

Self Assessment Report



Beaconhouse National University

Institute of Psychology

(M.Phil in Applied Psychology)

Prepared by: Program Team of IP

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.

The Institute of Psychology offers M.Phil 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 Performa 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 10, 2013. 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 June 14, 2013.

The implementation plan based on discussions in exit meeting has been made by In-charge Programs. They prepared it under following headings:

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

The implementation plan indicates the resources to improve the infrastructure, environment in the classes and Laboratory manuals. The recommended target dates to complete the tasks observed by Assessment Team, presented in exit meeting on June 28, 2013 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 July 1, 2013.

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. Our approach is evolutionary; we constantly update our 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. Our emphasis on professional training facilitates students in the applied areas of the discipline.

What makes our 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. With the staff student ratio of 1:10, we can ensure 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 of traditional methods of teaching and 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.”

M.PHIL APPLIED PSYCHOLOGY

The degree aims to provide a thorough grounding in Research, Assessment and Statistical Analysis. It further aims to develop the ability to critically analyze and evaluate research carried out in the field of Psychology and assess indigenous psychological phenomenon using both quantitative and qualitative techniques.

PROGRAM OBJECTIVES:

1. To provide first-rate instruction and practical training in specialized 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, assessment and treatment of various psychological problems in Pakistan.
5. Students will learn ethical and practical guidelines for carrying out research and assessment.
6. Students will learn latest research methodologies and be able to critically evaluate research as it relates to different areas of Psychology.

M.Phil Applied Psychology Program was launched in 2011, since then it has gained vast popularity in such a short span of time. It is designed to be equated with the curriculum being taught at leading international universities. It further aims to develop the ability to critically analyze and evaluate research carried out in the field of Psychology and assess indigenous psychological phenomenon using both quantitative and qualitative techniques. The program is specifically designed so as to ensure smooth transition into the PhD program.

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	Research Thesis	Final year of degree	Focus on qualitative projects	Employing both quantitative and qualitative techniques.
3	Research publications.	1-2 years after completion of the study.	Nil	Nil
4	Research Thesis/Student Internships	Final year of degree	Hands-on training skills.	Inclusion of case-based practical courses.
5	Alumni survey/graduating	Within one year of graduation	Solution of ethical dilemmas in practice.	Focus on ethics and professional issues in psychology.
6	Student Presentations / Research	During 1 st year/ Final year of degree	Nil	Nil

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 their specialized area such as Clinical, Counseling, Educational & School, Health and Industrial/Organizational Psychology.
2. To be able to apply for doctoral studies in leading National and International Universities.
3. Providing skills necessary for carrying out assessment 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.

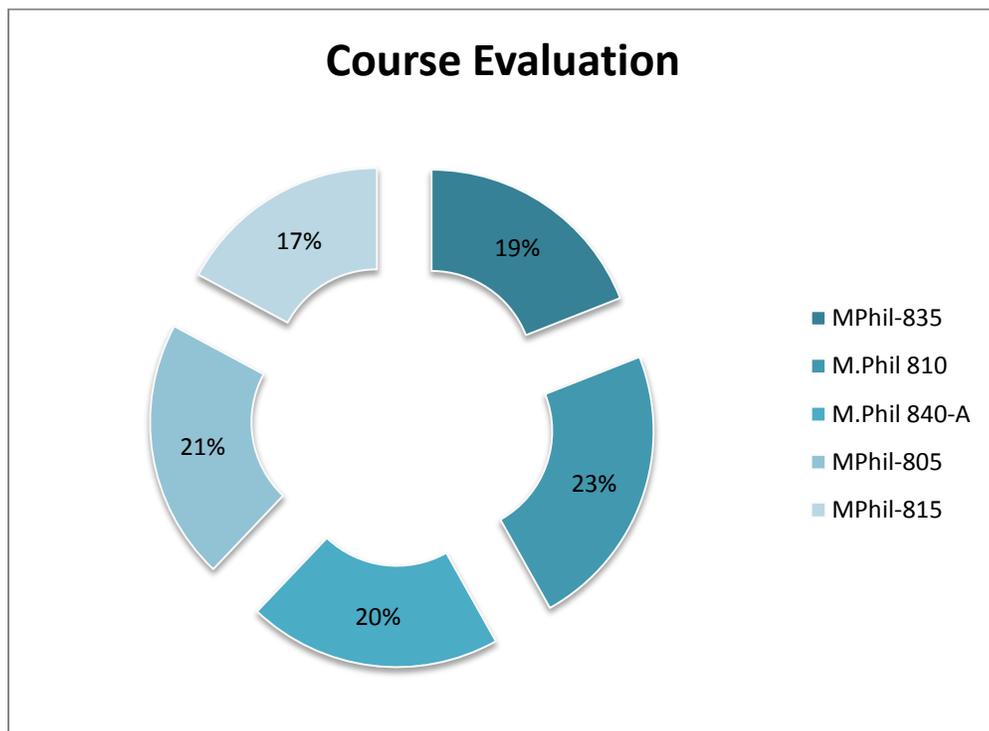
Program Objectives	Program Outcomes					
	1	2	3	4	5	6
1	X	X	X	X		X
2	X	X				X
3	X		X	X	X	
4	X		X	X	X	
5		X	X		X	X
6		X	X	X		

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.

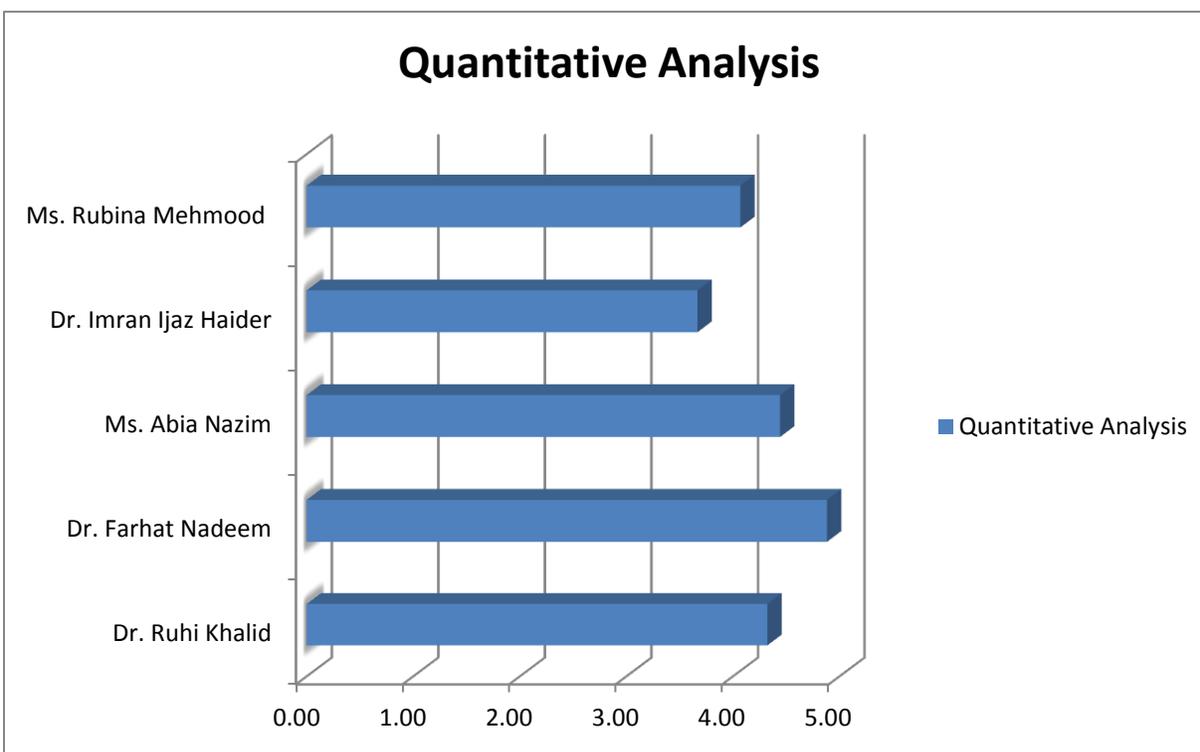
Course Wise Evaluation

Sr.No.	Course Code	Course Title	Credit Hours	Course Evaluation
1	MPhil-835	Psychological Intervention	3	4.07
2	M.Phil 810	Advanced Statistics Using SPSS	4	4.88
3	M.Phil 840-A	Research	3	4.32
4	MPhil-805	Seminars on Current Issues in Psychology	3	4.44
5	MPhil-815	Psychological Intervention and Counseling Needs I	4	3.67



Teacher Wise Evaluation

Sr.No.	Name of Faculty	Quantitative Analysis	Max. Marks
1	Dr. Ruhi Khalid	4.32	5
2	Dr. Farhat Nadeem	4.88	5
3	Ms. Abia Nazim	4.44	5
4	Dr. Imran Ijaz Haider	3.67	5
5	Ms. Rubina Mehmood	4.07	5



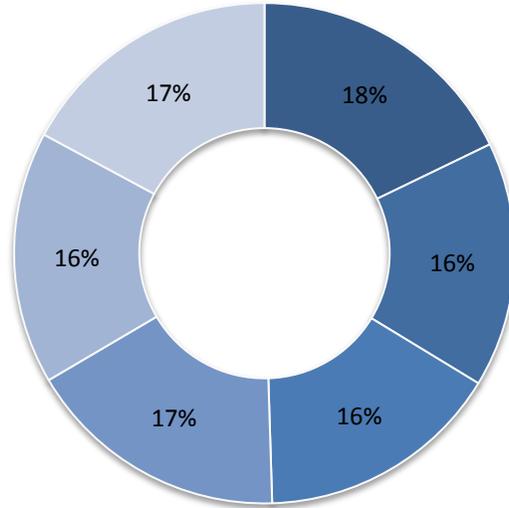
STANDARD 1-4: THE DEPARTMENT MUST ASSESS ITS OVERALL PERFORMANCE PERIODICALLY USING QUANTIFIABLE MEASURES.

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

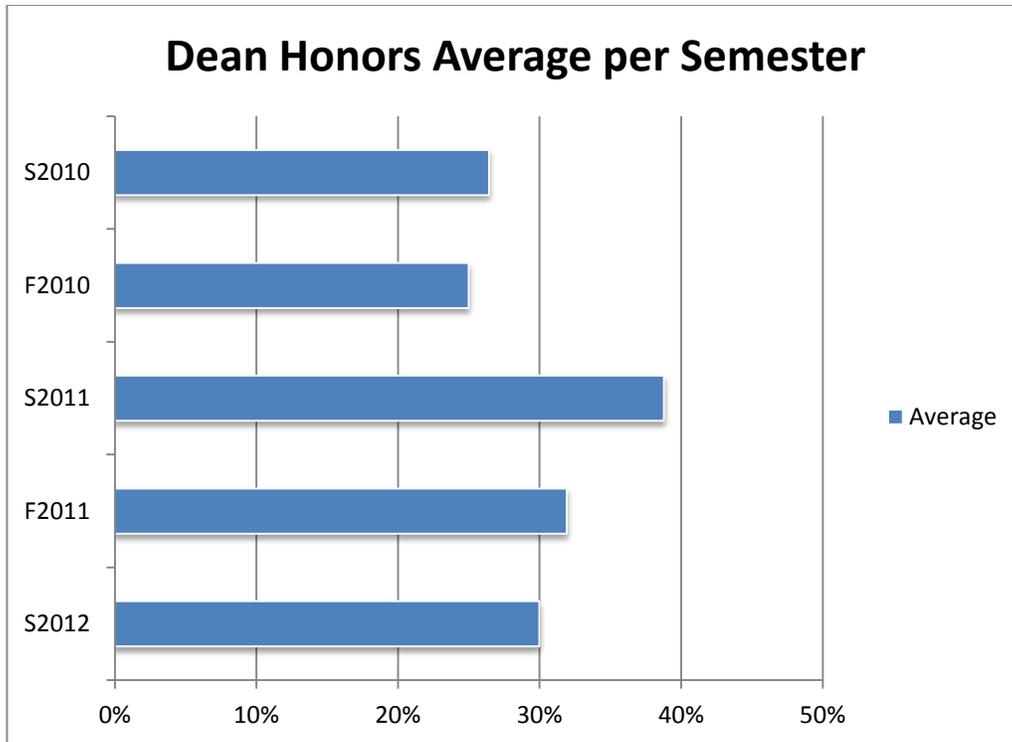
Average GPA per Semester

■ F2009 ■ F2010 ■ F2011 ■ S2010 ■ S2011 ■ S2012



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)	20
Workshops/Seminars (For all students and faculty)	4

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

TITLE OF DEGREE PROGRAM

M.Phil 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
M.Phil 805	Seminars on Current Issues in Psychology	3
M.Phil 810	Advanced Statistics Using SPSS	3
M.Phil 815	Specialized Areas in Psychology I*	4
	Total	10

Semester-II

Course Code	Course Title	Credits
M.Phil 820	Research Methods: Review of Published Studies	3
M.Phil 830	Psychological Assessment	3
M.Phil 835	Specialized Areas in Psychology II*	4
	Total	10

Year 2**Semester-III**

Course Code	Course Title	Credits
M.Phil 840 A	Research Thesis	3
M.Phil 850 A	Workshops	3
	Total	6

Semester-IV

Course Code	Course Title	Credits
M.Phil 840 B	Research Thesis	3
M.Phil 850 B	Workshops	3
	Total	6

	Total Credit Hours	32
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****Specialized Areas in Psychology (any one of the following).***

1. Clinical Psychology
2. Counseling Psychology
3. Health Psychology
4. School and Educational Psychology
5. Industrial and Organizational Psychology

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 Neuro-science)			
1	3			3		
2	3			3		
3	2			2		
4	2			2		

Table 4.3: Curriculum course requirements

CURRICULUM BREAKDOWN

FIRST SEMESTER

MPHIL-805 SEMINARS ON CURRENT ISSUES IN PSYCHOLOGY

The course looks briefly at the epistemology of psychological theories with a view to making critical comparisons of the main schools of thoughts (i.e. Behaviorism, Humanism and Psychoanalysis) along with emerging trends (Cognitive, Biological, Socio-cultural, Positive and Feminist Approaches) in the field of Psychology.

MPHIL-810 ADVANCE STATISTICS USING SPSS

The main objective is to help students gain a thorough understanding of applied statistics and learn how to explore and handle data in a systematic manner using the most popular professional social statistics program (SPSS) on the market today, Statistical Package for the Social Sciences (SPSS) with practical applications for statistical methods. Another objective for the course is to give the student good understanding of the role of statistical analysis and its methodology in solving problems and help in applying theoretical concepts they have learned to solve practical world problems through analyzing data, interpreting the results and communicating findings.

MPHIL-815 SPECIALIZED AREAS IN PSYCHOLOGY-I*

In this course, students will opt for one available area of specialization among Clinical Psychology, Counseling Psychology, Health Psychology, School and Educational Psychology and Industrial and Organizational Psychology.

SECOND SEMESTER

MPHIL-820 RESEARCH METHODS: REVIEW OF PUBLISHED STUDIES

This course offers a review of research methods in contemporary psychology, including issues related to design, measurement, and interpretation. Topics to be covered include research in test construction and psychometrics, experimental and observational methods in psychological research, single case experimental designs, qualitative research, research ethics, and diversity issues. Students will have practical exercises in which they will critically review the published articles to enhance their research skills.

MPHIL-830 PSYCHOLOGICAL ASSESSMENT

This course explores the theory and practice of cognitive and personality assessment with an emphasis on evidence-based measures. Instruction in cognitive assessment will include exposure to both intellectual assessment methods and neuropsychological measures. Personality assessment training will include exposure to objective and projective methods. It also aims to develop sensitivity to the ethical and cultural considerations in Psychological Assessment.

MPHIL-835 SPECIALIZED AREAS IN PSYCHOLOGY-II*

In this course, students will opt for one available area of specialization among Clinical Psychology, Counseling Psychology, Health Psychology, Educational and School Psychology and Industrial and Organizational Psychology.

THIRD & FOURTH SEMESTER

MPHIL-840 A & B RESEARCH THESIS

Students will carry out an extensive one year research on any topic from area of specialization of their choice. They will develop the research methodology for their research project under the guidance and assistance of their supervisor and will present the final research project in the form of a thesis.

MPHIL 850 - A & B WORKSHOPS

This course will be offered from time to time, with the specific topics differing depending on the instructor and student interests as well as important areas under discussion in other courses (e.g., psychotic disorders; personality assessment; interpersonal psychotherapy, etc.).

***Specialized Areas in Psychology I & II**

CLINICAL PSYCHOLOGY

The course aims to familiarize students with the diagnostic assessment procedure involved in Clinical Psychology and to provide students theoretical as well as practical background for clinical setting.

COUNSELING PSYCHOLOGY

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

HEALTH PSYCHOLOGY

The course promotes an integrated knowledge and understanding of the variety of perspectives and theories underpinning Health Psychology. Health Psychology investigates the psychological factors related to wellness and illness, including the prevention, diagnosis, and treatment of medical problems.

SCHOOL AND EDUCATIONAL PSYCHOLOGY

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

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

This course will introduce methods, practice, research, and theories of Industrial and Organizational (or I/O) Psychology. I/O psychology is a subfield of psychology concerned with various aspects of people in the workplace, including employee productivity and well-being. The “Industrial” part deals with human resource functions such as analyzing jobs, appraising employee performance, selecting, placing, and training employees. The “Organizational” part is concerned with the social and psychological aspects of work, including employee attitudes, behavior, emotions, health, motivation, leadership, etc. Both real-world applications and research will be emphasized throughout the course.

STANDARD 2-1: THE CURRICULUM MUST BE CONSISTENT AND SUPPORTS THE PROGRAM’S DOCUMENTED OBJECTIVES.

Courses/ Group of courses	Objectives					
	1	2	3	4	5	6
Seminars on Current Issues in Psychology	√	√		√	√	
Advance Statistics Using SPSS		√				√
Research Methods: Review of Published Studies		√			√	√
Psychological Assessment			√	√		
Specialized Areas in Psychology-I & II	√			√	√	
Research Thesis		√	√	√		√
Workshops	√			√		

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	30%
Problem analysis	50%
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 & 4.4***

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 & 4.4***

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 a course in “Statistical Analysis using SPSS” of 3 credit hours for analysis of research data as part of the degree requirement in addition to this they are also trained to use 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 give oral presentation as part of almost every course taught at M.Phil Level. Moreover their written communication skills are applied in writing thesis and assessment reports.

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 our psychological assessment relating to the courses offered in M.Phil Applied Psychology such as “Psychological Assessment”. 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 psychological assessment tools.

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 students also have access to the primary Computer LAB of the IT department which has 25 workstations equipped with latest software's 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 M.Phil Applied Psychology program comprises of eight courses spread over two year (4 semesters) of full time study.

Generally 2 to 3 courses are offered in each semester which constitutes a study load of 6 to 10 credit hours. Each core course is offered once in an academic year, either in the Spring or Fall semester.

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

A candidate must have good academic record with MA/MSc (2 year program) or B.Sc. Honors (4 year program) in Psychology from a well-established and HEC recognized University. Moreover, the candidate will have to qualify NTS (GAT) test prior to the admission in M.Phil Applied Psychology. Criteria of admission to the M.Phil program is kept in strict accordance with the guidelines set by the Higher Education Commission. Applicants who meet the academic criteria will take an entrance test by the Institute. On clearance of the test, they will be interviewed for final admission. The selected candidates will be required to complete 32 credit hours and work on their dissertation under the guidance of HEC approved supervisors, HEC scholars are encouraged to apply

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, and 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 then recommended to the selection board, which comprises of the Vice Chancellor and the Board of Governors of BNU who give the final approval.

Selected faculty is offered competitive salary packages as recommended by HEC and is encouraged to improve their qualification and number of publications by carrying out research projects on topics of 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 Performa's provided by HEC are filled by each faculty member 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 then 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 their 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 obtain their degrees 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	Seminars on Current Issues in Psychology	MPHIL 805	3	Dr. Ruhi Khalid	PhD (Foreign)
2	Advanced Statistics Using SPSS	MPHIL 810	3	Dr. Farhat Nadeem	PhD (Local)
3	Specialized Areas in Psychology I*	MPHIL 815	4	Ms. Robina Mehmood Dr. Imran Ijaz Haider	MS, PhD Scholar MBBS, MCPS
4	Research Methods: Review of Published Studies	MPHIL 820	3	Dr. Ruhi Khalid	PhD (Foreign)
5	Psychological Assessment	MPHIL 830	3	Dr. Farhat Nadeem	PhD (Local)
6	Specialized Areas in Psychology II*	MPHIL 835	4	Ms. Robina Mehmood	MS, PhD Scholar
7	Research Thesis	MPHIL 840	6	Dr. Ruhi Khalid	PhD (Foreign)
8	Workshops	MPHIL 850	6	Multiple Instructors	PhD/MS

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 hours 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. Deans, 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 - 2013 |
| • The Maya Tree: Vol. 1 | Fall 2009 |
| • Students Degree Shows: | Annually |
| • Prospectus: | Printed Annually |
| • SVAD/SA Prospectus: | Printed Annually |
| • Faculty Catalogs | Arts Catalogs |

- Convocation Gazette: 1st – 6th
- 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 SUPPORT

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

Facility	Description
Land	The total land area of Beaconhouse National University's New Campus is 33 acres.
Buildings	The built-up area of the Beaconhouse National University New Campus is 322,000 sqft. In Phase – I, the New Campus 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

	<p>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.</p>
ICT	<p>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.</p>
Sports facilities	<p>Opportunities to participate in sports and extra-curricular events at BNU exit. 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 court and table tennis play areas for students.</p>
Canteen	<p>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.</p>

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.
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Table: Facilities

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

RUBRIC REPORT

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				