# Self Assessment Report

# Beaconhouse National University

## School of Education
**(Masters in Teaching English as a Second Language)**

*Prepared by: Program Team of SE*

*Presented by: Quality Assurance Department*

# Table of Contents

# Executive Summary

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

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

# Objectives

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

1. To implement Self Assessment Manual in selected program with a view to improve quality in higher education.
2. To identify the areas requiring improvements in order to achieve objectives through desired outcomes.

# Execution

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

After reviewing SAR, QA arranged visit of Assessment Team to the selected program on May 18, 2012. GM (QA) accompanied the AT and participated in discussions with Dean and PT members and available faculty members. Date for exit meeting was fixed as May 30, 2012.

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

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

The implementation plan indicates the resources to improve the infrastructure, environment in the classes and Laboratory manuals. The recommended target dates to complete the tasks observed by Assessment Team, presented in exit meeting on June 7, 2012 and proved by Vice Chancellor have been indicated in the implementation plan.

At the completion of Self Assessment cycle, QA submitted the hard and soft copy of SAR to HEC on June 25, 2012.

General Manger (QA)

# Introduction

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

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

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

## MISSION, OBJECTIVES, AND OUTCOMES

- **INSTITUTION MISSION STATEMENT**

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

- **PROGRAM MISSION STATEMENT**

  MA in Teaching English as a Second Language will lead to an improvement in the standards of English language teaching in higher education in Pakistan and will contribute to the raising of English language proficiency among university graduates in Pakistan.

- **PROGRAM OBJECTIVES**

  *The Objectives of the program are:*

  1. *To develop an understanding of the language learning process;*
  2. *To help understand the global spread of English and the ensuing pedagogical issues;*
  3. *To develop practical knowledge and skills for the teaching of a second language;*
  4. *To be able to develop a conceptual framework for professional practice;*
  5. *To develop the skills of reflection and critical thinking; and*
  6. *To develop knowledge and skill of research in the areas related to English as a second language learning/acquisition or teaching.*

  The courses offered under the MA in Teaching English as a Second Language Program have been designed in light of the above mentioned objectives. The program is updated on a regular basis in light of modern trends in English Language Teaching (ELT). Objectives are revisited before the starting of a new academic year to ensure that the objectives meet the needs of the students enrolled on the program.

- **STRATEGIC PLAN**:

  - **Department Vision statement**

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

***To be a leading School of quality education in Pakistan and the region by creating a rich academic and research environment that draws on sound theoretical knowledge, best practices and latest research techniques. The School will contribute to enhance quality teacher education by providing advanced research, personal and professional development opportunities of the highest academic standards, to ensure that its graduates meet the demands of the 21st Century.***

- **Department Mission Statement**

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

  - **Key Performance indicators**
    The key performance indicators include:
    - Increased student enrolment
    - Students' evaluations
    - Faculty development
    - Research and publication by faculty & students
    - Collaboration at National & International Level
    - National and international accreditation of the programs

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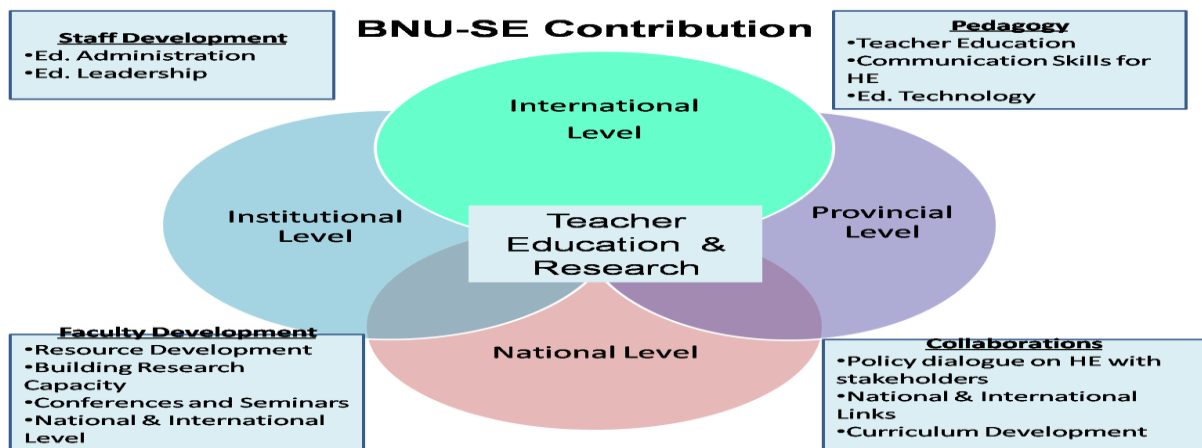
- **PROGRAM OBJECTIVES ASSESSMENT**

The following table shows how each of the above mentioned program objectives are measured and what actions are taken as a result of these measurements.

The three bench marks for program objectives assessments are:

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

| Objectives | How Measured | When Measured | Improvement Identified | Improvement Made |
|---|---|---|---|---|
| I, II, III, IV, VI | Graduating Students Survey | On going | More practical examples to be included | Showing videos depicting examples of various aspects and issues related to English language teaching |
| I, II, V, VI | Alumni Survey | Within two years of graduation | Nil | Nil |
| Iii, IV, V | Employer Survey | Periodically | More focus needed | Introducing more focused courses e.g.<br>• Second Language Acquisition<br>• Classroom Discourse<br>• Classroom Management<br>• Syllabus Design |

**Table 4.1: Program Objective Assessment**

> **Standard 1-2: The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.**

- **PROGRAM OUTCOMES**

| Objectives | Outcomes |
|---|---|
| 1. *To develop an understanding of the second language learning process.* | 1. *The students develop an understanding of second language learning process and apply this understanding to their own teaching of English.* |

| | | |
|---|---|---|
| 2. To help understand the global spread of English and the ensuing pedagogical issues. | 2. The students become aware of the concept of World Englishes and realize that native speakerism in English is a futile goal; consequently, they learn to value their own variety of English and its users. |
| 3. To develop practical knowledge and skills for the teaching of a second language. | 3. The students learn theory as well as techniques and strategies involved in English language teaching and are able to adapt/design their own activities and materials for the teaching of English language skills and grammar. |
| 4. To be able develop a conceptual framework for professional practice. | 4. The students are able to understand the nuances of English language classroom practice and are able to independently design lesson plans at different levels for the teaching of various language skills and grammar |
| 5. To develop skills of reflection and critical thinking. | 5. The students are able to apply theory related to various aspects of English language learning and teaching to practice in their own context. |
| 6. To develop knowledge and skill of research in the areas of second language learning/acquisition and teaching. | 6. The students are able to complete original research and write dissertations based on these research studies. |

| Program Objectives | Program Outcomes | | | | | |
|:---:|:---:|:---:|:---:|:---:|:---:|:---:|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | x | | x | | | |
| 2 | | x | x | x | | |
| 3 | | | x | x | | |
| 4 | | | x | x | | |
| 5 | x | x | x | x | x | |
| 6 | | | | | x | x |

**Table 4.2: Outcomes versus objectives**

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

| Course Evaluation Summary | | |
|---|---|---|
| MA Teaching English as a Second Language  I & II Year | | |
| S# | Courses | Evaluation |
| 1 | English for Academic Purposes | 4.14 |
| 2 | English for Academic Purposes | 4.24 |
| 3 | Management of Change | 3.51 |
| 4 | Classroom Discourse | 4.00 |
| 5 | Syllabus Design | 4.02 |
| 6 | Second Language Acquisition | 3.90 |
| 7 | Research Paradigms | 3.58 |
| 8 | Qualitative Research Methodology | 3.78 |
| 9 | Quantitative Research Methodology | 3.06 |
| 10 | Computer Assisted Language & Learning | 4.75 |
| 11 | Behavior Management | 3.87 |
| 12 | Cognitive Skills Enhancement | 4.42 |
| 13 | Action Research | 4.10 |
| Over All | | 3.95 |



Course Evaluation
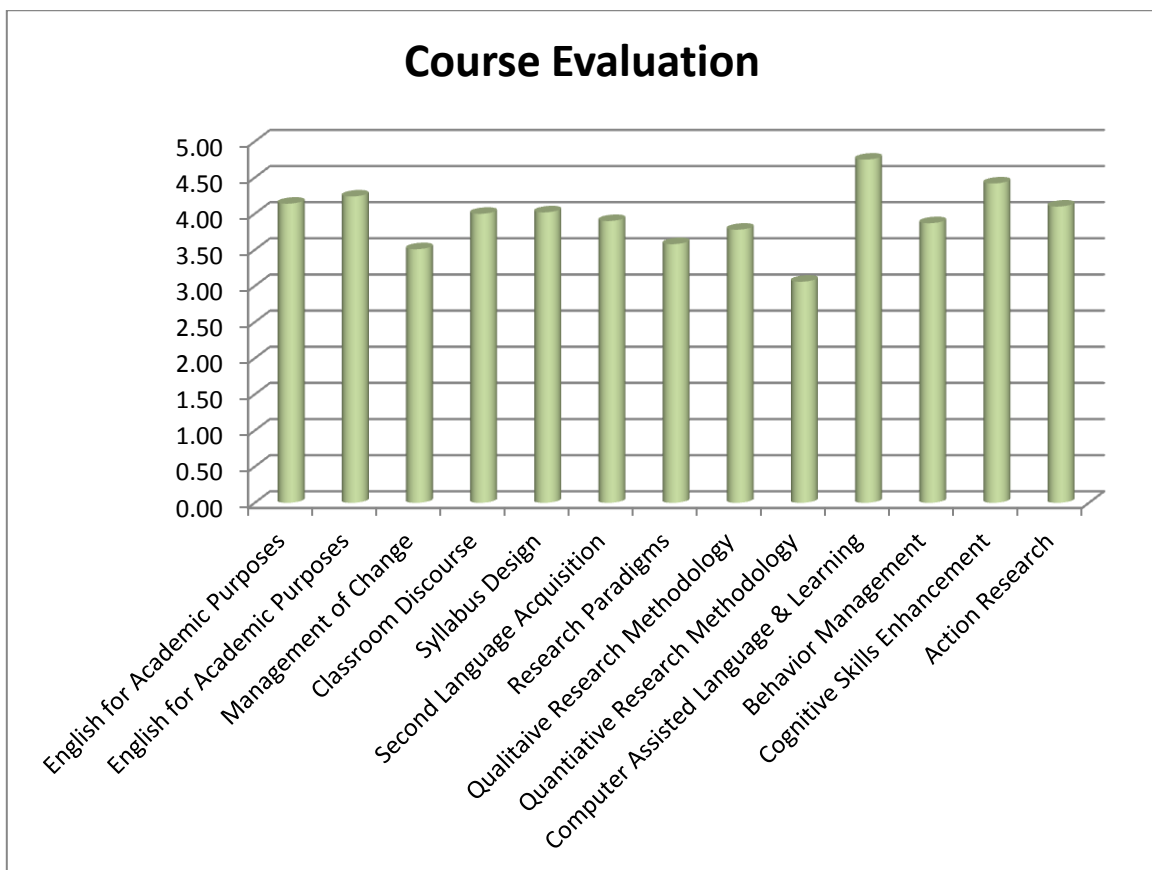
| | Faculty Evaluation Summary | |
|---|---|---|
| | MA Teaching English as a Second Language  I & II Year | |
| S# | Faculty | Evaluation |
| 1 | Dr. Abdullah Faisal | 3.45 |
| 2 | Mr. Ali Ahmad Abidi | 4.08 |
| 3 | Mr. Ali Ahmad Abidi | 4.56 |
| 4 | Ms. Fatima Dar | 3.75 |
| 5 | Ms. S. Amina Gardezi | 4.02 |
| 6 | Ms. S. Amina Gardezi | 4.51 |
| 7 | Ms. Shabana Ahmed | 3.98 |
| 8 | Ms. Shabana Ahmed | 3.88 |
| 9 | Ms. Shabana Ahmed | 4.10 |
| 10 | Ms. Sidra Minhas | 3.97 |
| 11 | Ms. Yasira Waqar | 3.61 |
| 12 | Ms. Yasira Waqar | 4.03 |
| 13 | Ms. Zaib un Nisa Syed | 4.07 |
| | Over All | 4.00 |



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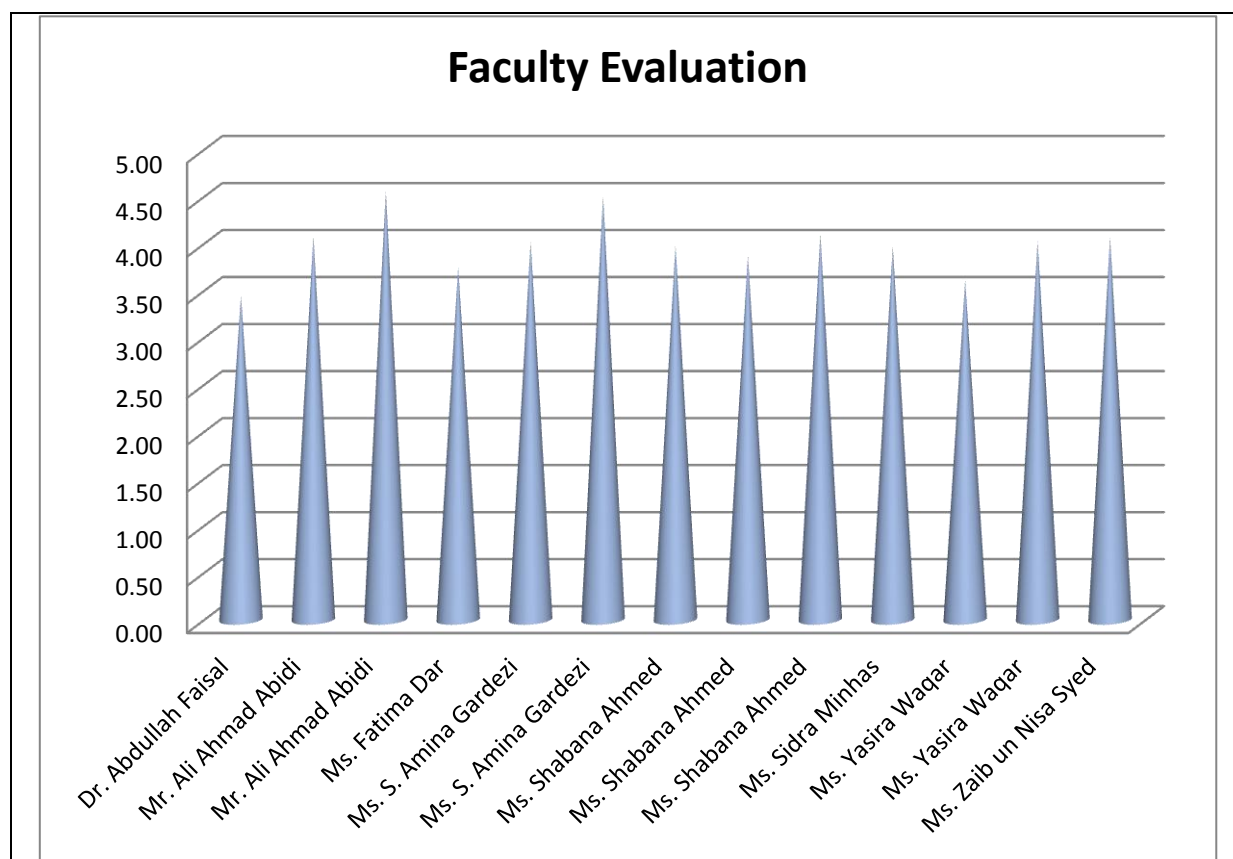
**Standard 1-4: The department must assess its overall performance periodically using quantifiable measures.**

| Year | No. of Students |
|------|-----------------|
| 2007 | 62 |
| 2008 | 111 |
| 2009 | 121 |
| 2010 | 137 |
| 2011 | 173 |

| Year | Dean's Honor |
|------|--------------|
| 2010 | 33 |
| 2011 | 38 |

| Year | Faculty Student Ratio |
|------|-----------------------|
| 2007 | 1:21 |
| 2008 | 1:22 |
| 2009 | 1:18 |
| 2010 | 1:20 |
| 2011 | 1:22 |

| Year | Graduate |
|------|----------|
| 2007 | 24 |
| 2008 | 53 |
| 2009 | 63 |
| 2010 | 67 |

- Average student evaluation for all courses

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

**Memberships of Professional Bodies and Organizations**

| Faculty | Organization/Body | Position |
|---|---|---|
| Dr Sabiha Mansoor | Asia TEFL | Member, Editorial Board Asia TEFL Journal |
| | Oxford University Press | Book reviewer |
| | International Journal of Teaching and Case Studies | Co-Editor, Volume 3 – Issue 2/3/4 – 2011 |
| | Language Matters, Routledge Publishers | Book and Article Reviewer |
| Mr. Ali Ahmad Abidi | Asia TEFL, SPELT | Member |
| Ms. Amina Gardezi | Asia TEFL | Member |
| Ms. Shabana Ahmed | Asia TEFL | Member |

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**CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION**

**A.      Title of Degree Program**

MA in Teaching English as a Second Language

**B.      Definition of Credit Hour**

The MA in TESL is a 72 Credit hour program earned over five semesters 2 years program with summer semester in first year.
As per HEC policy, one credit hour stands for one contact hour of teaching per week.

**C.      Degree Plan**

(A flow chart)

| Semester 1 | Semester 2 | Semester 3 | Semester 4 | Semester 5 |
|---|---|---|---|---|
| English for Academic Purposes | Role of ICT in Teaching and Learning | Cognitive Skills Enhancement | Gender and Education | Quantitative Research Methodology |
| Second Language Acquisition | English Language Teaching Methodology | Professional Practice | Educational Management | Research Writing |
| Classroom Discourse | Classroom Management | Reflective Practice | Teaching Young Learners | Dissertation |

| Syllabus Design | Testing and Test Development | | Educational Policy and Planning |
| Management of Change | Community Project | | Qualitative Research Methodology |

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

| Semester | Course Code | Course Title | Credit Hours |
|---|---|---|---|
| I | M-I EDU 502 | English for Academic Purposes | 3 |
| I | M-I EDU 500 | Second Language Acquisition | 3 |
| I | M-I EDU 514 | Classroom Discourse | 3 |
| I | M-I EDU 501 | Syllabus Design | 3 |
| I | M-I EDU 508 | Classroom Management | 3 |
| II | M-I EDU 503 | Role of ICT in Teaching and Learning | 3 |
| II | M-I EDU 504 | English Language Teaching Methodology | 4 |
| II | M-I EDU 506 | Management of Change | 3 |
| II | M-I EDU 507 | Testing and Test Development | 3 |
| II | M-I EDU 511 | Community Project | 4 |
| III | M-I EDU 601 | Cognitive Skills Enhancement | 3 |
| III | M-I EDU 505 | Professional Practice | 3 |
| III | M-I EDU 512 | Reflective Practice | 3 |
| IV | M-I EDU 604 | Gender and Education | 3 |
| IV | M-I EDU 608 | Educational Management | 3 |
| IV | M-I EDU 609 | Teaching Young Learners | 3 |
| IV | M-I EDU 607 | Educational Policy and Planning | 3 |
| IV | M-I EDU 605 | Qualitative Research Methodology | 3 |
| V | M-I EDU 606 | Quantitative Research Methodology | 3 |
| V | M-I EDU 610 | Research Writing | 3 |

| V | M-I EDU 602 | Dissertation | 10 |

| Total Credit Hours | | | 72 |

## M A   i n   T e a c h i n g   E n g l i s h   a s   a   S e c o n d   L a n g u a g e

MA TESL is designed for current and future teachers of English as well as those involved in developing curriculum, materials and tests in the field of teaching English as a foreign or second language. It trains participants in essential skills required to become successful English language teachers and educators while drawing on a solid theoretical foundation of

second language acquisition and language teaching methodology, which have broad applicability in a variety of educational setting

**Structure**

**Fall Semester**                                     **September – January 2012**

| Semester | | Codes | Course | Credit |
|---|---|---|---|---|
| **I** | **Core Courses** | M-I SL 502 | English for Academic Purposes | 3 |
| | | M-I SL 500 | Second Language Acquisition | 3 |
| | | M-I SL 511 | Classroom Discourse | 3 |
| | | M-I SL 501 | Syllabus Design | 3 |
| | | M-I SL 508 | Classroom Management | 3 |
| | | | **Total Credit hours** | **15** |

**Spring Semester**                                   **February – May 2012**

| Semester | | Codes | Course | Credits |
|---|---|---|---|---|
| **II** | **Core Courses** | M-I SL 509 | Role of ICT in Teaching and Learning | 3 |
| | | M-I SL 501 | English Language Teaching Methodology | 4 |
| | | M-I SL 510 | Management of Change | 3 |
| | | M-I SL 507 | Testing and Test Development | 3 |
| | | M-I SL 512 | Community Project | 4 |
| | | | **Total credit hours** | **17** |

**Summer Semester**                                   **June – August 2012**

| Semester | Core Courses | Codes | Course | Credits |
|---|---|---|---|---|
| **III** | | M-I SL | Cognitive Skills Enhancement | 3 |
| | | M-I SL 506 | Professional Practice | 3 |
| | | M-I SL 513 | Reflective Practice | 3 |
| | | | **Total credit hours** | **9** |

**Fall Semester**                                     **September – January 2013**

| Semester | | Codes | Course | Credit |
|---|---|---|---|---|
| **I** | **Core Courses** | M-I SL 604 | Gender and Education | 3 |
| | | M-I SL 608 | Educational Management | 3 |
| | | M-I SL 609 | Educational Policy and Planning | 3 |
| | | M-I SL 611 | Teaching Young Learners | 3 |
| | | M-I SL 606 | Qualitative Research Methodology | 3 |
| | | | **Total Credit hours** | **15** |

**Spring Semester**                                        **February – May 2013**

| Semester | | Codes | Course | Credits |
|---|---|---|---|---|
| | **Core Courses** | M-I SL 605 | Quantitative Research Methodology | 3 |
| | | M-I SL 610 | Research Writing | 3 |
| **II** | | M-I SL 602 | Dissertation | 10 |
| | | | **Total credit hours** | **16** |
| | | **TOTAL CREDIT HOURS** | | **72** |

**Academic Courses Fall 2011 (as Annex B)**

**Criteria for Marking Reflective Journal**

| Criteria | Outstanding | Advanced | Competent | Adequate | Inadequate |
|---|---|---|---|---|---|
| **Critical Analysis***<br>Critique of issues.<br>Level of analyses.<br>Original critical component.<br>Application (showed the relevance & significance of the information & explained why). | | | | | |
| **Research**<br>Coverage of literature.<br>Established relevance of literature | | | | | |
| **Content**<br>Identified by issues.<br>Range of issues explored. | | | | | |
| **Structure**<br>Organization of entries.<br>Logically developed. | | | | | |
| **Style**<br>Grammatical sentences.<br>Correct spelling.<br>Use of sub-headings.<br>Fluent writing style.<br>APA (6th ed.) format. | | | | | |

* Highest Weighting

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

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

**Grading Criteria**

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

**Academic Policies**

**Attendance**

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

**Leave Policy**

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

**Assignment Submission**

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

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

**Evaluation Criteria**

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

**GRADING SYSTEM**

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

**Faculty Directory**

| Sr # | Name | Email Address | Ext |
|---|---|---|---|
| 1. | *Dr. Tariq Rahman*<br>Dean SE | tariq.rahman@bnu.edu.pk | 849 |
| 2. | *Qaisera Sheikh*<br>Head Department of Teacher Education | qaiserasheikh@yahoo.com | 809 |

| | | | |
|---|---|---|---|
| 3. | **Rahat Rizwan**<br>Head Department of Educational<br>Leadership and Management | rahat.rizwan@bnu.edu.pk | 878 |
| 4. | **S. Amina Z. Gardezi**<br>Program Coordinator<br>Education Programs and ELU | aminagardezi@bnu.edu.pk | 881 |
| 5. | **Shabana Ahmad**<br>Program Coordinator TESL Programs | shabana.ahmed@bnu.edu.pk | 873 |
| 6. | **Ali Ahmad Abidi** | aliahmadabidi@yahoo.com | 847 |
| 7. | **Amna Javaid** | amina.javaid@bnu.edu.pk | 863 |
| 8. | **Yasira Waqar** | yasira.waqar@bnu.edu.pk | 863 |
| 9. | **Fatima Dar** | fatimadar@yahoo.com | 825 |
| 10. | **Mahwesh Jadoon** | mahvesh.jadoon@bnu.edu.pk | 847 |
| 11. | **Ms. Mahwash Talal**<br>Academic School Coordinator | mahwash.shafique@bnu.edu.pk | 853 |

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

| Courses/ Group of courses | Objectives | | | |
|---|:---:|:---:|:---:|:---:|
| | **1** | **2** | **3** | **4** |
| Second Language Acquisition<br>English Language Teaching Methodology<br>Classroom Discourse<br>Professional Practice<br>Cognitive Skills Enhancement<br>Teaching Young Learners | ✓ | | | |
| Syllabus Design<br>Testing and Test Development<br>Educational Management<br>Educational Policy and Planning | | ✓ | | |
| Community Project<br>Gender and Education<br>Educational Policy and Planning | | | ✓ | |
| Reflective Practice<br>Dissertation | | | | ✓ |

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

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

| Elements | Courses |
|---|---|
| Theoretical background | Second Language Acquisition, Classroom Discourse, Language Teaching Methodology |
| Problem analysis | Classroom Management, Professional Practice, English Language Teaching Methodology, Dissertation |
| Solution design | Community Project, Syllabus Design, Testing and Test Development, Management of Change, Professional Practice, Educational Management, Dissertation |

**Table 4.5: Standard 2-2 requirement**

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

- **HEC requirements**
  The program meets the following HEC requirements:

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

  - **Credit hour breakdown**
    All courses in the MA Teaching English as a Second Language program are of minimum three credits and maximum four credits (one credit equals 1 contact hours per week in a semester under the HEC guidelines.

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

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

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

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

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

| Program | Theoretical Basis | Trends in Education | General Education | Research and Reflection | Community Outreach | Specialization |
|---|---|---|---|---|---|---|
| MA in TESL | 22 Credit Hours | 9 Credit Hours | 9 Credit Hours | 22 Credit Hours | 4 Credit Hours | 6Credit Hours |

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

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

- The MA in TESL program includes a three credit hour course on the Role of Information Communication and Technology in Education. The course raises students' awareness about using computers for language teaching. The course introduces students to software and programs that can be used for English language teaching. It also, gives an opportunity to students to design activities for their classes involving ICT.

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

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

- The Program includes a 3 credit hour (45 teaching hour) course on English for Academic Purposes (EAP) (Outline attached in Appendix). The components covered in the course include, presentation skills, critical reading, academic writing, evaluating sources, argumentative writing and referencing. All areas covered in the EAP course are applied in the by the students throughout the program. During to the

program students take part in seminars, give presentations, make projects, and write assignment, research papers and reflective journals.

- In addition to EAP there is also a course on Research Writing in the second year.

## CRITERION 3: LABORATORY AND COMUTING FACILITIES

## Information Technology Lab

This lab contains twenty five workstations and one laser printer. All required software for the MA TESL program are available on each workstation.

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

The above mentioned lab facilitate the students in performing lab exercises and projects relating to the course offered in MA TESL

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

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

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

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

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

## CRITERION 4: SUPPORT AND ADVISING

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

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

The MA in TESL program is a two-year program comprising 72 credits. All courses (core and elective) are offered once every year, giving students adequate opportunity to complete the courses in a timely manner.

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

**EFFECTIVE FACULTY / STUDENT INTERACTION**

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

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

- **INTRODUCTION**

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

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

- **STUDENT ADVISING SYSTEM**

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

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

- **STUDENT COUNSELING SYSTEM**

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

- **ACCESS TO PROFESSIONAL COUNSELING**

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

- **OPPORTUNITIES PROVIDED FOR THE STUDENTS**

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

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**CRITERION 5: PROCESS CONTROL**

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

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**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.**

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- **PROGRAM ADMISSION CRITERIA**

  Applicants with a two-year bachelor degree and minimum 2nd division are eligible to join the ma Teaching English as a Second Language Program.

  As part of the admission procedure the students are required to take an Admission test and give an interview.

- **PROGRAM/CREDIT TRANSFER**

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

- **EVALUATION OF ADMISSION CRITERIA**

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

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

- **PROCESS OF REGISTRATION**

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

- **MONITORING STUDENTS PROGRESS**

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

- **EVALUATION AND IMPROVEMENT**

  The process is evaluated by conducting periodical peer reviews.

> **Standard 5-3: The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These**

> **processes must be periodically evaluated to ensure that it is meeting with its objectives.**

- **FACULTY RECRUITEMENT PROCESS**

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

- **EVALUATION OF THE ABOVE PROCESS**

- **FACULTY RETENTION**

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

- **EVALUATION OF THE ABOVE PROCESS?**

- **FACULTY EVALUATION PROCESS**

- **EVALUATION OF THE ABOVE PROCESS**

- **FACULTY PROMOTION PROCESS**

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

- **EVALUATION OF THE ABOVE PROCESS**

- *Indicate how evaluation and promotion processes are in line with institution mission statement*

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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.**

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

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

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**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.**

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

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

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**CRITERION 6: FACULTY**

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

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

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

| Program area of specialization | Courses in the area and average number of sections per year | Number of faculty members in each area | Number of faculty with Foreign Masters | Number of faculty with Ph.D /EdD. degree |
|---|---|---|---|---|
| English Language Teaching | 2 | 4 | 4 | |
| Applied Linguistics | - | 3 | 2 | 1 complete 1 in progress |
| Education | 8 | 4 | 2 | 1 in progress |
| Educational Leadership and Management | 2 | 1 | 1 | |
| Educational Technology | 2 | 1 | 1 | 1 in progress |

**Faculty Distribution by Program Area**

**FACULTY RESUMES (as Annex C)**

**Standard 6-2: All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place.**

- Three members of the faculty are currently enrolled on Ph.D. programs. In addition faculty is encouraged to take regular courses in their relevant field.

- Full time faculty members are assigned a maximum load of three courses which amounts to 9 to 12 semester credit hour of student contact. Keeping in view this load the fulltime faculty has sufficient time for professional development. Furthermore the fulltime faculty is not given any teaching assignments in summer and they can fully devote their summer time for professional development.

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

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

- Describe the programs and processes in place for faculty motivation.

- **FACULTY SURVEY RESULT**

  Obtain faculty input using faculty survey on programs for faculty motivation and job satisfaction.

- Indicate how effective these programs are.

**CRITERION 7:  INSTITUTIONAL FACILITIES**

Institutional facilities, including library, classrooms and offices must be adequate to support

the objective of the program. To satisfy this criterion a number of standards must be met.

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

Describe infrastructure and facilities that support new trends in learning.

Indicate how adequate the facilities are

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

**Professional Development**

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

**Collection Development**

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

**Library Committee**

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

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

**Books (print from)**

| | |
|---|---|
| Total: | 10558 |
| During 2010-11: | 0778 |
| Books (Electronic): | 52000 (through e-brary) |
| Reports: | 1685 |
| DVDs: | 901 |
| VHS: | 626 |
| Art Catalog: | 900 |

**Government Documents:**

Pakistan Economic Survey 1980 to 2010-11
State Bank of Pakistan Report
All 5 years Plans          (Soft Copy is also available)
Annual Plans          (Soft Copy is also available)
50 Years Pakistan Statistics of Pakistan
Ten Years Perspective Development Plan 2001-11
Pakistan Education Policy
Pakistan Education Statistics 2007-2008
Pakistan Demographic & health Survey 2006-07
Punjab University Calendars
District Census Reports 1998
HEC Annual Reports
HEC Curriculums 2009, 2010
Judicial statistics of Pakistan Annual Reports
Vice Chancellor Reports
Punjab Development Statistics
Pakistan Engineering Congress Reports sessions 1983, 1984, 1985, 1992
Pakistan in the 21$^{st}$ Century: Vision 2030
Promise, Policy, Performance: Two Years of People Government 2008-2010

**Library Budget**

- Annual Budget of BNU Library is Rs. 5.9 million

**BNU Publications (Thesis)**

| | |
|---|---|
| Psychology Clinical Reports: | 06 |
| School of Education: | 29 |
| School of Mass Communication: | 55 |
| SSS-Economics: | 06 |

|                  |              |
|------------------|--------------|
| School of IT:    | 08           |
| School of Liberal Arts: | 06    |
| IPP Reports:     | 2008, 2009, 2010 |

|                          |              |
|--------------------------|--------------|
| The Maya Tree: Vol. 1    | Fall 2009    |
| Students Degree Shows:   | Annually     |
| Prospectus:              | Annually     |
| SVAD/SA Prospectus:      | Annually     |
| Faculty Catalogs         | Arts Catalogs |
| Convocation Gazette:     | $1^{st} – 5^{th}$ |
| BNU Gazette (news letter) | 3 /years    |
| Research Journals (Print) | 050         |
| Research Journals (electronic) | 6277   |

BNU Library URL:
([http://WWW.bnu.edu.pk/index.php?otion=com_content&view=article&id=165&ltemid=484](http://WWW.bnu.edu.pk/index.php?otion=com_content&view=article&id=165&ltemid=484))

|                    |       |
|--------------------|-------|
| Library Membership: | 1437 |
| Faculty:           | 0198  |
| Students:          | 1179  |
| Staff:             | 0060  |

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

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

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

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**CRITERION 8: INSTITUTIONAL FACILITIES**

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

| Facility | Description |
|----------|-------------|
| Land | The total land area of Beaconhouse National University's New Campus is 33 acres. |
| Buildings | The built-up area of the Beaconhouse National University New Campus is 322,000 sqft. In Phase – I, the New Campus has three academic blocks, one central block and one administration block. The first academic block comprising 107,000 sqft areas is operational at the New Campus. The second academic block comprising 56,000 sqft areas has |

| | |
|---|---|
| | been operational since September, 2011. The remaining buildings are at different stages of construction. |
| **Roads network & Parking** | BNU has an internal road network of 1.5 Km. This black top road ring links different academic and administrative buildings. Walkways on the sides of the roads have been constructed for easy movement of students and staff. Fire hydrants at different points along the road have also been provided. The New Campus in phase – I has a parking space for 400 cars. The adjoining areas of the campus can accommodate more than 600 vehicles. |
| **Lawns & Open Spaces** | BNU is an environment friendly organization. In the campus design phase special attention was paid to maintaining bio-diversity of the area. More than 50 % of the campus spaces have been left open and green. Each of the academic and other blocks has a lawn attached to it and is equally used by students, faculty and staff for academic and recreational purposes. The total cost of the planned landscape is Rs.10 m. |
| **ICT** | BNU's focus on information and communication technologies is evident from the 1800 nodes system planned for the campus. Already 600 nodes are active providing the users internet connection and IP telephony facility. This back bone is also meant for IP surveillance and access control systems for the buildings. |
| **Sports facilities** | Students are given ample opportunity to participate in sports and extra-curricular events at BNU are not too infrequent. The University already has set up different indoor and outdoor sports facilities for students. A football field with dimensions of 180 ft x 330 ft is available. This facility also has a cricket turf for hard ball matches. The university has also set up badminton courts and table tennis play areas for students. |
| **Canteen** | With current canteen operations catering to the needs of the university community, BNU is making significant investment in setting up a four floor purpose built cafeteria for its students, faculty and staff. Work on the structure is underway. Once completed this facility will provide dine in and take away options to the users. The lower ground floor will comprise an executive dining hall for faculty and senior staff of the university. The ground floor would comprise of a restaurant area offering variety of foods and drinks. The first floor of the cafeteria would be reserved for female students and contain a common room and a prayer area. The top floor of the cafeteria would include separate gyms and work out areas for male and female students. The new canteen would provide campus community the opportunity to relax in their free time. Like other campus areas, the cafeteria would have Wi-Fi facilities on all floors. |
| **Furniture** | Ergonomically designed furniture has been planned across the campus. Services of design firms have been hired to meet the bespoke requirements for studios and classrooms. |

**Standard 8-1: There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.**

- Describe how your program meets this standard.

- Describe the level of adequacy of secretarial support, technical staff and office equipment.

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

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Provide the number of graduate students, research assistants and Ph. D. students for the last three years

**Number of Graduate Students during last three years**

|  | Year 1 | Year 2 | Year 3 |
|---|---|---|---|
| **M.Sc.** |  |  |  |
| **M.Phil** |  |  |  |
| **Ph.D.** |  |  |  |
| **Graduate Student/ Faculty Ratio** |  |  |  |

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

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

- **LABORATORY**
  *As on Section 6*

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

# Self Assessment Report
## (Rubric Form)



# Beaconhouse National University

## School of Education
**MA in Teaching English as Second Language**

*Prepared by: Program Team of SE*

*Presented by: Quality Assurance Department*

| Criterion 1 - Program Mission, Objectives and Outcomes | Weight = 0.05 | | | | |
|---|---|---|---|---|---|
| | **Score** | | | | |
| | **5** | **4** | **3** | **2** | **1** |
| Does the program have documented outcomes for graduating students? | 5 | | | | |
| Do these outcomes support the program objectives? | 5 | | | | |
| Are the graduating students capable of performing these outcomes? | | 4 | | | |
| Does the department assess its overall performance periodically using quantifiable measures? | | 4 | | | |
| Is the result of the program assessment documented? | 5 | | | | |
| Total Encircled Value (TV) | **23** | | | | |
| **Score 1 (S1) = {TV / (No. of Questions * 5 )} * 100 * Weight** | **4.60** | | | | |

| Criterion 2 - Curriculum Design and Organization | Weight = 0.20 | | | | |
|---|---|---|---|---|---|
| | **Score** | | | | |
| | **5** | **4** | **3** | **2** | **1** |
| Is the curriculum consistent? | | 4 | | | |
| Does the curriculum support the program's documented objectives? | | 4 | | | |
| Are theoretical background, problem analysis and solution design stressed within the program's core material | | 4 | | | |
| Does the curriculum satisfy the core requirements laid down by respective accreditation bodies? (Refer to appendix A of the Self Assessment Report Manual) | | 4 | | | |
| Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies? (Refer to appendix A of Self Assessment Manual) | | 4 | | | |
| Does the curriculum satisfy the general education, arts and professional and other discipline requirements as laid down by the respective body / councils? (Refer to appendix A of Self Assessment Manual) | | 4 | | | |
| Is the information technology component integrated throughout the program? | | | 3 | | |
| Are oral and written skills of the students developed and applied in the program? | | 4 | | | |
| Total Encircled Value (TV) | 31 | | | | |
| **Score 2 (S2) = {TV / (No. of Questions * 5)} * 100 * Weight** | **15.50** | | | | |

| Criterion 3 - Laboratories and Computing Facilities | Weight = 0.10 | | | | |
| --- | --- | --- | --- | --- | --- |
| | Score | | | | |
| | 5 | 4 | 3 | 2 | 1 |
| Are laboratory manuals / documentation / instructions etc. for experiments available and ready accessible of faculty and students? | | | | 2 | |
| Are there adequate number of support personnel for instruction and maintaining the laboratories? | | | 3 | | |
| Are the University's infrastructure and facilities adequate to support the program's objectives? | | | 3 | | |
| Total Encircled Value (TV) | **8** | | | | |
| **Score 3 (S3) = {TV / (No. of Questions * 5 )} * 100 * Weight** | **5.33** | | | | |

| Criterion 4 - Student Support and Advising | Weight = 0.10 | | | | |
| --- | --- | --- | --- | --- | --- |
| | Score | | | | |
| | 5 | 4 | 3 | 2 | 1 |
| Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner? | | 4 | | | |
| Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants? | | 4 | | | |
| Does the University provide academic advising on course decisions and career choices to all students? | | | | 2 | |
| Total Encircled Value (TV) | **10** | | | | |
| **Score 4 (S4) = {TV / (No. of Questions * 5 )} * 100 * Weight** | **6.67** | | | | |

| Criterion 5 - Process Control | Weight = 0.15 | | | | |
|---|---|---|---|---|---|
| | Score | | | | |
| | 5 | 4 | 3 | 2 | 1 |
| Is the process to enroll students to a program based on quantitative and qualitative criteria? | | 4 | | | |
| Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives? | | 4 | | | |
| Is the process to register students in the program and monitoring their progress documented? | 5 | | | | |
| Is the process above periodically evaluated to ensure that it is meeting its objectives? | | 4 | | | |
| Is the process to recruit and retain faculty in place and documented? | | | 3 | | |
| Are the processes for faculty evolution & promotion consistent with the institution mission? | | | 3 | | |
| Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives? | | | 3 | | |
| Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met? | | 4 | | | |
| Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives? | | 4 | | | |
| Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures? | 5 | | | | |
| Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives? | 5 | | | | |
| Total Encircled Value (TV) | **44** | | | | |
| **Score 5 (S5) = {TV / (No. of Questions * 5 )} * 100 * Weight** | **12.00** | | | | |

| Criterion 6 - Faculty | Weight = 0.20 | | | | |
|---|---|---|---|---|---|
| | Score | | | | |
| | 5 | 4 | 3 | 2 | 1 |
| Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability? | | 4 | | | |
| Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula? | | 4 | | | |
| Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline? | 5 | | | | |
| Do the majority of faculty members hold Ph.D. degree in their discipline? | | | | 2 | |
| Do faculty members dedicate sufficient time to research to remain current in their disciplines? | | | 3 | | |
| Are there mechanisms in place for faculty development? | | | | 2 | |
| Are faculty members motivated and satisfied so as to excel in their professions? | | | 3 | | |
| Total Encircled Value (TV) | **23** | | | | |
| **Score 6 (S6) = {TV / (No. of Questions * 5 )} * 100 * Weight** | **13.14** | | | | |

| Criterion 7 -Institutional Facilities | Weight = 0.10 | | | | |
|---|---|---|---|---|---|
| | Score | | | | |
| | 5 | 4 | 3 | 2 | 1 |
| Does the institution have the infrastructure to support new trends such as e-learning? | | | 3 | | |
| Does the library contain technical collection relevant to the program and is it adequately staffed? | | 4 | | | |
| Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities? | | 4 | | | |
| Total Encircled Value (TV) | **11** | | | | |
| **Score 7 (S7) = {TV / (No. of Questions * 5 )} * 100 * Weight** | **7.33** | | | | |

| Criterion 8 - Institutional Support | Weight = 0.10 | | | | |
|---|---|---|---|---|---|
| | Score | | | | |
| | 5 | 4 | 3 | 2 | 1 |
| Is there sufficient support and finances to attract and retain high quality faculty? | | | 3 | | |
| Are there an adequate numbers of high quality graduate students, teaching assistants and Ph.D. students? | | | 3 | | |
| Total Encircled Value (TV) | 6 | | | | |
| **Score 8 (S8) = {TV / (No. of Questions * 5 )} * 100 * Weight** | **6.00** | | | | |

| | |
|---|---|
| **Overall Assessment Score = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 =** | **70.58** |