** • Workshop on qualitative research 3rdApril 2017 • Workshop on harassment at workplace 21 February 2017

vi) <u>**Papers Published at National & International Level**</u>

<u>**Table 8: Number of Publications (Appendix B)**</u>

Year	Papers published
2016	Ms Aisha Butt: • University of Education Lahore, 4th international conference on Education in Pakistan: Connecting Research and Practice, 'English Teachers' attitudes towards Grammar Translation Method and Communicative Language Teaching in Acquiring Grammatical Competence' on 24th march 2016 • University of Punjab, ICORE2016, 4th International Conference on Research in Education, 'ESL Learners Breaking Silence: Motivational Strategies"

2014	Ms Aisha Butt:
	- LCWU, institute of education, department of professional studies. Presented on ;Exploring Professional Development of Teachers in Pakistan"16 January 2014 - University of Punjab, ICORE 2014, 2nd international Conference on Research in Education, "Perception of Pakistani Students in Foreign Language Teaching Methodologies" 18th November 2014

vii) **Books in Library**

TESOL does not have a library.

Research Areas

The Faculty is involved in research in the following areas:

Collaborations: MOU with Queen Mary College of London

Departmental Achievements (others)the In-sessional Course of English (ICE)program was conducted to linguistically equip our students with English language skills to facilitate their academic and social needs.

Honors and Awards

None

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

The development of curriculums for TESOL is based on the detailed curriculum development guidelines issued by HEC.

MS (2-Year) TESOL

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STRUCTURE OF SCHEME OF STUDY

Nature of Courses	Number of Courses	Credits Hours
Compulsory Course (No choice)	NA	
Basic Course	NA	
Foundation Course	NA	
General / Minor Courses	NA	
Major Courses	NA	
Research Report	NA	
Total Credits	**NA**	

YEAR-1

SEMESTER-I

Course No	Course Title	Credits
MS-TSL-501	Foreign Language Learning and Teaching	3
MS-TSL-502	Language Discourse and Society	3
MS-TSL-503	Language Issues Policy and Practices	3
MS-TSL-504	Principles and Practices of Curriculum Development and Syllabus design	3
	Total Credits	**12**

SEMESTER-II

Course No	Course Title	Credits
MS-TSL-511	The Nature of Educational Research (Research Methodology)	3
MS-TSL-512	Language Testing Assessment and Program Evaluation	3
MS-TSL-513	Professional Development Design and Practices	3
MS-TSL-514	Management of Educational and Financial Resources	3
	Total Credits	**12**

YEAR-2

SEMESTER-III

Course No	Course Title	Credits
MS-TSL-601	Doing and Using Educational Research (research designs)	4
	Total Credits	**4**

SEMESTER-IV

Course No	Course Title	Credits
MS-TSL-611	THESIS	8

Curriculum Break up

Table 10: Curriculum Break up

Curriculum Breakup	Credit Hours
COMPULSORY COURSES •	NA
BASIC COURSES •	NA
FOUNDATION COURSES •	NA
MINOR COURSES •	NA
MAJOR COURSES •	NA
• RESEARCH REPORT	NA
Total Credit Hours	

Standard 2.1: The curriculum must be consistent and supports the program's documented objectives.

MS program contents/courses meet the program outcomes as shown in the table below.

Table 11: Courses versus Program Outcomes

Courses	Program Outcomes						
	Professional scope	Research initiative	Quality teaching	Curriculum and material designers	Contribution to national and international resource	Empowerment for rural and urban areas	Employability scope
Foreign Language Learning and Teaching			✓		✓	✓	✓
Language Discourse and Society					✓	✓	✓
Language Issues Policy and Practices						✓	✓
Principles and Practices of Curriculum Development and Syllabus design				✓	✓		✓
The Nature of Educational Research (Research Methodology)		✓					
Language Testing Assessment and			✓				✓

Program Evaluation								
Professional Development Design and Practices	✓							✓
Management of Educational and Financial Resources								✓
Doing and Using Educational Research (research designs)		✓						
Thesis		✓						

Table 12: Program versus Objectives

Courses	Program Objectives							
	OBJ1	OBJ 2	OBJ 3	OBJ4	OBJ5.	OBJ6.	OBJ 7	OBJ 8
MS-TSL-501 Foreign Language Learning and Teaching	✓	✓	✓		✓		✓	
MS-TSL-502 Language Discourse and Society	✓	✓	✓		✓			
MS-TSL-503 Language	✓	✓	✓	✓			✓	

Course	1	2	3	4	5	6	7	8
Issues Policy and Practices								
MS-TSL-504 Principles and Practices of Curriculum Development and Syllabus design	✓	✓	✓	✓	✓		✓	
MS-TSL-5011 The Nature of Educational Research (Research Methodology)	✓		✓	✓				✓
MS-TSL-5012 Language Testing Assessment and Program Evaluation	✓	✓	✓		✓		✓	✓
MS-TSL-5013 Professional Development Design and Practices	✓	✓	✓				✓	✓
MS-TSL-5014 Management of Educational and Financial Resources	✓	✓	✓				✓	
MS-TSL-601 Doing and Using Educational Research	✓		✓	✓				✓

(research designs)								
MS-TSL-5011 Thesis	✓		✓	✓				✓

Standard 2.2: Theoretical background, problems analysis and solution design must be stressed within the program's core material.

Program: MS

Table 13: <u>**Elements of Courses**</u>

Elements	Courses	No of Courses
Theoretical background	Language Policy Issues and Practices/Foreign Language Learning and Teaching/Principles and Practices of Curriculum Development and Syllabus Design/ Nature of Educational Research/ Language Discourse and Society	5
Problem solving	Foreign Language Learning and Teaching/ Management of Educational and Financial Resources/Principles and Practices of Curriculum Development and Syllabus Design/Language policy Issues and Practices/ Language Testing, Assessment and Program Evaluation	5
Solution design	Professional Development Design and Practices/ Management of Educational and Financial Resources/Principles and Practices of Curriculum Development and Syllabus Design/Language policy Issues and Practices/ Language Testing, Assessment and Program Evaluation	5
Application of Theoretical Knowledge	Language Policy Issues and Practices/ Management of educational and Financial Resources/Foreign Language Teaching and Learning/ Nature of educational Research/ doing and Using Educational Research. Professional Development design and Practices/ Principles and Practices of Curriculum Development and Syllabus Design/ language, Discourse and society/ Language Testing Assessment and Program evaluation	9

Standard 2.3: The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body.

TESOL doesn't have any accreditation body

Standard 2.4: The curriculum must satisfy the major requirements for the program as specified by the respective accreditation body.

NA

Standard 2.5: The curriculum must satisfy general education, arts, and professional and other discipline requirements for the program, as specified by the respective accreditation body/council.

NA

Standard 2.6: Information technology component of the curriculum must be integrated throughout the program.

Students are expected to make presentation for almost all of the modules being taught, hence use PowerPoint and word frequently.

Standard 2.7: Oral and written communication skills of the student must be developed and applied in the program.

All courses of MS TESOL contribute towards the development of language and communication skills of the students.

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

Standard 3.1: Manuals/documentation/instructions for experiments must be available and readily accessible to faculty and students.

The course work of TESOL does not require any experiments

Standard 3.2: There must be adequate support personnel for instruction and maintaining the laboratories:

The department does not have any laboratory.

Standard 3.3: The university computing infrastructure and facilities must be adequate to support program's objectives:

The department does not have any computing facilities for the students. However if provided would open avenues to immense amount of knowledge and e learning for the students

CRITERION 4: STUDENT SUPPORT AND ADVISING

Standard 4.1: Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner:

All courses are compulsory and no choice is given to the students.

Standard 4.2: Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants:

Not applicable.

Standard 4.3: Guidance on how to complete the program must be available to all students and access to academic advising must be available to make course decisions and career choices:

- The department holds an orientation session before the commencement of classes where they are given a thorough briefing about the program, its breakup, examination system and research.
- At the beginning of every module students are given a course outline with course objectives. This gives the students a fair idea about what the course entails.
- Students are motivated to participate in different academic activities conferences, seminars and workshops where they interact with experts and receive guidance which develops professionally.
- The university has an independent department by the name of CCJP (career counseling and job placement0. The students are informed about this on campus facility and are also told about any career opportunity the faculty gets to know about.

CRITERION 5: PROCESS CONTROL

Standard 5.1: The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives:

- The advertisement of the admission is published in the newspapers. After which forms are given out. Once forms come back they are scrutinized and an eligibility list is put up for the test. After the test a list for eligible interview is put up. After the interviews the final merit list is displayed.
- Minimum 16 years of education, BS in the relevant field, MA in Tesol/ELT/TEFL/TESL/TIEL/ Linguistics/Applied Linguistic/ Literature. The candidates must have obtained 2.50 CGPA in semester system or 50% marks in the annual system. Entry test (50% marks) and interview organized by the university is mandatory for admission in the MS Program.
- Admission criteria is set and evaluated by the registrar office and not by the department.

Standard 5.2: The process by which students are registered in the program and monitoring of students' progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives:

- Once the final merit list is displayed the students are given bio data forms along with challan of fees. Once they deposit their fee they are issued a roll number and are registered officially with university.
- The students' academic progress is monitored by ongoing assessment system adhering to HEC requirements. Students have to appear in both mid and final term exams along with an assignment which is based on research for each semester. Students are made aware of their mistakes after the mid-term exam and changes are made in the course for the final term according to the results obtained. Individual attention is given so that individual needs could be addressed for further improvement.
- The process of registration and monitoring is not evaluated by the department. Itis handled at the institutional level.

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 its objectives:

Four lecturers have been recruited according to the following criteria:

- First class masters' degree or equivalent degree awarded after 16 years of education in the relevant field from an HEC recognized university/institution with no third division in the academic career.

- Condition of third division shall not be applicable in the qualification of appointment as lecturer in universities or degree awarding institutions provided that the candidate holds a higher degree i.e. MPhil/PhD or equivalent degree with not more than one third division on the entire academic career. Furthermore the candidate with second division in the masters degree but holding higher degree for i.e. MPhil/PhD or equivalent degree with eighteen years of education may be considered

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Standard 5.4: The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives:

Each faculty is required to make a course outline of the subject being taught by her matching to the course objective already set and decided by the experts. These objectives are in line with the program outcomes. Hence this process ensures that what is being taught is in completion equation with the plan. Further at the end of the semester evaluations are taken from the students regard all teachers and the course material taught.

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 MS students' enrolled need to pass all the courses individually to be able to qualify for the research work which is the main component of the program and is extended over a period of one year.Successful completion of the dissertation would enable the student to appear for a viva passing which the student will be considered eligible for the degree in MS TESOL.

CRITERION 6: FACULTY

Standard 6.1: There must be enough full time faculty who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach, plan, modify and update all courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D. in the discipline:

The staff comprises six members, i.e. Chairperson (Associate Professor) enrolled in MS TESOL and five permanent faculty members (four Lecturers and one TA) are enrolled in PhD.

In addition, there is a visiting faculty member (PhD) associated with the Department. They teach effectively and upgrade their courses when there is a need.

Program areas	Number of faculty members with MS	Number of faculty with Ph.D. degree
Teaching of English to Speakers of other Languages	5	5 (on-going)

Table 3: Faculty Distribution by Program Areas

Standard 6.2: All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place:

The university has a complete department by the name of DFDI which arranges various workshops, training and seminars for faculty development in areas of specialization, administration and research. Faculty is highly encouraged to attend as many activities as they can, depending on their timetables and their own areas of interest.

Standard 6.3: All faculty members should be motivated and have job satisfaction to excel in their profession:

Faculty members are sufficiently motivated to develop and upgrade their professional knowledge and qualification for the support and benefit of the department.

CRITERION 7: INSTITUTIONAL FACILITIES

Standard 7.1: The institution must have the infrastructure to support new trends in learning such as e-learning

The department does not have any individual digital library or e-learning facilities.

Standard 7.2: The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel:

None

Standard 7.3: Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities:

TESOL department lacks facilities for both the staff and the students such as:

1. Staffroom with internet and computer facility
2. Well-equipped library
3. More classrooms for smooth running of the department.

CRITERION8: INSTITUTIONAL SUPPORT

Standard 8.1: There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars:

- The department can benefit with the inclusion/recruitment of more PhD faculty in the relevant area. With this measure both the teaching, up-gradation of courses and the research would highly benefit in years to come.
- The TESOL department requires more office equipment which includes computers, printers, scanners, multimedia and a reliable internet system.

Standard 8.2: There must be an adequate number of high quality graduate students, research assistants and Ph.D. students:

TESOL doesn't have a PHD or a BS program

Standard 8.3: Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities:

- TESOL department does not have any library, laboratory or computing facilities.

APPENDICES