

Self Assessment Report



Beaconhouse National University

Institute of Psychology

(B.Sc. (Hons) in Applied Psychology)

Prepared by: Program Team of Institute of Psychology

Presented by: Quality Assurance Department

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Executive Summary

This report is being prepared towards the end of the assessment of Institute of Psychology (IP) 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 Institute of Psychology (IP), B.Sc. (Hons) in Applied Psychology 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 performas 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 November 20, 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 November 29, 2012.

The implementation plans based 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 December 13, 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 December 31, 2012.

General Manger (QA)

Introduction

The Institute of Psychology at the Beaconhouse National University was established in 2004, to provide opportunities in the private sector for higher studies in Psychology. The Institute offers a broad range of programs in Psychology that not only communicates contemporary knowledge but also train students in general skills of research, critical thinking, statistical analysis, as well as written and oral communication. The approach is evolutionary; the Institute constantly update its courses to ensure that they remain challenging and relevant. The programs are conducted with the collaboration of psychiatric units at teaching hospitals and other educational and business organizations in the private and public sector. It is to date the only institute in Pakistan that offers specialized masters programs in diverse fields of Psychology such as Clinical, Counseling, Organizational and School Psychology. The Institute emphasis on professional training and facilitates students in the applied areas of the discipline.

What makes IP programs distinctive is the academically rigorous but supportive culture that prevails on campus. It offers an environment that is genuinely warm and friendly, and places a very high value on services provided to students. A staff to student ratio of 1:10, ensures quality. Small seminar groups and tutorials give students the opportunity to interact with teachers and fellow students. This sort of tuition is the hallmark of BNU higher education and has proven value. The Institute follows the best traditional methods of teaching along with the best of what is new. It strives to ensure that students receive a well-rounded and informed perspective in the discipline of Psychology. Its emphasis on communication skills and research encourages the development of critical thinking that is essential for the applied fields of the discipline.

Criterion 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

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

- **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.”

B.Sc. (Hons) in Applied Psychology

The degree aims to provide a thorough grounding in the theories, methods and debates in Psychology. It further aims to develop the ability to analyze and evaluate psychological concepts and theories, and assess different kinds of evidence including both quantitative and qualitative data.

Program Objectives:

1. To provide first-rate instruction and practical training in various areas of Psychology
2. To conduct basic and applied research on topics relevant to our society with a view to study the existing psychological problems in the community.
3. To develop data-base and indigenous psychological assessment tools for research and assessment purposes.
4. To gain indigenous knowledge about the prevalence and treatment of various psychological problems in Pakistan.
5. To equip students with problem solving skills that would not only help them in personal adjustment but will also help them to facilitate others to adjust to the demands of everyday life.
6. To help students to maximize their potential as individuals, as Pakistanis, and as good human beings.

Strategic Plan

B.Sc. (Hons.) in Applied Psychology is a large and popular program within the Institute of Psychology. It is designed to be equated with the curriculum being taught at leading international universities. The degree aims to provide a thorough grounding in the theories, methods and debates in Psychology. It further aims to develop the ability to analyze and evaluate psychological concepts and theories, and assess different kinds of evidence including both quantitative and qualitative data.

Objective	How measured	When measured	Improvement identified	Improvement made
1	Course evaluations	End of each semester.	Focus on practical application.	Up gradation of curriculum.
2	Group research/ Thesis.	On completion of 4 th years.	Focus on quantitative projects.	Employing both quantitative and qualitative techniques.
3	Research publications.	1-2 years after completion of the study.	Nil	Nil
4	Student internships/ employers survey	Final year of degree/ one year after completion of degree.	Hands-on training skills.	Inclusion of case-based practical courses.
5	Alumni survey/ graduating students	Within one year of graduation.	Problem solving skills	Case discussions and debates on various practical issues.
6	Alumni survey/ graduating students survey	Within one year of graduation	Solutions of ethical dilemmas in practice.	Focus on ethics and professional issues in psychology.

Table 4.1: Program objectives 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.

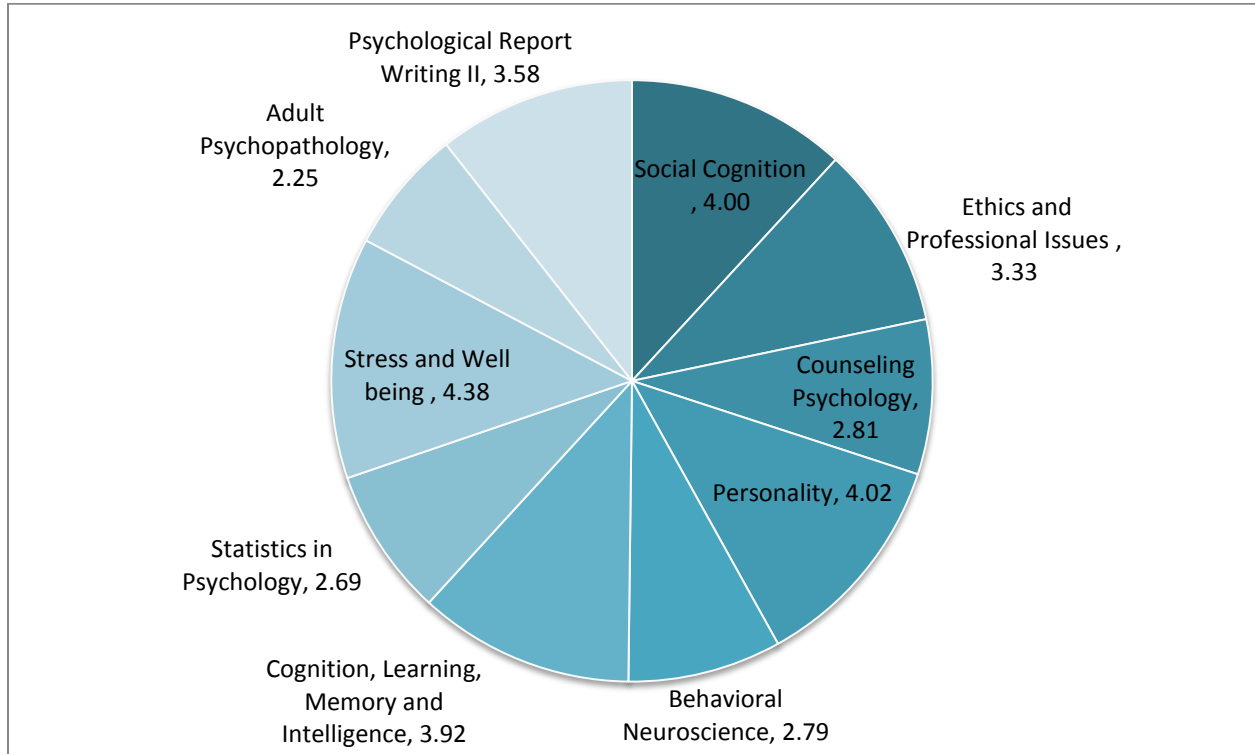
Program Outcomes:

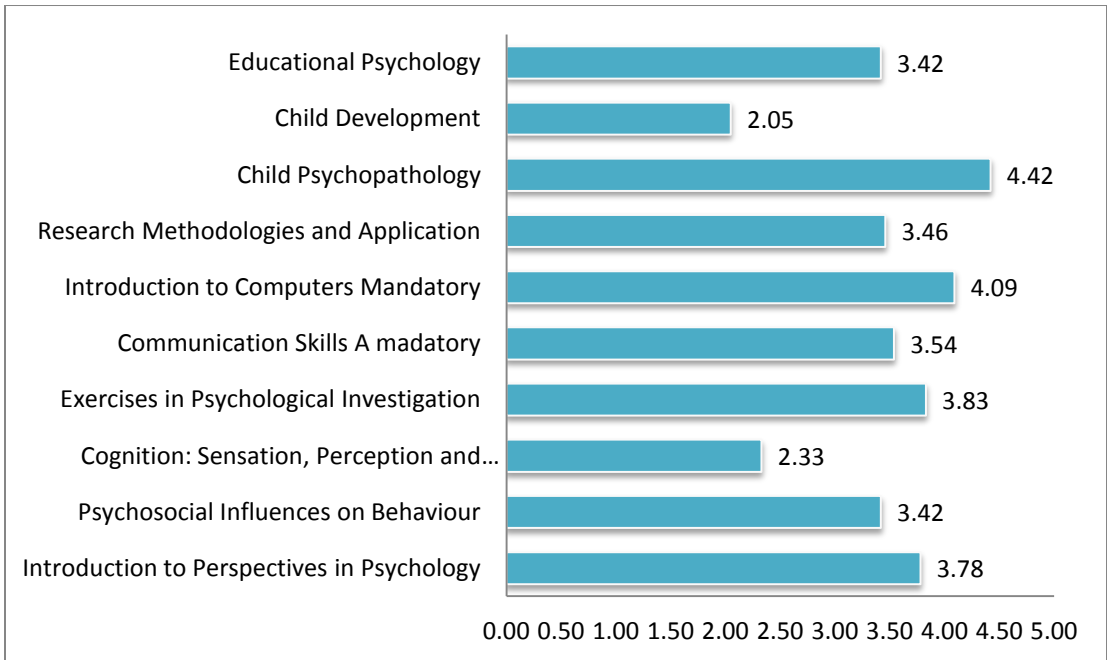
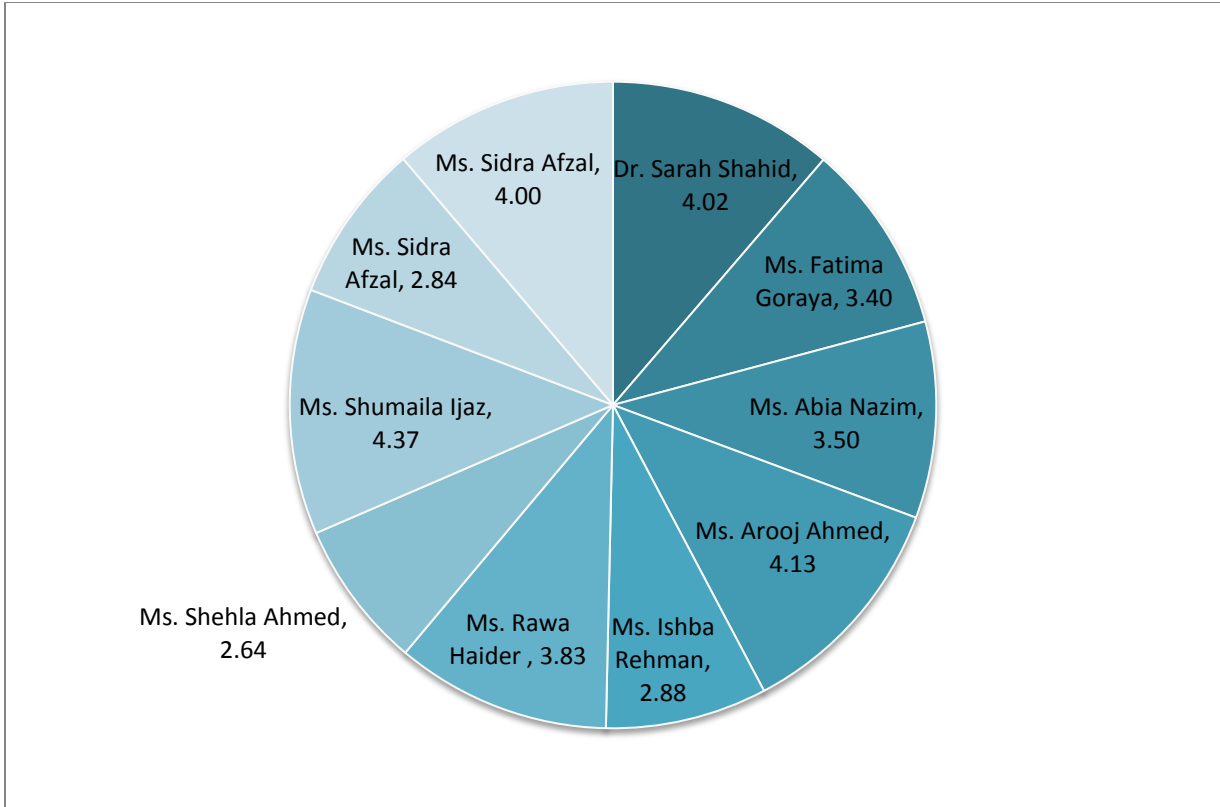
1. Provide students with extensive base in the applied areas of the subject so that they can pursue careers in Clinical, Counseling, School and Organizational Psychology.
2. To be able to apply for graduate studies in leading National and International Universities.
3. Providing skills necessary for carrying out therapeutic interventions in a variety of settings.
4. Working as a Professional Psychologist upholding moral and ethical standards.
5. To be able to work as an independent researcher carrying out researches on pertinent issues in society.
6. Sound understanding of psychological problems that exist in Pakistani society.

Program Objectives	Program Outcomes					
	1	2	3	4	5	6
1	X	X	X	X	X	X
2	X		X		X	X
3	X		X		X	
4			X	X		
5		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.

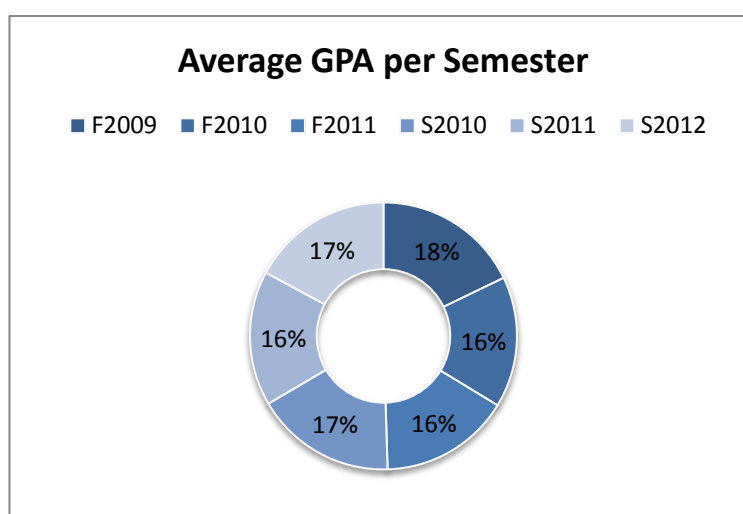




Standard 1-4: The department must assess its overall performance periodically using quantifiable measures.

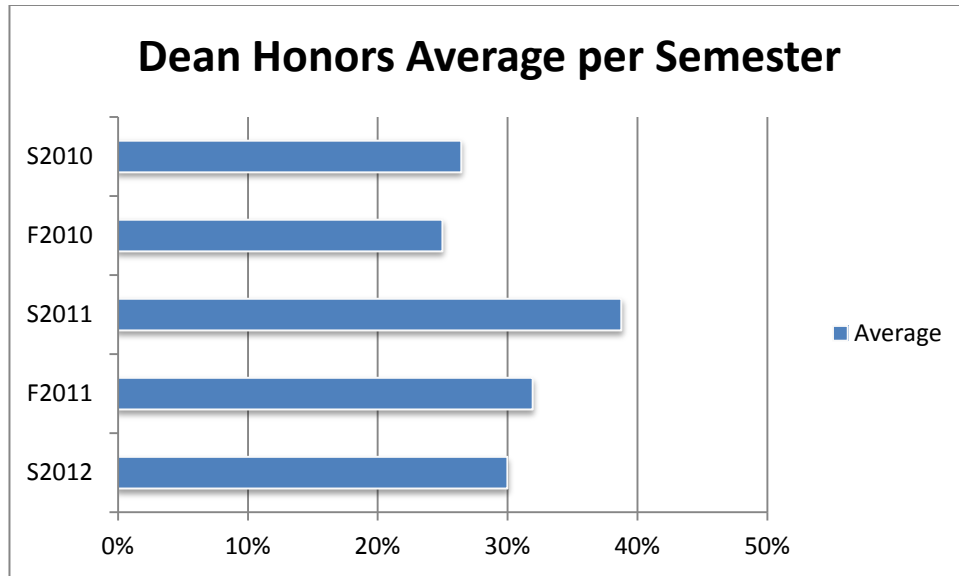
Average Graduating Grade Point Average per Semester

Semesters	Average GPA
F2009	3.08
F2010	2.74
F2011	2.73
S2010	2.94
S2011	2.82
S2012	2.96
Average	2.87



Average Honors Students per Semester

Semesters	No. of Honors	Average
S2012	36	30%
F2011	38	32%
S2011	38	39%
F2010	25	25%
S2010	23	26%



Average Number of Students per Faculty BNU Wide

1:13

Excellence in teaching and research award

- Dr. Ruhi Khalid, Director of Institute of Psychology was awarded the HEC Best Teacher Award for the year 2010.
- "Handbook of International Feminisms: Perspectives on Psychology, Women, Culture, and Rights" with contribution from Pakistan by Dr. Ruhi Khalid, Director, Institute of Psychology was awarded the 2012 Distinguished Publication Award from the Association for Women in Psychology, United States of America.

Research Activities

Publications	No. (per year average)
Journal and conference publications per faculty per year	2

- Present performance measures for community services. This may include number of short courses per year, workshops and seminars organized.

	Number per year
Workshops/Seminar (For Psychology Students)	21
Workshops/Seminars (For all students and faculty)	4

Criterion 2: CURRICULUM DESIGN AND ORGANIZATION

Title of Degree Program

B.Sc. (Hons) in Applied Psychology

Definition of Credit Hour

1 credit hour is 1 hour of theory lecture or 3 hours of laboratory work in a week

Degree plan

Following is the list of courses taught in the selected program

Year 1

Semester-I

Course Code	Course Title	Credits
PSY 101	Introduction to Perspectives in Psychology	2
PSY 110	Psychosocial Influences on Behavior	3
PSY 115	Cognition: Sensation, Perception and Emotion	3
PSY 135-A	Exercises in Psychological Investigation	2
PSY 140-A	<i>Communication Skills A Mandatory</i>	3
PSYM 100	<i>Introduction to Computers Mandatory</i>	2
	<i>*One Elective Course</i>	
	Total	15

Semester-II

Course Code	Course Title	Credits
PSY 105	Biological Basis of Behavior	3
PSY 120	Statistics in Psychology	4
PSY 125	Cognition: Learning, Memory and Intelligence	3
PSY 140-B	<i>Communication Skills B Mandatory</i>	3
PSYM 102	<i>Islamic Studies Mandatory</i>	3
	<i>*One Elective Course</i>	
	Total	16

Year 2

Semester-III

Course Code	Course Title	Credits
PSY 201	Research Methodologies and Application	3
PSY 205	Child Psychopathology	3
PSY 210-A	Development Psychology	3
PSY 310	School Psychology	3
PSYM 103	<i>Pakistan Studies Mandatory</i>	3
	<i>*One Elective Course</i>	
	Total	15

Semester-IV

Course Code	Course Title	Credits
PSY 220	Psychometrics	4
PSY 225	Adult Psychopathology	3
PSY 230	Applied Statistics	4
PSY 235	Social Cognition	3
	<i>*One Elective Course</i>	
	Total	14

Year 3

Semester-V

Course Code	Course Title	Credits
PSY 410-A	Gender Studies	3
PSY 405	Human Resource Management	3
PSY 315	Therapeutic Interventions in Clinical Psychology	4
	<i>*One Elective Course</i>	
	Total	10

Semester-VI

Course Code	Course Title	Credits
PSY 320	Counseling Psychology	3
PSY 325-A	Current Issues in Psychology	4
PSY 335	Behavioral & Cognitive Neuroscience	3
PSY 345	Personality	3
	<i>*One Elective Course</i>	
	Total	13

Year 4**Semester-VII**

Course Code	Course Title	Credits
PSY 340	Summer Project Internship and Case Reports	4
PSY 401	Thesis I	4
	Or	
PSY 470-A	Research Project I	3
PSY 415	Psychological Report Writing/Case Studies	4
PSY 330	Career Counseling	3
PSY 460	Environmental Psychology	3
	Total	18/17

Semester-VIII

Course Code	Course Title	Credits
PSY 305	Stress and Well-Being	3
PSY 420	Thesis II	4
	Or	
PSY 470-B	Research Project II	3
PSY 455	Ethics and Professional Issues	3
PSY 465	Organizational Behavior	3
PSY 215	Seminar Presentation	3
	Total	16/15
	Total Credit Hours	135/133

*Students are required to take the above mentioned courses plus 18 credit hours in elective subjects of their choice.

List of Electives

Subjects offered as electives to students by the Institute of Psychology are the following.

Course Code	Course Title	Credits
PSY 101	Introduction to Perspectives in Psychology	2
PSY 105	Biological Basis of Behavior	3
PSY 110	Psychosocial Influences on Behavior	3
PSY 115	Cognition: Sensation, Perception and Emotion	3
PSY 125	Cognition: Learning, Memory and Intelligence	3
PSY 130	Introduction to Cultural Studies	3
PSY 210	Child Development	3
PSY 235	Social Cognition	3
PSY 240	Pakistani Literature	3
PSY 305	Stress and Well-Being	3
PSY 345	Personality	3
PSY 350	Gender and Media	3
PSY 405	Human Resource Management	3
PSY 460	Environmental Psychology	3
PSY 465	Organizational Behavior	3

*** 1 credit for attendance in academic activities and academic excursions as given below:**

Attendance in seminars, educational trips, volunteer work with the disabled, and other academic activities.

Semester	Course Number	Category (Credit Hours)				
		Math/Stat and Basic Science		Core Courses	Mandatory Courses (Humanities)	Electives (Social Sciences & Humanities)
		Math / Stat	Basic Science (Behavioral Neuroscience)			
1	7			10	5	3
2	6	4	3	3	6	3
3	6			12	3	3
4	5	4		10		3
5	4			10		3
6	5		3	10		3
7	5			18		
8	5			16		

Table 4.3: Curriculum course requirements

Curriculum Breakdown

First Semester

PSY-101 Introduction to Perspectives in Psychology

This course examines the development of Psychology as a discipline. It explores the definition, history and fields of Psychology. It includes the philosophical origin and debates in Psychology.

PSY-110 Psychosocial Influences on Behavior

The course aims at tracing the roots of Social Psychology. It covers socialization through studying a range of theories and research concerned with our thinking and behavior in the social world. This course also addresses core issues of conformity, group behavior and individuality.

PSY-115 Cognition: Sensation, Perception and Emotion

This course is a broad introduction to Cognitive Psychology and covers sensory processes and perceptual organization of visions and audition; laws of perception; illusions and the role of emotions.

PSY-135-A Exercises in Psychological Investigation

Under this course students will undertake a series of exercises/practical's covering a range of research designs employed by psychologists. They will be able to reproduce such designs correctly and present report write-ups. These may include: observation, interviews, experiments and correlational studies.

Second Semester**PSY-105 Biological Basis of Behavior**

Students would be able to understand how normal and abnormal behavior is affected by the functioning of the brain and endocrine systems. This will be done with descriptions ranging from genes in the neurons to neurotransmitters and neuro-hormones.

PSY-120 Statistics in Psychology

The primary aim of the course is to explore the importance of statistics in psychological research. It covers areas such as collection, organization and representation of data, measures of central tendency, measures of dispersion, presenting data graphically and understanding and drawing meanings from the data.

PSY-125 Cognition: Learning, Memory and Intelligence

This course supplements the study of Cognitive Psychology for learning, memory and intelligence, and explores their definitions, types and theories in detail.

Third Semester**PSY-201 Research Methodologies and Application**

This course aims at introducing the contemporary methods of research in Psychology. It covers quantitative and qualitative research designs, methods of collecting data and sampling techniques; facilitating students to have an in-depth study of research in Psychology.

PSY-205 Child Psychopathology

This course introduces history and background of Abnormal Psychology. It also helps students to understand the basic etiology, symptoms and interventions of different mental disorders along with the diagnostic criteria (DSM-IV TR) regarding childhood disorders.

PSY-210-A Developmental Psychology

This course is an exploration of concepts in Developmental Psychology, emphasizing on major issues in child development, examined in the light of current research and theoretical formulations, cognitive development, social development, origins of temperament, the role of early experience, language acquisition, concept formation, the origin of play, moral development, and intelligence testing, from several theoretical points of view, including learning theory, piagetian system, and psychoanalysis.

PSY-310 School Psychology

Enables students to discuss the relevance of psychological models and theories in educational context. It covers the role of school psychology in relation to origins of underachievement issues, language, support, models of thinking and efficacy etc.

Fourth Semester**PSY-220 Psychometrics**

This course aims to teach characteristics, principles and practices of psychological testing to enable students to use and evaluate psychological tests and have familiarity with these tests. It helps them to understand the nature and measurement of psychological variables, validity, reliability, standardization, norms building, test construction and item analysis.

PSY-225 Adult Psychopathology

This course sheds light on perspectives of Abnormal Psychology and will help students to understand the basic etiology, symptoms and interventions of different types of psychological disorders and diagnostic criteria (DSM-IV-TR) regarding adult disorders.

PSY-230 Applied Statistics

Students will formally apply principles of statistical testing. They will learn how to apply appropriate statistical analysis to different research designs, how to formulate hypothesis and test them using parametric and non-parametric testing techniques.

PSY-235 Social Cognition

To provide students with understanding of the psychological processes involved in social influence from a social psychological perspective.

Fifth Semester**PSY-410-A Gender Studies**

This course aims to introduce gender issues in order to help students understand gender equity, cognition, perception and theories of Gender Psychology. Students will understand their own and others' gender-related needs, roles, duties, rights and relevant issues.

PSY-405 Human Resource Management

This course introduces basic nature, scope, theories and practices in the field of Human Resource Management. Students will learn about HR laws and regulations and will gain knowledge regarding the human resource manager's role and duties in the field.

PSY-315 Therapeutic Interventions in Clinical Psychology

To familiarize students with the diagnostic assessment procedure and ethics involved in clinical psychology and to provide students theoretical as well as practical knowledge for working in clinical setting and dealing with clients.

Sixth Semester**PSY-320 Counseling Psychology**

This course will explore psychological foundations and general principles of humanist, cognitive and psychodynamic approaches and ethics of Counseling Psychology. It will also teach students to reflect and critically analyze counseling practices in different settings.

PSY-325-A Current Issues in Psychology

This course elaborates on individuals' place in society, identity of the individual, roles and duties of a person as an individual as well as a social being, understanding of social phenomena, religion, ethnicity, groups, family systems, and gender issues. It helps the student to understand the perception of self and others.

PSY-335 Behavioral & Cognitive Neuroscience

Introduction to human brain behavior relationships, with emphasis on the organization of higher mental functions and the roles of the major cerebral areas. Topics include neural basis and common disorders of language, perception, movement, memory, and behavior control; aging and dementia; developmental disabilities; differences between the hemispheres; and clinical evaluation procedures.

PSY-345 Personality

An introduction to the study of personality as an approach to individual differences. This course entails a critical overview of current personality issues and theories including the trait, psychoanalytic, behavioral, phenomenological, and cognitive approaches to personality and Positive Psychology.

Seventh Semester**PSY-340 Summer Project Internship and Case Reports**

For this course students will have an internship experience in a clinical setting. They will be familiarized with psychotherapies and their application with the clients. They will be provided with opportunity to use their clinical skills under supervision of a clinical psychologist and psychiatrist.

PSY-401 Thesis I/PSY-470-A Research Project I

Students will identify a research topic individually or in a group under the supervision of their supervisor. The objective of this exercise is to familiarize students with the stages and process of undertaking research. Initial components of the research design will be covered.

PSY-415 Psychological Report Writing/ Case Studies

This course will help students to formulate case reports after analyzing cases for clinical/counseling purposes which covers assessment, diagnoses and therapeutic intervention. Students will also learn how to make an oral and written presentation of the psychological reports for evaluation in an indigenous context by identifying problem, taking history, and planning treatment while executing the principles of Counseling or Clinical Psychology after attending case conferences.

PSY-330 Career Counseling

This course introduces students to the career counseling profession. The history, philosophy, and theoretical foundations of the profession and the scope of practice, credentialing, and other professional issues are explored. Students obtain a theoretical and practical basis for supporting individuals in vocation selection and career development, keeping in view the issues of work force diversity. Thus the course focuses on the student as a future career counselor and provides an overview of the career counseling program, the profession, and professional competencies.

PSY-460 Environmental Psychology

This course explores the relationship between the physical and social environment and the psychological processes of an individual. Being a multi-disciplinary field, Environmental Psychology covers areas such as stress management, environmental health conditions, issues of environmental pollution, crowding, over-population, and proxemics.

Eighth Semester**PSY-305 Stress and Well-Being**

Students will learn to appraise the role of stress in mental and physical health. The course seeks to promote an understanding of the importance of a healthy lifestyle, coping mechanisms and positive psychology.

PSY-420 Thesis II/PSY 470-B Research Project II

Students will develop the research methodology for their research project under the guidance and assistance of their supervisor and will conduct a pilot study before launching the main study and presenting the final research project in the form of a thesis.

PSY-455 Ethics and Professional Issues

The course is intended to assist senior year students as they begin to assume a more active role in shaping the profession of psychology through research, clinical, and professional activities. Course topics assure that the student understands critical issues in the professional activities of psychologists, standards of ethics, issues related to psychological service delivery, legal issues, supervisory arrangements, social responsibility, and issues of diversity in psychology.

PSY-465 Organizational Behavior

The course explores organizations at the individual and team level, examining the relationship between employees, teams and managers. It examines the factors that drive productivity and success in organizations including motivation, diversity, work stress, conflict and negotiation, decision making, personality and attitudes.

PSY-215 Seminar Presentation

This course will train students in various techniques of seminar presentation with the aim to enhance their communication skills, self-confidence and facilitate them in making an oral and written presentation in a scientific manner on psychological issues.

Optional Courses**PSY-130 Introduction to Cultural Studies**

This course introduces students to the terms, analytical techniques, and interpretive strategies commonly employed in cultural studies. Emphasis is on interdisciplinary approaches to explore how cultural processes and artifacts are produced, shaped, distributed, consumed, and responded to in diverse ways. Through discussion students will investigate these varied dimensions of culture; and will learn to understand them in their broader social, aesthetic, ethical, and political contexts.

PSY-240 Pakistani Literature

This course will explore the distinct qualities of Pakistani literature. The shared qualities of Urdu and English literature and its changing trends will be discovered along with a brief overview of Punjabi, Pashto, Sindhi and Saraiki literature. Students will study the various works of prominent writers as a medium to understand the structure and components of different genres. The course would focus on developing an appreciation of the creative richness of the language, creating awareness about the literary heritage of this region, and creating awareness about traditional and modern trends in writing.

PSY-350 Gender and Media

This course examines representations of gender, and sexual identity in the media. Students will analyze the ways in which various media content (film, television, print journalism, and advertising) enables, facilitates, and challenges these social constructions in society. In addition, students will examine how gender affects the **production** of media through the use of gendered language and embodiment. The course also provides an introduction to feminist approaches to media studies by drawing from work in feminist film theory and journalism.

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

- **Detail of Groups:**

Serial No.	Group Initials	Group Title
1	HUM	Humanities
2	SOC	Social Psychology
3	CLIN	Clinical Psychology
4	COUN	Counseling Psychology
5	SCH	School Psychology
6	ORG	Organizational Psychology
7	STAT	Statistical Analysis
8	BEH	Behavioral and Cognitive Neuroscience
9	ETH	Ethics and professional issues
10	RM	Research Methodology
11	ASS	Psychological Assessment

Courses/ Group of courses	Objectives					
	1	2	3	4	5	6
HUM					✓	✓
SOC	✓	✓			✓	
CLIN	✓	✓		✓	✓	
COUN	✓	✓		✓	✓	
SCH	✓	✓		✓	✓	
ORG	✓	✓		✓	✓	
STAT	✓	✓	✓			
COG	✓					
ETH	✓				✓	✓
RM	✓	✓	✓		✓	
ASS	✓		✓		✓	

Table 4.4: Courses versus program outcomes

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

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

Elements	% of Courses
Theoretical background	50%
Problem analysis	30%
Solution design	20%

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. Examples of such requirements are given in Table A.1, Appendix A.

- *Please refer to Table 4.3*

Standard 2-4: The curriculum must satisfy the major requirements for the program as specified by HEC, the respective accreditation body / councils. Examples of such requirements are given in Table A.1, Appendix A.

- *Please refer to Table 4.3*

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. Examples of such requirements are given in Table A.1, Appendix A.

- Address standards 2-3, 2- 4 and 2-5 using information provided in Table 4.3 and 4.4.

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

Students are required to complete “Introduction to computers” course of 2 credit hours as part of the degree requirement in addition to this they are also trained to use SPSS software for statistical analysis of research data and EndNote software for referencing in research.

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

Students are required to complete courses in “Communication skills-I”, and “Communication Skills II” to enhance their oral and written communication skills which are employed during thesis writing and in “Seminar presentations” course where they are required to present and defend their research topics.

Criterion 3: LABORATORIES AND COMPUTING FACILITIES

The Institute of Psychology has one Testing/Computer LAB. This LAB contains 6 workstations and space for carrying out Psychological assessment and experimentation.

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

The above mentioned lab helps the students in carrying out psychological assessment relating to the courses offered in BSc (Hons) in Applied Psychology such as "Psychometrics". Exercises in assessment and interpretation using variety of psychological tests are taught by the course instructor. Moreover each test also contains a manual which carry details of administration, scoring and interpretation of the test.

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

The above lab is maintained by two Lab Assistants in addition to the primary course instructor who are responsible for providing access to various psychological tests and are also required to ensure that networking of the computers is working properly and Internet is available at each workstation. Moreover these lab assistants are also responsible for the maintenance of apparatus for carrying out psychological experiments.

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

The facilities mentioned in the above lab are adequate to support the objectives of the program. In addition Psychology student's also have access to the primary Computer LAB of the IT department which has 25 workstations equipped with latest softwares for internet searching and statistical analysis.

Criterion 4: STUDENT SUPPORT AND ADVISING

The Institute of Psychology realizes the importance of providing continuous support and guidance to its students. As a result guidance and counseling groups are assigned to each faculty member, students can contact their guidance group advisor any time during university hours and the guidance group advisor makes every effort to address and resolve the student's query/problem in a timely manner.

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

The B.Sc. (Hons) in Applied Psychology program comprises of thirty seven courses spread over four year (8 semesters) of full time study.

Generally 5 to 6 courses are offered in each semester which constitutes a study load of 15 to 18 credit hours. Each core and mandatory course is offered once in an academic year, either in the Spring or Fall semester.

In addition students are free to take up any elective from various Schools/departments of BNU. Each semester a variety of electives are offered by different schools and students have an option to take the electives of their choice.

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

There is open communication and interaction between the course instructor and the students during each semester. Students can not only ask questions during classes but the permanent faculty is also available in their offices from 9 am to 5 pm during which time any students can approach them and discuss their issues. Moreover the visiting faculty is also required to devote 1-2 hours to student's queries in addition to class timings.

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.

Information relating to each degree program, its timeline, distribution of courses per semester are updated and published every year in the Prospectus of the university which is not only available in hardcopy format but is also uploaded on BNU's website and each school's individual page.

In addition an orientation session is held at the beginning of each academic year where students are provided with details of the degree program, criteria for evaluation, credit hour requirement, course breakups etc. Student's queries are also addressed in orientation session. Moreover students are also given disciplinary rules and examination regulation handbooks during the orientation session.

The director, institute of Psychology along with the faculty members and coordinators are available to provide guidance to the students and to address their academic, personal as well as psychological issues if any.

Every effort is made to satisfy the student's queries and provide solution to his / her problems.

Almost all visiting faculty members are professionals and specialists in their fields and students have ample opportunity to interact with them and discuss their academic and professional queries and seek career guidance.

In addition the Institutes organizes seminars, workshops and extension lectures by prominent Psychologists and Psychiatrists in the field, so student will not only have a chance to learn from experts but also be able to meet and develop liaisons with potential future employers.

Moreover, students are also timely informed through notice board and facebook about seminars and conferences taking place at different educational Institutes, so they can come to know of the indigenous work being carried out in Pakistan and develop professional liaisons with their counterparts studying in various psychology departments all over Pakistan.

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.

- **PROGRAM ADMISSION CRITERIA**

Candidates who have passed Higher Secondary School Certificate (FA/F.Sc.) examination with at least second division or 3 subjects of A levels with at least a C grade average are eligible to apply for admission in B.Sc. (Hons.) in Applied Psychology.

Admission of the candidate is subject to qualifying an admission test and interview. Candidates must possess good English language skills.

- **PROGRAM/CREDIT TRANSFER**

The Institute 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 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 Institute of Psychology is a mutual process. The coordinator under the supervision of the Dean of the School and Head of Department keeps a record of the student registration. This includes the registration on the program and the course through course enrollment form, ADD/Drop form and Course Withdrawal Form. This record is then passed on to the Registrar of the University.

- **MONITORING STUDENTS PROGRESS**

The student progress is carefully monitored throughout their academic stay at the Institute. The program follows continuous assessment procedures. The results of the students are carefully recorded and monitored by the Institute and passed on to the Examination and Quality Assurance Department. The faculty, Head of Department and the Dean meet on a regular basis to discuss all student related issues. Attendance records, class performance records including quiz, assignments, mid-term and End of Year Examination marks of all students are also maintained by the Institute. 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 in the faculty meetings and periodic meetings of coordinators and the Head of Department.

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.

The process of hiring qualified faculty at all levels (i.e. lecturers, assistant professors, associate professors etc) is kept in strict accordance with the criteria set by HEC and BNU. Applicants who meet the minimum criteria are interviewed by the Director IP and are asked to give mock lectures. The names of the candidates are than recommended to the selection board, which

comprises of the Vice Chancellor and the Board of Governors of BNU then interviews the candidates to give the final approval.

Selected faculties is offered competitive salary packages as recommended by HEC and are encouraged to improve their qualification and number of publications by carrying out research projects on topics of their interest.

Faculty evaluation by students and their own evaluation of their performance is obtained at the end of each semester and is communicated to the faculty so that they can improve upon their weaknesses.

Promotions are based on successfully fulfilling the criteria set by HEC, upon completion of which the Dean recommends the faculty members name for promotion to the Vice Chancellor.

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.

Faulty and Course Evaluation Performas provided by HEC are filled for each faculty member and course at the end of every semester and evaluations are then entered in computer and the entire data is sent to Quality Assurance Department for further processing. The QA department than prepares the summary for each course and faculty member and this summary is presented to the Dean, who then discusses it with the concerning faculty members. This ensures faculty improvement for the next courses.

These evaluations objectively identify whether the course has met the specified learning outcomes and whether the method used for teaching the course was interactive and effective. These evaluations further specify the strengths and weaknesses for each faculty member and provide them with an opportunity to work on their weaknesses. Based on these evaluations faculty members take necessary action to overcome any problems faced by students and devise ways to enhance students understanding of the course.

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 office of Institute of Psychology maintains complete 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 also 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.

In addition the examination department send result summaries of the graduating batch many times before and during their last year of the degree program so that students can be informed timely if they are short of any requirement and are also advised how to complete these requirements in order to complete their degree requirement on time .

Criterion 6: FACULTY

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

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

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

Sr.	Course	Course Code	Cr. Hours	Teacher	Qualification
1	Introduction to Perspectives in Psychology	PSY 101	2	Anita Saleem	MS
2	Psychosocial Influences on Behavior	PSY 110	3	Arooj Ahmed	MS
3	Cognition: Sensation, Perception and Emotion	PSY 115	3	Nauveen Raschel	MS

				Dubash	
4	Exercises in Psychological Investigation	PSY 135-A	2	Hafiz Waqar Zafar	M.Phil
5	<i>Introduction to Computers Mandatory</i>	PSYM 100	2	Omer Cheema	MCS
6	Biological Basis of Behavior	PSY 105	3	Hafiz Waqar Zafar	M.Phil
7	Statistics in Psychology	PSY 120	4	Shehla Ahmad	PhD Scholar
8	Cognition: Learning, Memory and Intelligence	PSY 125	3	Nauveen Raschel Dubash	MS
9	Research Methodologies and Application	PSY 201	3	Ayesha Sarfaraz	PhD Scholar
10	Child Psychopathology	PSY 205	3	Amna Affan Butt	PhD Scholar
11	Development Psychology	PSY 210-A	3	Javaria Zahra	M.Phil
12	School Psychology	PSY 310	3	Abia Nazim	PhD Scholar
13	Psychometrics	PSY 220	4	Dr. Farhat Nadeem	PhD (local)
14	Adult Psychopathology	PSY 225	3	Amna Affan Butt	PhD Scholar
15	Applied Statistics	PSY 230	4	Ayesha Sarfaraz	PhD Scholar
16	Social Cognition	PSY 235	3	Dr. Sara Shahid	PhD (local)
17	Gender Studies	PSY 410-A	3	Dr. Sara Shahid	PhD (local)
18	Human Resource Management	PSY 405	3	Rawa Haider	MSc (Foreign)
19	Therapeutic Interventions in Clinical Psychology	PSY 315	4	Kiran Ishfaq	PhD Scholar
20	Counseling Psychology	PSY 320	3	Abia Nazim	PhD Scholar
21	Current Issues in Psychology	PSY 325-A	4	Dr. Ruhi Khalid	PhD (Foreign)

22	Behavioral & Cognitive Neuroscience	PSY 335	3	Hafiz Waqar Zafar	M.Phil
23	Personality	PSY 345	3	Arooj Ahmad	MS
24	Thesis I Or Research Project I	PSY 401	4	Dr. Ruhi Khalid & Dr. Farhat Nadeem	PhD (Foreign)
		PSY 470-A	3		PhD (Local)
25	Psychological Report Writing/Case Studies	PSY 415	4	Nauveen Raschel Dubash	MS
26	Career Counseling	PSY 330	3	Omer Tauseef	MSc (foreign)
27	Environmental Psychology	PSY 460	3	Hafiz Waqar Zafar	M.Phil
28	Stress and Well-Being	PSY 305	3	Dr. Ruhi Khalid	PhD (Foreign)
29	Thesis II Or Research Project II	PSY 420	4	Dr. Ruhi Khalid & Dr. Farhat Nadeem	PhD (Foreign)
		PSY 30470-B	3		PhD (Local)
30	Ethics and Professional Issues	PSY 455	3	Abia Nazim	PhD Scholar
31	Organizational Behavior	PSY 465	3	Ayesha Sarfaraz	PhD Scholar
32	Seminar Presentation	PSY 215	3	Dr. Ruhi Khalid	PhD (Foreign)

Table 4.6: Faculty distribution by program areas

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

All faculty members at the Institute of Psychology at the minimum have either an MS/M.Phil degree (local) or Masters Degree (foreign) in different sub-fields of psychology. The faculty is encouraged to update their knowledge by reading latest books and researches published in their respective specialized areas of psychology. They are also encouraged to enhance their qualification by means of faculty development program in which faculty is offered scholarships to pursue higher degrees such as PhD program.

Currently 2 faculty members are enrolled in the PhD program under the faculty development initiative and one faculty member is enrolled in M.Phil Program. Visiting faculty is also encouraged to enhance their qualification by enrolling at higher degree programs at BNU or other Universities.

The full time faculty members are assigned a maximum load of three courses which entails 9 to 12 semester credit hour of student contact. Keeping in view this load the fulltime faculty has sufficient time for professional development. Moreover 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.

BNU offers a congenial working environment for its faculty which is conducive for teaching and research. Faculty offices are air-conditioned and are provided with individual workstations with internet access.

Faculty have access to all the books at BNU library in addition to HEC's digital library, they have access to latest research articles on JSTOR and Springer link etc. Faculty is also encouraged to undertake professional development and training at discounted rates, subject to providing a service bond.

In addition they are also encouraged to attend workshops to learn about the advancement in their fields of interest and to equip themselves with the use of newer and newer technology and data analysis techniques

Faculty appraisals are also carried out annually and increments are awarded subject to the appraisal. All the above features help in motivating the faculty and enhancing their job satisfaction.

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 librarians have been trained in MARC records development and cataloging in a new integrated Library System (ILS). Further, training in the use of the software has been given. Any Archives and Records 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 Librarian prepares an annual report to present to the Vice Chancellor of the University, highlighting the accomplishment, problems and needs of the library. Utilization of resources and statistical data is presented in this report.

Books (print from)

- Total: 10558
- During 2010-11: 0778
- Books (Electronic): 52000 (through e-library)
- 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 21st 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, 2010,2011
• The Maya Tree: Vol. 1&II	Fall 2009
• Students Degree Shows:	Annually
• Prospectus:	Annually
• SVAD/SA Prospectus:	Annually
• Faculty Catalogs	Arts Catalogs
• Convocation Gazette:	1 st –6 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?option=com_content&view=article&id=165&Itemid=484

• Library Membership:	1437
• Faculty:	0198
• Students:	1179
• Staff:	0060

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

CLASSROOMS:

All the classrooms in the School of Social Sciences are air-conditioned. Some class rooms have in-built multimedia projector/LCD screens to help in the teaching/learning process. The average class size is 25 students so that instruction can be imparted to students in an effective manner.

FACULTY OFFICES:

Please refer to standard 6-3

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 have 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 is scheduled to start its operation in 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 road 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 parking space for 400 vehicles. 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 has been 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 student, 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	Opportunities to participate in sports and extra-curricular events at BNU exist. The

facilities	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 court and table tennis play areas for students.
Canteen	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 being carried out these days. Once completed this facility will provide dining facility to students, staff and faculty. 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 opportunities to find some time to relax and enjoy in 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 requirements for studios and classrooms.

Table: Facilities

Criterion 8: INSTITUTIONAL SUPPORT

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

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 Institute of Psychology offers competitive salaries to its faculty in addition to the following benefits i.e. Provident Fund, Annual Leave, Medical Leave, and Medical Insurance.

The Institute allocates sufficient budget for faculty development programs. Separate budget is kept for research based activities and for faculty participation in workshops, conferences etc thus supporting the faculty in carrying out teaching and research based activities.

Moreover Institute of Psychology has 1 coordinator and 2 Lab assistants to handle administrative tasks so that faculty can devote more time to teaching and research projects.

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

The Institute of psychology has been running the MS and M.Phil Programs since 2008 with average intake of 20-25 students per year. In addition the Institute launched its PhD program in 2011, currently 6 students are enrolled in the PhD program and have completed their coursework requirements and working on their dissertations with many more applying to enroll for PhD program at the Institute of Psychology.

With the staff student ratio of 1:10 the institute has been able to provide high quality education and guidance to its graduates students leading to increase in the number of applicants every year.

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

- **LIBRARY**

Please refer to standard 7-2

- **LABORATORY**

Please refer to criterion 3

- **COMPUTING FACILITIES**

Please refer to criterion 3

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?	5				
Does the department assess its overall performance periodically using quantifiable measures?	5				
Is the result of the program assessment documented?	5				
Total Encircled Value (TV)	25				
Score 1 (S1) = {TV / (No. of Questions * 5)} * 100 * Weight	5.00				

Criterion 2 - Curriculum Design and Organization	Weight = 0.20				
	Score				
	5	4	3	2	1
Is the curriculum consistent?	5				
Does the curriculum support the program's documented objectives?	5				
Are theoretical background, problem analysis and solution design stressed within the program's core material	5				
Does the curriculum satisfy the core requirements laid down by respective accreditation bodies? (Refer to appendix A of the Self Assessment Report Manual)	5				
Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies? (Refer to appendix A of Self Assessment Manual)	5				
Does the curriculum satisfy the general education, arts and professional and other discipline requirements as laid down by the respective body / councils? (Refer to appendix A of Self Assessment Manual)	5				
Is the information technology component integrated throughout the program?	5				
Are oral and written skills of the students developed and applied in the program?	5				
Total Encircled Value (TV)	40				
Score 2 (S2) = {TV / (No. of Questions * 5)} * 100 * Weight	20.00				

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?	5				
Are there adequate number of support personnel for instruction and maintaining the laboratories?	5				
Are the University's infrastructure and facilities adequate to support the program's objectives?		4			
Total Encircled Value (TV)	14				
Score 3 (S3) = {TV / (No. of Questions * 5)} * 100 * Weight	9.33				

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?	5				
Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5				
Does the University provide academic advising on course decisions and career choices to all students?	5				
Total Encircled Value (TV)	15				
Score 4 (S4) = {TV / (No. of Questions * 5)} * 100 * Weight	10.00				

Criterion 5 - Process Control	Weight = 0.15				
	Score				
	5	4	3	2	1
Is the process to enroll students to a program based on quantitative and qualitative criteria?	5				
Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5				
Is the process to register students in the program and monitoring their progress documented?	5				
Is the process above periodically evaluated to ensure that it is meeting its objectives?	5				
Is the process to recruit and retain faculty in place and documented?	5				
Are the processes for faculty evolution & promotion consistent with the institution mission?	5				
Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5				
Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5				
Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	5				
Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	5				
Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	5				
Total Encircled Value (TV)	55				
Score 5 (S5) = {TV / (No. of Questions * 5)} * 100 * Weight	15.00				

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?	5				
Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	5				
Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	5				
Do the majority of faculty members hold Ph.D. degree in their discipline?		4			
Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5				
Are there mechanisms in place for faculty development?	5				
Are faculty members motivated and satisfied so as to excel in their professions?	5				
Total Encircled Value (TV)	34				
Score 6 (S6) = {TV / (No. of Questions * 5)} * 100 * Weight	19.43				

Criterion 7 -Institutional Facilities	Weight = 0.10				
	Score				
	5	4	3	2	1
Does the institution have the infrastructure to support new trends such as e-learning?		4			
Does the library contain technical collection relevant to the program and is it adequately staffed?	5				
Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5				
Total Encircled Value (TV)	14				
Score 7 (S7) = {TV / (No. of Questions * 5)} * 100 * Weight	9.33				

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?	5				
Are there an adequate numbers of high quality graduate students, teaching assistants and Ph.D. students?	5				
Total Encircled Value (TV)	10				
Score 8 (S8) = {TV / (No. of Questions * 5)} * 100 * Weight	10.00				

Overall Assessment Score = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 =	98.10
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