

RIPHAH INTERNATIONAL UNIVERSITY

LAHORE



SELF ASSESSMENT REPORT

BS Applied Psychology

Riphaah Institute of Clinical & Professional Psychology

February 2018

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Riphaah Institute of Clinical &

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1.0 Executive Summary

This report is being prepared almost at the end of the assessment cycle for selected programs of Riphah International University. As per requirements of Higher Education Commission (HEC). Quality Enhancement Cell (QEC) was formed in Riphah International University in Oct 2009. Program Team Members of all four faculties, notified by University, worked with Director QEC to pursue the application of Self-Assessment Manual in their respective departments. From each faculty one program was selected.

In Riphah Institute of Clinical & Professional Psychology (RICPP), Lahore Campus Program was selected for self-assessment, evaluation and improvements. A strong commitment of Respected Vice Chancellor and Director Riphah Campus, Lahore to support QEC made the difference and resultantly, a cycle of assessment is about to complete.

1.1 Objectives

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

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

1.2 Execution

A soft copy of self-assessment manual was given to all faculty members. Quality Awareness Lecture and Workshop on preparation of Self-Assessment Report (SAR) were arranged for the Deans/In-charge Programs and Program Team (PT) Members of the selected program. Hard copies of HEC issued 10 proformas, 8 criterion and 31 standards were provided to PT members to evaluate their respected program against defined standards. The PT members with an intimate support and follow up of QEC, completed the SAR and forwarded to QEC in given time frame.

After reviewing SAR, QEC arranged visit of Assessment Team to the selected program. QEC Officer accompanied the AT Team and participated in discussions with In-charge Program / Program Team members and available faculty members.

The Chairman AT during his visit, indicated salient points of the SAR, account of his discussions with the faculty members, improvements required in the infrastructure, syllabi and training of the faculty and support staff.

The implementation plan indicates the resources required to improve the infrastructure, environment in the classes and E-Learning. The tasks have been completed on fast track by the combined efforts of Head of Department, QEC officer and Administration of Lahore Campus.

At the completion of Self-Assessment cycle, QEC is going to submit the hard and soft copy of SAR to HEC by 30 June 2018.

Director
Quality Enhancement Cell

Self-Assessment Report

2.0 Introduction

Riphah International University is a private university, chartered by the Federal Government of Pakistan in 2002. The university was established with a view to produce professionals with Islamic moral and ethical values. The Riphah International University is committed to promote and impart quality education with character building of the new generation in the light of Islamic principles and values. Riphah International University is committed to a value based integrated educational philosophy.

2.1 University Mission Statement

Establishment of state of the art educational institutions with a focus on inculcation of Islamic ethical values

2.2 Riphah Institute of Clinical & Professional Psychology

Riphah Institute of Clinical & Professional Psychology is running following programs:

- a. BS Applied Psychology
- b. Advanced Diploma in Clinical Psychology
- c. M.Phil. Applied Psychology
- d. MS Industrial & Organizational Psychology
- e. MS Clinical Psychology
- f. MS Clinical Psychology (Top-up)

2.3 Program Selected

Riphah Institute of Clinical & Professional Psychology has selected the BS Applied Psychology Program for Self-Assessment Report (SAR) for the year 2017-18 under the directives of HEC. The program has got inbuilt mechanism for the revision of syllabi, has competent faculty and adequate infrastructure.

This program followed HEC accredited Curriculum made by National Curriculum Revision Committee (NCRC) of HEC.

2.4 Program Evaluation

The program is being evaluated based on 8 criterion and 31 standards as given in the Self-Assessment Manual provided by Higher Education Commission (HEC).

3.0 Criterion 1: Program Mission, Objectives and Outcomes

3.1 Standard 1-1

The program must have documented measurable objectives that support institution mission statements.

3.1.1 Program Mission Statement

BS Applied Psychology program aims to provide students' Knowledge of the Nature, History and Scope of Psychology as a Modern Discipline. It also provides its Graduates knowledge of the Application and Practice of Psychology in Real Life and equips them with necessary skills to pursue Specialized Study to achieve Professional Qualifications.

3.1.2 Program Objectives

The program is designed to achieve the following objectives:

1. To prepare the students to pursue higher education.
2. To educate the students with knowledge of the nature, history and scope of psychology as a modern discipline and team work skills.
3. To enable the students to pursue career in related field using clinical practice, psychological assessment, psychological management, rehabilitation, and research work.
4. To enable the students to step into research and development (R&D) activities.
5. To prepare students to work within ethical values and betterment of the society at large.

3.1.3 Alignment of Program Objectives with Program & University Mission Statements

Program objectives needs to support the program and university mission statements in order to deliver the required output and achieve the desired goals. This is done through planned set of activities during the execution of the BS Applied Psychology program. These activities include overall curriculum composition and its delivery, laboratory work and projects performed at required stages and clinical placement to expose students to professional environment.

3.1.4 Main Elements of Strategic Plan

The main elements as discussed above, of a strategic plan for the selected course are as under:

- a. Curriculum Composition
- b. Laboratory work and projects
- c. Clinical Placement

3.1.4.1 Curriculum Composition

BS Applied Psychology program comprises of core and elective courses. Curriculum is divided into different segments that builds student's base through basic set of courses and imparts advance knowledge by using advance courses. List of courses is available in section 3.3.1.

3.1.4.2 Experimental Laboratory work and projects

Experimental Laboratory work and projects are planned at desired stages during the program execution to enhance the working skills of the students. Experimental laboratory are available for students to practice the experimental work. At the end of their program, students are required to submit a final project that demonstrates their analysis, and report writing skills in the form of hard book binding.

3.1.4.3 Clinical Placement

In-Charge clinical placement in Faculty of Riphah Institute of clinical & Professional Psychology maintains a list of potential clinical placement hospitals that can offer placement work to Riphah International University students. Clinical placements provide students with the opportunity to work in professional environment along with experienced professionals and learn from their experiences. This aspect of program also opens the doors of opportunities for talented students to seek permanent position in the participant organization.

3.2 Standard 1-2

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

3.2.1 Program Outcomes

1. Students shall be able to go for higher education (MS, Ph.D.) in Applied Psychology, Clinical Psychology, Industrial & Organizational Psychology, Educational Psychology, Forensic Psychology student chose field according to area of interest

2. Students shall be able to practice as a psychologist/clinical psychologist in government and private hospital settings, rehabilitation/addiction centers, and private practice.
3. Students will be able to perform duties as a lecturer in colleges and universities etc.
4. Students will be able to perform duties as a researcher and counselors.
5. Students shall be able to demonstrate oral and written communication skills.
6. Students shall be able to perform duties in educational settings.
7. Students shall be able to perform duties in organizational management settings/HR department.
8. Students shall be able to develop psychological tests according to native culture and norms.
9. Students shall be able to administer psychological tests according to international standards.
10. Students shall be able to perform duties as professionals in organizations.
11. Students shall be able to perform research and development (R&D) in related field.

Following table shows the link between program objectives and program outcomes:

Program Objectives and Outcomes

Program Objectives	Program Outcomes										
	1	2	3	4	5	6	7	8	9	10	11
1	X										
2		X	X	X						X	
3		X		X	X	X	X	X			
4		X		X					X		X
5											X

Table 1: Outcomes versus Objectives

3.3 Standard 1-3

The results of Program's assessment and the extent to which they are used to improve the program must be documented.

The program assessment has been done by launching HEC Performa number 1 and 10. The students of the program evaluated the courses and teachers in the program.

The result of the program assessment is shown below in graphical charts for courses evaluation and teachers' evaluations.

3.3.1 Course Evaluation

Courses evaluation is shown in the following graphical chart:

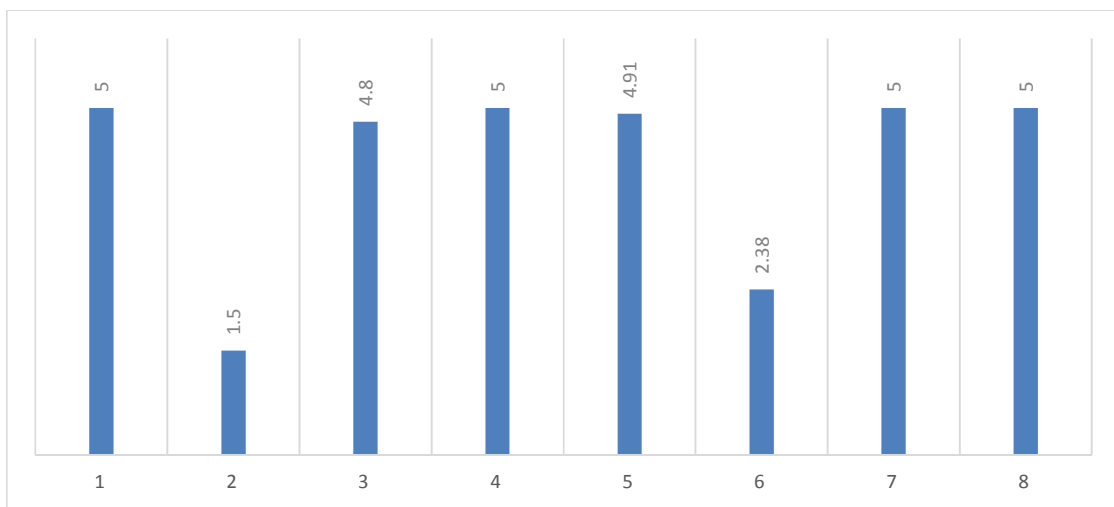


Figure 1: Course Evaluation Bar Chart

Students have graded the courses against the course structure, teaching methodology, learning objectives and outcomes and practical implementation of theory. The total graded marks are 5. Following is the list of courses that are being evaluated by the students along with their course code and graded scores.

Sr. #	Subject	Marks
1	Applied Areas in Psychology	5
2	English-I	1.5
3	English-II	4.8
4	Introduction to Computers	5
5	Introduction to Law	4.91
6	Introduction to Psychology	2.38

7	Practical in Psychology	5
8	Social Work	5

3.3.2 Teachers Evaluation

Teacher's evaluation is shown in the following graphical chart:

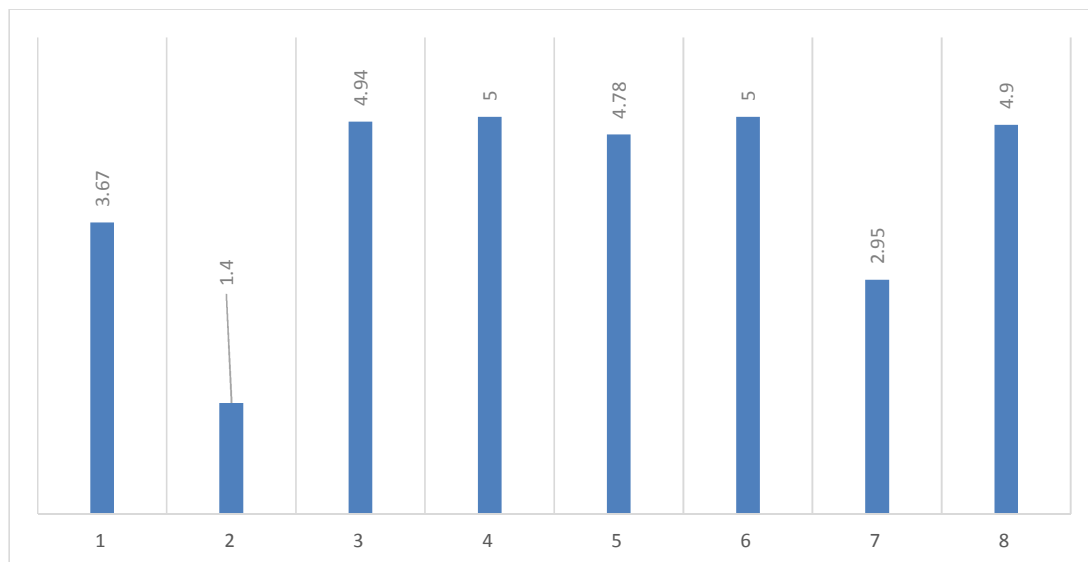


Figure 2: Teachers Evaluation Graph

Students have graded the teachers against their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded marks are 5. Following is the list of teachers that are being evaluated by the students along with the serial number and graded scores.

Sr. No	Teacher Name	Marks
1	Anum Rabbani	3.67
2	Anum Rabbani	1.4
3	Husnat Ahmed	4.94
4	Dr. Kashif Fida	5
5	Saima Bano	4.78
6	Tahir Alam	5
7	Tallat Jabeen	2.95
8	Zarmina Jahangir	4.9

This evaluation was carried out by Quality Enhancement Cell to ensure the unbiased feedback from students. QEC staff visited different classes and gathered feedback as desired. QEC performed analysis of the data and submitted the results to Director for further actions.

3.4 BS Applied Psychology Strong and Weak Points

BS Applied Psychology Program Strong Points:

- a. Properly scheduled and on time classes
- b. Trained and experienced faculty
- c. Up to date curriculum composition, meeting the market needs
- d. Strong interaction with clinical setting
- e. Well Equipped experimental laboratories and computing facilities
- f. Clinical placement work at different government and private hospitals setting, NGOs and child welfare departments.

BS Applied Psychology Program Weak Points:

- a. Establish modern and well equipped psychological testing and experimental laboratory.
- b. Availability of senior teaching staff after class hours.
- c. Guidance/Advisory Process for Students.
- d. Lack of Auditorium For Seminars / CPD Activities

3.5 Significant Future Development Plans

Significant future development plan for the program includes:

- a. Cloud Service for students
- b. New Computer Labs

3.6 Standard 1-4

The department must assess its overall performance periodically using quantifiable measures.

3.6.1 Undergraduates/Graduates enrolled in during year 2016-18

Semester	Enrolled
Fall 2016	21
Spring 2017	12
Fall 2017	22

Spring 2018	13 still admission open
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3.6.2 Student Faculty Ratio:

RCC has 16:1 ratio.

3.6.3 Average GPA per semester:

The average GPA is 2.85

3.6.4 Average Completion time

The BS Applied Psychology program has average completion time of 4 years consisting of 8 semesters.

3.6.5 Students Course Evaluation Response Rate (Average)

Student's course evaluation average response rate for all courses is 30.

3.6.6 Students Faculty Evaluation

QEC staff conducted the teacher's evaluation to ensure unbiased feedback. The details are under section 3.3.2.

3.6.7 Research

The faculty of Riphah Institute of clinical and Professional Psychology, Lahore Campus published research papers in different journals. List is attached in Annexure E.

3.6.8 Community Service

1. Education Awareness Seminars
2. Education Services
3. Community Awareness Camps

3.6.9 Students/Teachers Satisfaction

As per HEC defined standard, a ratio of 4:1 for the academic and administrative non-technical staff is maintained by the College of Computing

Students and teachers satisfaction is judged in different ways. For students this is done by faculty as well as QEC staff by conducting in-class discussions to know students views and through feedback provided by them on HEC Performa number 1 & 10. While, teachers satisfaction is judged using the HEC defined Performa number 5 and their views during in-person discussion with QEC staff.

4.0 Criterion 2: Curriculum Design and Organization

4.1 Title of Degree Program

Bachelor's of Sciences in Applied Psychology

4.2 Definition of credit hour:

1 Credit Hours is 1 contact hours for theory and 3 contact hours for lab

4.3 Degree plan

Following is the list of core courses taught in the selected program. Section 4.5 shows the details about these courses.

Semester	Subject	Credit Hours
1 st	English-I	3
	Islamic Studies / Ethics	2
	Mathematics	3
	Introduction to Psychology	2
	Islam Jurisprudence / Fiqha	3
	Mass Communication	3
2 nd	English –II	3
	Pakistan Studies (Life & Living)	2
	Introduction to Computers	3
	Applied Areas in Psychology	2
	Practical's in Psychology	1
	Introduction to Law	3
	Social Work	3
3 rd	Communication Skills	3
	Biology	3
	Cognitive Psychology	3
	Environmental Psychology	3
	Introduction to Philosophy	3
	Introduction to the Basic Concepts and Teachings of the Qur'an (Life & Living)	3
4 th	Language: French / Chinese	3
	Ethical Issues in Psychology	3
	Cross Cultural Psychology	3
	Gender Issues in Psychology	3
	Sociology	3
	Economics	3
5 th	Psycho Pathology	3
	Schools and Perspectives in Psychology	2
	Psychological Assessment (Theory)	3
	Psychological Assessment Practical	1
	Developmental Psychology	3
	Research Methods – I	3
	Statistics in Psychology	3
6 th	Theory of personality	2

	Biological Basis of Behavior	3
	Health Psychology	3
	Research Methods-II	3
	Group Research	1
	Statistical Analysis	3
	Social Psychology	3
7 th	Experimental Psychology	3
	Lab Experiments	2
	Community work	1
	Research Thesis	4
	Clinical Psychology/Organizational Psychology	3
	Case Reports-I	2
8 th	Positive Psychology	3
	Peace Psychology	3
	Forensic Psychology/Human Resource Management	3
	Case Reports II	2

4.4 Courses Information/ Outline

4.4.1 English Comprehension –I

Objective

The purpose of the course is to equip the students with English writing skills and to enable them to understand the prerequisites for effective English writing.

Prerequisites

Object Oriented Programming

Text Books:

- Arnaudet, M. L., & Barrett, E. (1981). Paragraph development: A guide for students of English as a second language. New Jersey: Prentice Hall College.
- Depreterre, I., & Langford, C.(2012). Advance English Grammar: A Linguistic approach. New York: Continuum.
- Eastwood, J. (2005). Oxford Practice Grammar. USA: Oxford University Press.
- Ellison, P. (2009). Focus on comprehension. Singapore: Learners Publishing PVT Ltd Howe.D.H.,Kirkpatrick.T.A., &Kirkpatrick.D.L.(1997). English for Undergraduates.
- Pakistan: Oxford University.
- Idress, M. (2011). Guide for GAT General Test: Smart Brain. GRE (General, Local). Lahore: Dogar Brothers.
- Sara, T. (2012). Mastering Practical Grammar.UK: Palgrave Macmillan.

4.4.2 Islamic Studies / Ethics

Objectives

This course is aimed at:

- 1 To provide Basic information about Islamic Studies
- 2 To enhance understanding of the students regarding Islamic Civilization
- 3 To improve Students skill to perform prayers and other worships
- 4 To enhance the skill of the students for understanding of issues related to faith and religious life.

Ethics (For Non-Muslims)

Text Books

Mackenzie, J.S. (2007). A manual of ethics (4th ed.). New York: Hinds, Hayden Eldredge, Inc. Titus, H.H. (1973). Ethics for today. New York: Van Nostrand.

4.4.3 Mathematics

Objectives

The course is design to polish the Numerical calculation skills of the students so as to develop basis of the Statistics. In addition, it will also strengthen their skills to utilize later in selection test such GRE and GAT General.

Prerequisites

Multivariable Calculus

Text Books

- Campbell, H. G., & Spencer, R.E. (1974). Finite Mathematics. (1sted). New York: Macmillan Hacussler, E.F., & Paul, R. S. (2010). Introductory mathematical analysis for the business, economics, and the life and social sciences. (13thed). New Jersey: Prentice Hall.

4.4.4 Introduction to Psychology

Objectives

- The main aim is to familiarize students with history, main concepts, Methods, and Theoretical frameworks in Psychology.
- The course will help students appreciate the human nature and its related concepts, thereby will gain insight into human behavior and human relationships.

Text Books

- Atkinson, R. C., & Smith, E. E. (2000). Introduction to psychology. (13thed.). NY: Harcourt Brace College Publishers.
- Coon, D., & Muttterer, J. (2008). Introduction to psychology: Gateways to mind and behavior (12thed.). USA: Wadsworth Cengage Learning.
- Comer, R. (2011). Psychology around us. New York: John Wiley and Sons.
- Fernald, L. D., & Fernald, P.S (2005). Introduction to psychology. USA; WMC Brown Publishers.
- Fredrickson, B., Nolen-Hoeksema, S., Loftus, G., &Wagenaar, W. (2009). Atkinson &Hilgard's Introduction to psychology .(15thed.). USA: Wadsworth.
- Geric, R.J., &Zimbardo, P.C. (2004). Psychology and life. (7thed.). New York: Pearson. Glassman, W.E. (2000). Approaches to psychology. Open University Press.
- Hayes, N. (2000). Foundation of psychology. (3rded.). UK: Thomson Learning.
- Kalat, J. W. (2010). Introduction to psychology. USA: Cengage Learning, Inc.
- Lahey, B. B. (2004). Psychology: An Introduction. (8thed.). UK: McGraw-Hill Companies, Inc.
- Leahey, T. H. (1992). A history of psychology: Main currents in psychological thought. New Jersey: Prentice-Hall International, Inc.
- Myers, D. G. (2011). Psychology. (10thed.). USA: Wadsworth Publishers.
- Nevid, J.S. (2003). Psychology: concepts and applications. New York: Houghton Mifflin. Ormord, J. E. (1995). Educational psychology: Developing learners. USA:

- Prentice Hall, Inc. Passer, M.W., & Smith, R.E. (2008). Psychology; The Science of mind and body. (4thed).
- Boston: McGraw Hill.
 - Rathus, S. (2011). Psychology: Concepts and Connections. (10thed.). USA: Wadsworth Cengage Learning.

4.4.5 Fiqha / Islamic Jurisprudence

Objectives:

General:

- To develop Ethically knowledgeable and Practicing Professionals.
- To Prepare a good Muslim Professional.
- To develop a balance Dynamic and wholesome Personality.

Specific

Knowledge:

- To understand the basic Concept of Islamic Teaching.
- To give the knowledge of Fundamentals and Pillars of Islam.
- To understand the Elements and Characteristics of Islamic Civilization.
- To provide the sufficient knowledge and create awareness regarding Contemporary Issues.

Skills:

- To practice the Pillar of Islam in Personal and Social life.
- To Analyze and Evaluate critically the new challenges facing Islam in the world.
- To solve the ethical problem in practical life.
- Student will be able to deal more effectively with the people in the light of Islamic teachings.
- These skills will be useful to student in a range of fields including Government, Non- Government Organization, Social and Community Work, Media etc.

Attitude/Behavior:

- To develop Creative and Innovative Attitude
- To develop Ethical behavior in Social Professional and Work Environments.
- To prepare a responsible and effective Muslim.

Educational Methodology to be used:

- Interactive
- Discussion
- Demonstration

Text Books:

Studies in Usulul Fiqh by Iyad Hilal

Muhazirat e Fiqh By Shaykh Dr Mehmood Ahmad Ghazi (R.A) Islamic Fiqhbt Najeeb Nedvi

4.4.6 Mass Communication

Objectives

- a) This course is designed to explicate Fundamentals of Communication, Journalism and Mass Communication. It deals with the Principles of Effective Communication for Clinical Psychologists to enhance their Communication Skills especially during intervention phase of Psychological therapy.
- b) This also lays emphasis on journalistic writings such as feature articles that can help create awareness among masses about Psychological Disorder leading to Social problems.

Text Books

- Agee, W, K., Ault, P, H., & Emery, E. (1983). Reporting and writing the news. New York: Harper & Row Publishers.
- Fischhoff, S. (2005) Media Psychology: Definitions and focus. Journal of Media Psychology, 10 Retrieved from http://www.calstatela.edu/faculty/sfisco/media_psychology.html.
- Harris, R, J. (1990). A Cognitive Psychology of Mass Communication. New Jersey: Lawrence Erlbaum.
- McQuail, D. (1988). Communication Models. London: Sage Publications.
- Severin, W, J., & Tankard, J, W. (1992). Communication theories: Origins, methods and uses in mass media. London: Longman.

4.4.7 English Comprehension – II

Objective

- The aim purpose of the course is to equip the students with English writing skills and to enable them to understand the prerequisites for effective English writing.

Textbooks:

- Arnaudet, M. L., & Barrett, E. (1981). Paragraph development: A guide for students of English as a second language. New Jersey: Prentice Hall College
- Depretere, I., & Langford, Chad. (2012). Advance English Grammar: A Linguistic approach. New York: Bloomsbury Academic
- Eastwood, J. (2005). Oxford Practice Grammar. USA: Oxford University Press
- Ellison, P. (2009). Focus on comprehension. Singapore: Learners Publishing PVT Ltd
- Howe, D.H., Kirkpatrick, T.A., & Kirkpatrick, D. L. (1997). English for Undergraduates. Pakistan: Oxford University
- Idress, M. (2011). Guide for GAT General Test: Smart Brain. GRE (General, Local). Lahore: Dogar Brothers
- Sara, T. (2012). Mastering Practical Grammar. UK: Palgrave Macmillan

4.4.8 Pakistan Studies (Life & Living)

Objective

The aim of the course is to familiarize the students with the historical context, ideology of Pakistan, major figures in the realization of Independence.

Text Books

- Burke, S. M., & Qureshi, S. A. D. (1995). The British Raj in India. Karachi: Oxford University Press.
- Burke, M. S. & Ziring, L. (1993). Pakistan's Foreign policy: An Historical Analysis. Karachi: Oxford University Press.
- Choudhary, M. A. (2001). The Emergence of Pakistan, Lahore: Research Society of Pakistan.
- Kazmi, R. M. (2006). Pakistan Studies Core Texts for Colleges and Universities. London: Oxford University Press.
- Kazmi, R. M. (2009). A Concise History of Pakistan, Karachi: Oxford University Press.
- Pakistan, Qalb-i-Abid, S. (1997). Muslim Struggle for Independence (1857-1947). Lahore: Sang-e-Meel Publications.
- Peter, H. (1998). The Muslims of British India. New Delhi: Cambridge University Press.
- Qureshi, H. I. (1974). The Struggle for Pakistan. Karachi: University of the Karachi.

- Rafique, M. A. (2007). Pakistan: History and Politics (1947-1971). Karachi: Oxford University Press.
- Safdar, M. (1994). Pakistan Political Roots & Development. Lahore: SangeMeel Publications.
- Sattar, A. (2010). Pakistan's Foreign Policy: A Concise History 1947-2009. (2nd ed.), Karachi, Oxford University Press.
- Sayeed, K. (1968). Pakistan the Formative Phase (187-1948), Karachi: Oxford University Press.

4.4.9 Introduction To Computers

Objective

This course is designed in view of the application of computers in wide range of areas. This course would familiarize students with basics of computer. The course will cover introduction to computer software related to Psychology.

Text Book

- Maran, R., & Wing, K. (1997). Teach yourself word 97. California: IDG Books World Wide, Inc
- Maran, R. (1995). Windows 95 simplified. Foster City, California IDG Books World Wide, Inc. Nelson, K.Y. (1996). Windows 95 is driving me crazy. Berkeley, CA: Peach Pit Press.
- Person, R. (1993). Using Excel Version 5 for Windows. Indianapolis: Que Corporation.

4.4.10 Applied Areas of Psychology

Objective

The main objective of this course is to:

- a) Acquaint students with Scope and Application of Psychology in Human life. They will be provided basic knowledge about different areas of specialization i.e. Clinical Psychology, Counseling, Educational Psychology, Organizational Psychology, Health Psychology, Sports Psychology, Forensic Psychology etc.

Text Book

- Aamodt, M. (2004). Applied industrial/organizational psychology. (4th ed.). UK: Wadsworth, a division of Thompson Learning.
- Baron, R. A. (2004). Social psychology (10th ed.). UK: Pearson Education.
- Bartol, C. R. (2012). Introduction to forensic psychology: Research and application. SAGE publications Inc.
- Cox, H, R. (2007). Sports psychology: Concepts and applications. (6th ed.). McGraw Hill Companies.
- Fulero, S. M., & Wrightsman. (2009). Forensic Psychology (3rd ed.). Australia: Wadsworth. Gelso, C. & Fretz, B. (2001). Counseling psychology: Practices, issues, and intervention. USA: Harcourt, Inc.
- Hurlock, E. (1980). Developmental psychology: A life span approach. (5th ed.). TATA McGraw- hill.
- Kaur, R. (2006). Child psychology: New trends & innovations. India: Deep and Deep Publications PVT, Ltd
- Kring, A. M. (2010). Abnormal psychology (11th ed.). UK: John Wiley and Sons.

- Levin, M., & Perkins, D. D. (2004). Principles of community psychology: Perspectives and applications (3rd ed.). USA: Oxford University Press.
- Singh, P. (2004). Organizational psychology. India: Centrum Press.

4.4.11 Practicals in Psychology

Objective

Text Book

- Collins, M. & Drever, J. (1949, 2005). A first laboratory guideline psychology. London: Methuen & Company. Electronic copy at <http://www.archive.org/details/Firstlaboratoryg032435mbp>
- Kantowitz, B. H., Roediger, H. L., & Elmes, D. G. (2008). Experimental psychology (International student edition). USA: Cengage Learning,
- Mohsin, S. M. (1991). Experiments in psychology. Mito Lal Banarsi Das Delhi-Varnasi Patna India.
- Myers, A. & Hansen, C. H. (2011). Experimental psychology. USA: Cengage Learning
- Postman, L., & Egan J. P. (2001). Experimental psychology: An introduction. New Delhi: Kalyan Publishers.
- Woodworth, R.S. (1983). Experimental psychology. New York: Henry Holt & Co

4.4.12 Introduction to Law

Objective

Text Book

- Hassan, A. (2001). The Early Development of Islamic Jurisprudence. Delhi: Adam Publishers.
- Hibbert, W. N. (1998). Jurisprudence. London: Sweet & Maxwell.
- Punjab Bar Council. (2005). Legal Practitioners and Bar Councils Act 1973. Retrieved from www.pbbarcouncil.com/download/barcouncil_act_amendea_2005.pdf
- Mulla, D. F. (2006). Principles of Muhammadan Law. Lahore: Key Law Reports Publications.
- Rahim, A. (2005). The Principles of Muhammadan Jurisprudence. Lahore: Kausar Brothers.
- Salmond, J. W. (2012). Jurisprudence. Stockbridge: Hard Press Edition

4.4.13 Social Work

Objective

The course is designed to orient the Psychology student's historical perspective for understanding current issues of Social Welfare and Social Work. It will help students to examine the Social, Political, and Economic forces that explain the development of Social Welfare and Social Work.

Text Book

- Joshi, C. S. (2003). Handbook of social work. New Delhi: Akansha Publishing House.
- Skidmore, R. A. & Thackeray, C. M. (1994). Introduction to social work. New York: Appleton-Century Crofts.

4.4.14 English Communication Skills

Objective

This course is designed to expose students to the fundamentals of academic and professional communication in order to develop professionals who can effectively apply

communication theories and best practices to meet their academic and corporate communication needs.

The course aims to equip students with communication skills suitable for their academic purposes. It is further meant to develop in students skills necessary for effective communication in business and life in general.

Text Book

- Abidi, S.A.H. (1991). Communication Information and Development. Nairobi: Kenya Masaki Publishers.
- Lucas, S.E. (2004) The Art of Public Speaking. (8thed.) London: McGraw Hill
- McQuail, A & Windahl, S. (1993). Communication Models for the study of Communication. London: Longman

4.4.15 Biology

Objective

The course will focus on Biological Foundation of Psychology. The students will learn about basic and general concepts of biology as a prerequisite of Physiological Psychology. The content will cover the similarities of Biology and Psychology to better understand the Biological explanation of human behavior such as Cell Division, Genetics and Chromosomal Abnormality, Hormonal System and Manifestation of Abnormalities, Role of Enzymes and Immune System etc.

Text Book

- Cambell, N. A ., & Reece, J. B., Urry, L.A., Cain, M. L., Wasserman, S. A., Minorsky, P.V., Jackson, R. B. (2008). Biology (8thed.). Indiana: Prentice Hall.
- Lodish, H., Berk, A., Kaiser, C. A., Krieger, M., Scott, M. P. (2007). Molecular cell biology (6thed.). U.S.A: McMillan Higher Education.
- Pinel, J. P. (2010). Biopsychology. (8thed). NewYork: Allyn and Bacon. Rani, T. V. M, G., & Sikar, T.T. (2005). Biology: Zoology. Text Book.
- Russel, P.J., Wolfe, S.L., Hertz, P.E., Starr, C., & McMillan, B. (n.a). Biology: The dynamic Science (International Student edition). U.S.A: Thomson Higher Education.

4.4.16 Cognitive Psychology

Objective

This course provides an understanding of the Mental processes involved in Cognition, Perception, Attention, Memory, Thinking, Language and Reasoning processes. The core focus will be on how information is Received, Perceived, Filtered, Stored, Retrieved and Conveyed and it will provide an understanding of the Mental processes through which information is Acquired, Processed and Conveyed.

Text Book

- Friedenber, J. (2012). Cognitive science (2nd ed.). Los Angeles: Sage.
- Galotti, K. M. (2013). Cognitive psychology in and out of the laboratory. Thousand Oaks: SAGE Publications.
- Groome, D. (2013). An introduction to cognitive psychology: Processes and disorders. London: Psychology Press.
- Kellogg, R. T. (2012). Fundamentals of cognitive psychology (2nd ed.). Los Angeles: Sage. Medin, D., Ross, B., & Markmen (2005). Cognitive psychology. (4th ed.). UK: JohnWileyInc. Parkin, A. J. (2013). Essential cognitive psychology: Classic edition. Hove, East Sussex: Routledge.
- Reed, S.K. (2000). Cognition (5thed.). Belmont: Wadsworth / Thomson Learning.

- Reisberg, D. (2013). The Oxford handbook of cognitive psychology. Oxford: Oxford University Press
- Robinson-Riegler, G. (2012). Cognitive psychology (2nd ed.). South Asia: Pearson.
- Sternberg, R. J. (2005). Cognitive psychology. New York: Wadsworth.
- Sternberg, R. J. (1999). Cognitive psychology (2nd ed.). New York: Harcourt College Publishers.
- Sternberg, R. J., Sternberg, K., & Mio, J. S. (2012). Cognitive psychology. Australia: Wadsworth/Cengage Learning.

4.4.17 Environmental Psychology

Objective

The main objectives of the course are:

- To familiarize students with the concepts of Environmental Psychology, Theories and Perspectives, and Research methods of Environmental Psychology.
- To provide knowledge about human-environment interaction and how both affect each other.

Text Book

- Baum, A. (1998). Advances in environmental psychology. New York: Lawrence Erlbaum Associate.
- Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). Environmental psychology (5th ed.). USA: Harcourt College Publishers.
- Cassidy, T. (1997). Environmental psychology. UK: Psychology Press.
- Garling, T., & Golledge, R. (Eds.). (1993). Behaviour and environment: Psychological and geographical approaches. Amsterdam: North Holland.
- Golledge, R. G. & Stimson, R. J. (1997). Spatial behavior: A geographic perspective. NY: Guilford Press.
- Spindler, G. D. (1998). Making of psychological anthropology. California: University of California Press.
- Stokols, D., & Altman, I. (Eds.). (2000). Handbook of environmental psychology. New York: Wiley.

4.4.18 Introduction to Philosophy

Objective

The relationship between Philosophy and Psychology often remains elusive even for the students in the liberal arts, and this course helps students to relate the two disciplines (i.e., philosophy and psychology). Students will learn how to identify underlying and embedded philosophical assumptions and critical analysis of the Psychological Theories.

Text Book

- Stanley, M. H., Thomas C. H., & Dennis L. O. (2005). Invitation to philosophy: Issues and options. (10th ed.). Belmont: Wadsworth /Thomson Learning.
- Stewart, D. & Blocker, H. G. (2006). Fundamentals of philosophy. (6th ed.). Pearson Education.
- Warburton, N. (2004). Philosophy: The Basics. London and New York: Routledge.

4.4.19 Introduction To The Basic Concepts And Teachings Of The Qur'an (Life & Living)

Objectives

General:

- To learn the true concept of Allah, Values and Needs of the Society.

- To motivate themselves for Determination of the Character.
- To develop an Islamic Professional who can work for Islamic Welfare State.
- To prepare the students for adaptation of Islamic way of life in Modern Age.

Specific

- Knowledge:
- To offer an introduction to the Holy Qur'an
- To inculcate the basic concept of the Qur'anic Teaching.
- To know about the etiquettes of DUA.
- To understand the Qualities of Believers.

Skills:

- To recite the Holy Qur'an with correct Pronunciation and Annotation.
- To make them capable for understanding and translate the Holy Qur'an with the help of Arabic Grammar.
- To communicate Effectively (written, oral and inter-personal).
- To solve the problems in the light of Teachings of the Holy Qur'an.

Attitude/Behaviour:

- To adopt good Manners and avoid Social Evils.
- To develop the Characteristics of MUTTAQEEN.
- To develop Honest and Responsible Personality.

Educational Methodology to be used:

- Interactive
- Lecture
- Translation
- Discussion
- Demonstration
- Micro Teaching

Text Book

- Maududi, AbulA`la. (1998) Tafheem-ul-Qur'an. Lahore: IdaraTarjamanul Quran.
- Hashmi, Dr. Ramiz Iqbal, (2003), The Science of Reciting the Qur'an, Rawalpindi, Pakcom Printer, Peshawar Road.
- Taqi, Usmani, Uloom-ul-Qur'an, Dar-us-Ishaat, Karachi
- Taqi, Usmani, Introduction to Science of Qur'an, Dar-us-Ishaat, Karachi
- Ali, Syed Shaukat, Taqseem-e-Meeras, Islamic Publication Ltd., Lahore, 200
- Sattar, Abdul, ArabikaMoall'im, MaktabaIlmia, Lahore Shah, Buzarag. (1998) AhkaamUITajweed. Islamabad:
- Murad,Khurram. (2003) Qur'anic Arabi kay PandraAsbaq. Lahore: Manshorat. Ghazi, Mehmood Ahmed, Muhazrat-e-Qur'ani, Al-Faisal, Lahore.
- Rehman, Gohar. Uloom-ul-Qur'an. Mardan: Madrassah Tafheem-ul-Qur'an Kaylani, MaulanaAbd u Rehman2003 ,Taseer-ul-Qur'an MaktabaUslam Lahore

4.4.20 French/Chines

Objective

The course is aimed to teach the language other than English as a Compulsory subject. The purpose is to Develop Prerequisite in first 2 years of BS program.

Text Book

- Chaudelot, F-S. (2004). French grammar: The easy way. New York: Barron's Educational Series.

- Duffy, J. H. (1999). Using french vocabulary: English and french edition. New York: Barron's Educational Series.
- Fisher, W., & Plouhinec, A-M. (2003). Mastering french vocabulary: A Thematic Approach. New York: Barron's Educational Series
- Chabrier, M. (2003). Larousse Advanced Dictionary: French-English/English-French. New York: Larousse Bilingual

4.4.21 Ethical Issues in Psychology

Objective

The objective of this course is to introduce students with:

- Knowledge of Ethical Guidelines devised by APA and other International bodies for Psychologists, both as Researcher and Professionals.
- The intent, Organization, Procedural Consideration, and Application of Code of ethics to guide them towards attaining professional credibility and integrity as Researchers and Practicing Psychologist.

Text Book

- Alderson, P. (2011). The ethics of research with children and young people (2nd ed.). Sage: Los Angeles.
- Anderson, S. K. (2010). Ethics for psychotherapists and counselors. UK: Wiley-Blackwell.
- American Educational Research Association, American Psychological Association & National Council of Measurement in Educational (1985). Standard for educational and psychological testing. Washington, DC: American Psychological Association.
- American Psychiatric Association (1994). Diagnostic and statistical manual-IV-TR(2000). USA: Author
- American Psychological Association (2002). Publication manual of the American psychological association(5th ed.). USA: Author.
- APA Code of Ethics (1999). Ethical principles of psychologists and code of conduct. American Psychologists, 47, 1597-1611.
- Banyard, P. (2011). Ethical issues in psychology. UK: Routledge.
- British Psychological Society (2009). Ethical guidelines and support. Author
- Canadian Psychological Association.(2000). Canadian code of ethics for psychologists (3rd ed.). Author.
- Kimmel, A.J. (2007). Ethical issues in behavioural research: Basic and applied perspectives. UK: Wiley-Blackwell.

4.4.22 Cross Cultural Psychology

Objective

The course will cover Social and Cultural aspects of Human behavior; differentiation between area studies, Cross-Cultural Studies, and Intercultural Studies and aims to familiarize students with Cross-Cultural Research.

Text Book

- Berry, J. W., Dasen, P. R., & Saraswathi, T. S. (Eds.). (1997). Handbook of cross-cultural psychology. (Vol. I). Boston: Allyn & Bacon.
- Berry, J. W., Poortinga, Y. H., & Pandeyn, J. (Eds.). (1997). Handbook of cross-cultural psychology. (Vol. I). Boston: Allyn & Bacon.
- Kagitcibasi, C. (1996). Family and human development across cultures. New Jersey: Lawrence Erlbaum Associates, Publishers.

- Keith, K. D. (2010). Cross-cultural psychology: Contemporary themes and perspectives. UK: Wiley Blackwell.
- Laungani, P. D. (2007). Understanding cross cultural psychology. India: Sage Publications Ltd. Matsumoto, D. & Juang, L. (2004). Culture and psychology. Sydney: Thomson's Wadsworth.
- Rohner, R. P. (1986). The warmth dimension: Foundation of parental acceptance rejection theory. Beverly Hills, CA: Sage Publication, Inc.
- Rohner, R. P. (1999). Handbook for the study of parental acceptance and rejection. Stress. CT: University of Connecticut.
- Shireay, E.B. & Levy, D.A. (2012). Cross-cultural psychology: Critical thinking and contemporary applications (5th ed.). India: New Delhi

4.4.23 Gender Issues in Psychology

Objective

- To give an introduction to Psychology of Gender Differences and related Research Evidence
- To acquaint students with the contemporary Gender related debates and issues particularly in the Pakistani Context.

Text Book

- Brannon, L. (2011, 2008, 2005). Gender: Psychological perspectives .USA: Allyn and Bacon.
- Brettell, C. B. & Sargent, C. F. (2009). Gender in cross-cultural perspective (5th ed.). New Delhi, India: PHI Learning.
- Lindsey, L. L. (2011). Gender roles: A sociological perspective. (5th ed.). New Delhi, India: PHI Learning.
- McCracken, J. (1997, 2009). Thinking about gender: A historical anthology. USA: Harcourt Brace & Company.
- Hassan, I. N. (1990). The psychology of women. Pakistan: Allama Iqbal Open University
- Helgeson, V. S. (2005). Psychology of gender, (2nd ed.). UK: Pearson and Education
- Ussher, J.M. & Paula, N. (1992). Gender issues in clinical psychology (Eds.).
- New York: Rutledge Champion and Hall.

4.4.24 Sociology

Objective

The aim of the course is to teach students to relate sociology's understanding of human behavior in society to Psychological Approaches.

Text Book

- Anderson, M.L. & Taylor, H.F. (2001). Sociology the essentials. Australia: Wadsworth.
- Anthony, G. (2002). Introduction to sociology. UK: Polity Press.
- Crutchfield, D., Ballachey, R. & Krech, E. (1962). Individual in Society. London: Mc Graw Hill.
- Horton, P.B. & Hunt, C.L. (2010). Sociology. New Dehli: McGraw Hill Education.
- Keller, S., & Light, D. (1994). Sociology. (6th ed.). USA: Mc Graw Hill.
- Macionis, J. J. (2005). Sociology. (10th ed.). India: Pearson Education.
- Tischler, H.L. (2002). Introduction to Sociology. (7th ed.). New York: The Harcourt Press.

4.4.25 Economics

Objective

Students will get basic knowledge of other subject in last 2nd year of BS program equivalent to graduation. They will get orientation of other discipline and develop prerequisite of course.

Text Book

- Parkin, M. (2004). Economics. (5th ed.). USA: Addison Wesley.
- Samuelson, A. P., & Nordhaus, D. W. (2004). Economics. (18th ed.). London: McGraw Hills, Inc.

4.4.26 Psycho Pathology

Objective

The course aims to familiarize the students with:

- Basic concepts of Abnormal Psychology; about historical development and current status of Abnormal Psychology; main systems of classification and Diagnosis, Symptomatology, Diagnostic criteria and Etiological factors of different Psychological Disorders.

Text Book

- American Psychological Association.(2003). Diagnostic and statistical manual of Mental disorders IV-TR. Author.
- Barlow, D. H. (2012). Abnormal psychology (6th ed.). Australia: Wadsworth.
- Barlow, D. H. (2010). Textbook of abnormal psychology. Australia: Cengage Learning.
- Barlow, D.H. (2001). Abnormal psychology: An integrative approach (3rd ed.). USA: Wadsworth Publishing.
- Blaney, M. T. & Davis, P. H. (1999). Oxford textbook of psychopathology. Open University press.
- Butcher, J., Mineka, S., Hooley, J.M. (2003). Abnormal psychology.(12th ed.). USA: Pearson Allyn & Bacon.
- Carlson, R. C, Butcher, J. N. & Mineka, S. (1998). Abnormal psychology and modern life. USA: Pearson Allyn & Bacon.
- Comer, R. J. (2011). Fundamentals of abnormal psychology, (6th ed.). New York. Wards Worth Publishers.
- Davison, G. C & Neale, J. M.(2001). Abnormal psychology,(8th ed.). UK: John Wiley and Sons.
- Durand, V. M. (2010). Essentials of abnormal psychology (5th ed.). Australia: Wadsworth.
- Isabel, A. J. (2013). Textbook of abnormal psychology. New Delhi: Random Export.
- Kring, A. M. (2010). Abnormal psychology (11th ed.). UK: John Wiley and Sons.
- Levak, R. W. (2011). Therapeutic feedback with the MMPI-2. NY: Routledge.
- Mash, E. J. (2010). Abnormal child psychology (4th ed.). Australia: Wadsworth.

4.4.27 Schools and Perspectives in Psychology

Objective

- The main objective of this course is to:
- Familiarize the students with history and foundations of Psychology and also to familiarize them with different Perspectives in Psychology.
- Provide students a comprehensive understanding of Theoretical basis of human behavior

- i.e. basic concepts and application of major perspectives: Psychodynamic, Behaviouristic, Cognitive, Humanistic, Existential, Gestalt and Islamic.

Text Book

- Brennan, F. J. (2003). History and system of psychology. USA: Prentice Hall.
- Campo, J. E. (2009). Encyclopedia of Islam. USA: Info base Publishing
- Hergenhahn, B. R. (2008). An Introduction to the history of psychology.(5th ed.). UK: Cengage Learning
- Leahy, T. A. (1998). History of modern psychology. (2nd ed.). New Jersey: Prentice Hall.
- Pervin, L.A. (2003). The science of personality. (2nd ed.). UK: Oxford University press.
- Schultz, D.P. & Schultz, S. E. (2007). A history of modern psychology. Orlando, USA: Harcourt Brace College press.
- Sharif, M. M. (1983). A history of Muslim philosophy. Germany: AlingerHcmaIrerlag, New York: Harcourt Press.
- Tavis, C. & Wade, C. (2001). Psychology in perspective.(3rd ed.). USA: Prentice Hall
- Ymey, W. & King, D. B. (2003). A history of psychology: Ideas and context (3rd ed.). Boston: Harcourt Press.

4.4.28 Psychological Assessment (Theory)

Objective

- The objective of this course is to provide students knowledge about test construction, types and purpose of Psychological Testing, Psychometric Properties of Psychological Tests
- To enable students understand Rational, Administration, Scoring and Interpretation of Psychological Tests.

Text Book

- Aiken, L. R. & Groth-Marnat, G. (2006). Psychological testing and assessment. UK: Allyn & Bacon, Inc
- Anastasi, A. (2010). Psychological testing (7th ed.). New Delhi: PHI Learning.
- Cohen, R. J., & Swerdlik, M. E. (2005). Psychological testing and assessment. (6th ed.). New York: McGraw-Hill
- DeGregorio, R.A. (2007). New developments in psychological testing. NY: Nova Publishers
- Domino, G. & Domino, M. L. (2006). Psychological testing: An introduction. (2nd ed.). UK: Cambridge University Press
- Edward, S. N. & Fawcett, C.R. (2010). Essentials of testing & assessment. USA: Brooks /Cole
- Goldfinger, K. (2010). Psychological assessment and report writing. Los Angeles: Sage
- Groth-Marnat, G. (2003). Handbook of psychological assessment. UK: John Wiley & Sons
- Loewenthal, K. M. (2001). An introduction to psychological tests and scales. USA: Psychology Press
- Neukrug, E. S. (2010). Essentials of testing and assessment (2nd ed.). Australia: Brooks/Cole.
- Teglassi, H. (2010). Essentials of TAT and other storytelling assessments (2nd ed.). NJ: John Wiley and Sons.

4.4.29 Psychological Assessment (Practical)

Objective

- This course will provide hand on experience of Constructing an Achievement Test, and determine its Psychometric Properties.
- The course also aims to provide students practical experience of Administration,

Scoring, Interpreting and writing Report following Code of Ethics.

Text Book

- Aiken, L. R. & Groth-Marnat, G. (2006). Psychological testing and assessment. UK: Allyn & Bacon, Inc
- Anastasi, A. (2010). Psychological testing (7th ed.). New Delhi: PHI Learning.
- Cohen, R. J., & Swerdlik, M. E. (2005). Psychological testing and assessment. (6th ed.). New York: McGraw-Hill
- DeGregorio, R.A. (2007). New developments in psychological testing. NY: Nova Publishers
- Domino, G. & Domino, M. L. (2006). Psychological testing: An introduction. (2nd ed.). UK: Cambridge University Press
- Edward, S. N. & Fawcett, C.R. (2010). Essentials of testing & assessment. USA: Brooks / Cole
- Goldfinger, K. (2010). Psychological assessment and report writing. Los Angeles: Sage
- Groth-Marnat, G. (2003). Handbook of psychological assessment. UK: John Wiley & Sons
- Loewenthal, K. M. (2001). An introduction to psychological tests and scales. USA: Psychology Press
- Neukrug, E. S. (2010). Essentials of testing and assessment (2nd ed.). Australia: Brooks/Cole.
- Teglassi, H. (2010). Essentials of TAT and other storytelling assessments (2nd ed.). NJ: John Wiley and Sons.

4.4.30 Developmental Psychology

Objective

- The course will provide students insight about the major Developmental Milestones and stages of Development.
- This course will enable students to think critically about the Developmental issues such as Parenting Styles, Identity Crisis, Family & Culture.
- It would also help develop an understanding of Developmental Theories and their application in the Pakistani Cultural Context.

Text Book

- Berger, K. S. (2012). The developing person through the life span. New York: Worth Publishing Company.
- Brofenbrenner, V. (1972). Influences on human development. The Dresden Press, Inc.
- Craig, J. G. (1996). Human development (7th ed.). New Jersey: Prentice Hall Publishing Co.
- Crain, W. (2011). Theories of development (6th ed.). Boston: Prentice Hall.
- Crain, W. (2010). Theories of development: Concepts and applications. (6th ed.). New York: Pearson Higher Education Inc.
- Dacey, J. S., & Travers, J. F. (2004). Human development. (5th ed.). Boston: McGraw-Hill
- Dehn, M. J. (2010). Long term memory problems in children and adolescents. New Jersey: John Wiley and Sons.
- Feldman, R. (2003). Development across the life span (3rd ed.). New York: Prentice Hall Publishers.
- Freiberg, K. L. (1992). Human development. (4th ed.). London: Jones & Bartlett Publishers.
- Kail, R. V. (2013). Human development (6th ed.). Australia: Wadsworth.
- Malhomes, V. (2010). Applied research in child and adolescent development. NY: Psychology Press.

- Moshman, D. (2011). Adolescent rationality and development (3rd ed.). NY: Psychology Press.
- Rathus, S. A. (2011). Childhood and adolescence (4th ed.). Australia: Wadsworth.
- Rice, P. F. (1998). Human development: A life span approach. (3rd ed.). New Jersey: Prentice Hall Inc.
- Santrock, J. W. (2002). Life span development. New York: McGraw Hill Inc.
- Santrock, J. W. (2010). Life span development.(13th ed.).New York: McGraw Hill Inc.
- Wear, C. (1994). Developmental psychopathology (3rd ed.). NY: McGraw Hill.
- Sandmen, W. J. (1997).Human development (6th ed.). New York: McGraw Hills Co.

4.4.31 Research Methods - I

Objective

This course aims to:

- Familiarize students with major concepts of Research Methodology i.e. from generating Research Idea to Data Collection, Analysis and Interpretation of findings.
- The course aims to develop Scientific Reasoning and Understanding of link between Theory and Empirical Investigation.
- Equip them with expertise of Examining Strengths and Weaknesses of Methodologies drawn from Qualitative and Quantitative Traditions.
- Enable students make choices of appropriate methods to plan and execute Research Projects.

Text Books

- Breakwell, G. M. (2012). Research methods in psychology (4th ed.). Los Angeles: Sage.
- Bryman, A. (2011). Quantitative data analysis with IBM SPSS 17, 18 and 19. London: Routledge.
- Coakes, S. J. (2010). SPSS version 17.0 for windows. Australia: John Wiley & Sons.
- Cooper, H. (2010). Research synthesis and meta analysis(4th ed.). Los Angeles: Sage.
- Devellis, R. F. (2012). Scale development (3rd ed.). Los Angeles: Sage.
- Evans, A. N. (2011). Methods in psychological research (2nd ed.). Los Angeles: Sage.
- Flick, U. (2011).Introducing research methodology. Los Angeles: Sage.
- Gelfand, H. (2010). Mastering APA style (6th ed.). Los Angeles: Sage.
- Goodwin, C. J. (2002). Research in psychology: Methods and design. (3rd ed.). New York:John Wiley & Sons.
- Malhomes, V. (2010).Applied research in child and adolescent development. NY: Psychology Press.
- McBride, D. M. (2013).The process of research in psychology (2nd ed.). Los Angeles: Sage.
- McBurney, D. H. (1998). Research methods (4th ed.). Pacific Grove: Brooks/Cole Publishing Company.
- Mook, D. G. (2001).Psychological research: The ideas behind the methods. New York. John Wiley & Sons.
- Nestor, P. G. (2012). Research methods in psychology. Los Angless: Sage
- Nestor,P., &Schutt, R. (2012).Researchmethodsinspsychology: Investigating human behavior.USA: Sage Publication.
- Ray, W. J. (2000). Methods toward a science of behavior and experience (6th ed.). U.S.A: Wadsworth Thomson Learning.

- Reis, H. T. & Judd, C. M.(2000). Handbook of research methods in social and personality psychology. United Kingdom: Cambridge University Press.
- Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005). Research methods in psychology. (5th ed.). Singapore: McGraw-Hill.
- Silverman, D. (2011). Interpreting qualitative data (4th ed.). Los Angeles: Sage.
- Silverman, D. (2011). Qualitative research (3rd ed.). Los Angeles: Sage.
- Stangor, C. (2011). Research methods for the behavioral sciences (4th ed.). Australia: WADSWORTH.
- Willig, C. (2010). Introducing qualitative research in psychology (2nd ed.). New Delhi: Tata McGraw Hill.

4.4.32 Statistics in Psychology

Objectives

This course is designed to train the students in Theoretical as well as applied statistics with particular reference to Psychology. The statistical analysis is a very essential part of psychological research and students need to have a grasp over the concepts, theoretical rational of use of certain Statistical Analysis and also to learn to carry out these analyses.

Text Books

- Alder, H.L. & Accsstes, E.B. (1999). Introduction to probability and statistics. San Francisco: Froeman and Company.
- Boslaugh, S., & Watters, P. A. (2008). Statistics in a nutshell: A desktop quick reference. UK: O'Reilly Media.
- Casella, G., & Berger, R. L. (2002). Statistical inferences (2nd ed.). Australia: Thomson Learning
- Corder, G. W. (2009). Nonparametric statistics for non-statisticians. London: Wiley.
- Downic, N. M. & Heath, R.W. (1990). Basic statistical methods. New York: Harcourt Brace & Jakanovich
- Field, A. (2009). Discovering statistics using SPSS (3rd ed.). Los Angeles: Sage.
- Gelfand, H. (2010). Mastering APA style (6th ed.). Los Angeles: Sage.
- Gravetter, F. J., & Walliam, L. B. (2000). Statistics for the behavioral sciences (5th ed.). Australia: Wadsworth Thomson Learning
- Gupta, S. (2009). Business statistics. India: BiyaniShikshanSamiti Retrieved from <http://www.gurukpo.com/ADMIN/Bookpdf/23.pdf>
- Howell, D.(2002). Statistical methods for psychology (5thed.). Singapore: Luxury Press.
- King, B.M., Minimum, E.W. (2009). Statistical reasoning in psychology and education(3rded.). New York: John Wiley & Sons, Inc.
- Klotz, J. H. (2006). A computational approach to statistics. UK: Wisconsin
- Mangel, S. K. (2004). Statistics in psychology and education (2nd ed.). India; Prentice-Hall of India Pvt. Limited
- McClane, J. T. (2000). A first course in statistics (7th ed.). USA: Prentice Hall
- Moore, D. S., & McCabe, G. P. (1998). Introduction to the practice of statistics (3rd ed.). New York: Longmans.
- Muhammad, F. (2005). Statistical methods and data analysis. Pakistan: KitabMarkaz Neave, H. R. (2011). Statistical tables: For mathematicians, engineers, economists, and the behavioral and management sciences (2nd ed.). New York: George Allen & Unwin

- Pelosi, M. K., & Sandifer, T. M. (2003). Elementary statistics. USA: John Wiley & Sons, Inc. Sinha, B. J. (2000). Encyclopedia of statistics, psychology and education. New Jersey: Anmol Terry Sircich Upper Saddle River
- Tabachnick, B. G. (2013). Using multivariate statistics (6th ed.). Boston: Pearson.
- Weiers, R. M. (2011). Introduction to business statistics (7th ed.). USA: South Western Cengage Learning
- Winer, S. B. (1990). Statistical principles in experimental design. NY: McGraw Hill Book Company.

4.4.33 Theories of Personality

Objectives

To cover different Perspectives and Theories explaining personality. Main Concepts and principles, explanation of Personality Development, Assessment, and Proposed interventions will be covered in this course.

Text Books

- Allen, B. P. (1997). Personality theories: Development, growth and diversity. (2nd ed.). Boston: Allyn & Bacon.
- Buss, D. M. (2004). Evolutionary psychology: The science of mind (2nd ed.). Boston: Allyn & Bacon.
- Edi, P. R. S. (2011). Human aggression and violence. Washington: American Psychological Association.
- Ewen, R. B. (1998). An introduction of theories of personality. (5th ed.). New Jersey: Lawrence Erlbaum Associate Publishers.
- Feist, J. (1985). Theories of personality. Sydney: Holt Rinehart & Winston, Inc.
- Guindon, M. H. (2010). Self esteem. NY: Routledge.
- Larsen, R. J. (2008). Personality psychology (3rd ed.). Boston: McGraw Hill.
- Pervin, L. A., Cervone, D., & John, O. P. (2005). Personality theory and research (9th ed.). New York: John Wiley & Sons.

4.4.34 Biological Basis of Behavior

Objectives

This course will cover the underlying Biological basis of Human behavior including Brain and Glands. It is designed to be an introductory course focusing on the relationship between the nervous system, structure and function of brain, glandular system and human behavior as well as implications of glands and nervous system in Psychiatric Disorders.

Text Books

- Beatty, J. (2000). The human brain-essentials of behavioral neuroscience. University of California: Sage Publications, Inc.
- Beaumont, G. (1990). Understanding Neuropsychology, OUP.
- Carlson, N. R. (2005). Foundation of physiological psychology (6th ed.). UK: Allyn and Bacon.
- Greenwood. (1997). Neuropsychological rehabilitation, USA: Psychology Press.
- Kalat, J. W. (2001). Biological psychology (7th ed.). USA: Woodsworth.
- Pinel, J. P. (2006). Biopsychology (6th ed.). UK: Allyn and Bacon.
- Smock, T. (1999). Physiological psychology. USA: Prentice-Hall.
- Squire, L. (1990). Neuropsychology of Memory, Guilford Press, USA.
- Watson, N.V. et al (2007). Biological psychology. (5th ed.). UK: Sinaver Associates.
- Wilson, B. (1999). Neuropsychological rehabilitation. UK: Oxford University Press.
- Pinel, J. (1997). Bio-Psychology, 3rd Edition, Allyn & Bacon.

- Pincus, J. (1985). Behavioural Neurology, OUP.

4.4.35 Health Psychology

Objectives

- To introduce the students to a new emerging branch of Psychology
- To introduce students to the basic Terminology, Avenues of Research, and Theoretical models in Health Psychology
- To develop an understanding of the application of principles of Psychology in learning and developing healthy and unhealthy behaviors
- To develop an understanding of the Psychological Interventions appropriate for managing health conditions, for disease Prevention, Promoting health behaviors, and health enhancement

Text Books

- Bernard, L.C. & Krupat, E. (1994). Health psychology: Bio psychological factors in health and illness. New York; Harcourt Brace College Publishers.
- Brannon, L. & Feist, J. (2004, 2010). Health psychology: An introduction to behavior and health. (5th ed.). USA: Wadsworth.
- Cockerham, W. C. (1998). Medical sociology. New Jersey: Prentice – Hall.
- Ewles. L. & Simnett, I. (1989). Promoting health: A practical guide to health education. Chichester: John Wiley & Sons.
- Forshaw, M. (2002). Essential health psychology. London: Arnold.
- Ogden, J. (2005) A Text book of Health Psychology. (6th ed.). Open University Press
- Pearce, S., & Wardle, J. (Eds.). (1989). The practice of behavioral medicine. Oxford: BPS Books.
- Sanderson, C. A. (2004). Health psychology. USA: Wiley
- Sanders, G. S., & Suls, J. (Eds.). (1982). Social psychology of health and illness. Hillsdale; Lawrence Erlbaum Associates Publishers.

Spacapan, S., & Oskamp, S. (Eds.). (1988). The Social psychology of health and illness. London: SAGE Publication.

4.4.36 Research Methods – II

Objective

- The main objective of this course is to cover Research Designs, Methodologies and Measurement Strategies. The course will also include report writing as per APA 6 Format.
- Text Book
- Creswell, J. (2008). Research design: Qualitative, quantitative, and mixed methods approach. UK: Sage Publications
- Edmonds, W., & Kennedy, T. (2013). An applied reference guide to research designs: Quantitative, qualitative, and mixed methods. UK: Sage Publications
- Goodwin, C. J. (2002). Research in psychology: Methods and design. (3rd ed.). New York: John Wiley & Sons.
- Mook, D.G. (2001). Psychological Research: The Ideas behind the Methods. New York.
- Nachmias, C.F. & Nachmias, D. (1992). Research Methods in the social sciences (4th ed.). London: St. Martin's Press, Inc.
- Ray, W. J. (2000). Methods toward a Science of Behavior and Experience (6th ed.), U.S.A: Wadsworth Thomson Learning.

- Reis, H. T. & Judd, C.M.(2000). Handbook of Research Methods in Social and Personality Psychology. United Kingdom, Cambridge University Press.
- Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005). Research methods in psychology (5th ed.). Singapore: McGraw-Hill.

4.4.37 Group Research

Objective

Text Book

4.4.38 Statistical Analysis

Objective

The Statistical Analysis is an essential part of Psychological Research and students need to have a grasp over the concepts, theoretical rationale to use certain Statistical Analysis and also to learn the procedure to carry out these Analyses.

This course is designed to enhance their competence in using SPSS for Data Processing, entry, analysis and interpretation of output files and also to select and report analysis in form of table and be able to interpret the findings.

Text Book

- Bryman, A. (2011). Quantitative data analysis with IBM SPSS 17, 18 and 19. London: Routledge.
- Coakes, S. J. (2010). SPSS version 17.0 for windows. Australia: John Wiley & Sons.
- Field, A. (2009). Discovering statistics using SPSS (3rd ed.). Los Angeles: Sage.
- Gelfand, H. (2010). Mastering APA style (6th ed.). Los Angeles: Sage.
- Kinnear, P. R. (2010). IBM SPSS statistics 18 made simple. New York: Psychology press.
- Maran, R. (1995). Windows 95 simplified. Foster City, C.A: IDG Books Worldwide, Inc.
- Maran, R., & Wing, K. (1997). Teach yourself word 97. Foster City, C.A: IDG Books worldwide, Inc.
- Nelson, K.Y. (1996). Windows 95 is driving me crazy. Berkeley, CA: Peach pit Press.

4.4.39 Social Psychology

Objective

- The course will develop an insight in students about how people think, perceive and relate to others.
- This will help in developing an understanding of the concepts related to self and how self-functions in social world.
- This will also enable students to think critically about social processes, influences, relations and attitudes.
- The course emphasizes on the understanding of application of Social Psychology concepts in the real life settings.

Text Book

- Baron, R. A., & Byrne, D. (1997). Social psychology. (12th ed.). Boston: Allyn & Bacon
- Baron, R. A., Branscombe, N. R., & Byrne, D. (2009). Social psychology (12th ed.). Boston, MA: Pearson/Allyn and Bacon.
- Baumeister, R. F. (1999). Self in social psychology. USA: Taylor & Francis.
- Crisp, R. J. (2010). Essential social psychology (2nd ed.). Los Angeles: Sage.
- Edi., D. C. (2011). Theories in social psychology. UK: Wiley-Blackwell.
- Edi., R. F. B. (2010). Advanced social psychology NY: Oxford University Press.
- Franzoi, S. L. (2008). Social psychology (5th ed.). New York: McGraw-Hill.
- Healey, J. F. (2010). Exploring social issues. Los Angeles: Sage.

- Horowitz, L. M. (2011). Handbook of interpersonal psychology. UK: John Wiley & Sons. Kassin, S. (2011). Social psychology (8th ed.). Wadsworth: Wadsworth.
- Knapp, H. (2010). Introduction to social work practice. Los Angeles: Sage. Myers, D. G. (1996). Social psychology. New York: McGraw Hill Book Company. Myers, D. G. (2012). Social psychology (11th ed.). New York: McGraw-Hill.
- Taylor, S. E., Peplau, A. L., & Sears, D. O. (2006). Social psychology (12th ed.). Englewood Cliffs, NJ: Prentice Hall.

4.4.40 Experimental Psychology

Objective

- To provide conceptual understanding of Experimental Psychology and acquaint them with latest research in the areas of Learning, perception, and Memory; to develop an experimental/investigative approach among students.

Text Book

- Boring, E. (2007). History of experimental psychology. India: Cosmo Publications
- Broadbent, D. E. (1998). Perception and communication. (2nd ed.). London: Pergamon press.
- Carter, P. & Russell, K. (2012). Ultimate IQ tests (2nd ed.). USA: Viva Books
- Chance, P. (2003). Learning and behavior (5th ed.). Belmont, CA: Thomson Wadsworth.
- Goldstein, F. (1995). Sensation and perception. NY: McGraw Hill.
- Kimble, G. (1994). A new formula for behaviorism. Psychological Review, 1994, 101, 254-258.
- Leahay, J. (1998). Learning and cognition. New York: Willey series in psychology.
- Matlin, P. (1998). Cognition. UK: Routledge and Kagan Paul.
- Osgood, C. F. (1995). Methods and theory in experimental psychology. New York: Oxford. University Press.
- Postman, L. & Egan, J.P. (2007). Experimental psychology: An introduction. India: CBS Publishers & Distributors.
- Stevens, S. S. (1998). Handbook of experimental psychology. London: John Wiley.
- Watson, J. B. (1994). Reprint of psychology as behaviorist views it. Psychological Review, 101, 248-253.

4.4.41 Lab Experiments

Objective

To train students in designing, conducting and reporting lab experiments both on human and animal subjects

4.4.42 Course Title: Community

Objective

The aim of the course is to sensitize the students for Community Welfare and to enable them to bring about awareness regarding various community problems in the community.

4.4.43 Research Thesis (Major)

Objective

The aim of the course is to equip students with Critical Analysis and Evaluation of the Scientific Literature. It will help students to devise a research study on their own and contribute valuable knowledge in the field of Psychology.

4.4.44 Clinical Psychology

Objective

- To provide students an opportunity to have theoretical as well as Practical knowledge of Clinical Psychology
- To help students gain an understanding of the Diagnostic and Assessment procedures in Clinical Psychology
- To help students understand Models and Intervention techniques of Clinical Psychology

Text Book

- Edelstein, M. R. & Steele, D. R. (1997). Three minute therapy: Change your thinking, change your life. UK: Sussex Publishers.
- Edl, G. M. R. (2010). Clinician's guide to posttraumatic stress disorder. NJ: Wiley.
- Edl, J. M. G. (2010). Handbook of clinical neuropsychology. UK: Oxford University Press. Edl, N. K. (2010). Cognitive and behavioral theories in clinical practice. NY: The Guilford Press.
- Ellis, A., & Maclaren, C., (1998). Rational emotive behavior therapy: A therapist's guide. USA: Impact Publishers.
- Ellis, A., & Becker, M.I. (1982). A guide to personal happiness. USA: Melvin Powers. Falender, C. A. (2012). Getting the most out of clinical training and supervision. Washington: American Psychological Association.
- Goldstein, L. H. (2013). Clinical neuropsychology (2nd ed.). UK: Wiley Blackwell.
- Jongsma, A. E. & Peterson, L. M. (2006). The complete adult psychotherapy treatment planner (Practice Planners). NJ: Wiley.
- Kewley, G. (2011). Attention deficit hyperactivity disorder (3rd ed.). UK: Routledge.
- Kramer, G. P., Bernstein, D. A., & Phares, V. (2008). Introduction to clinical psychology (7th ed.). NY: Prentice Hall.
- Miltenberger, R. (1997). Behavior modification: Principles and procedures. U.S.A: Brooks/Cole publishing Company
- Shorvon, S. (2010). Handbook of epilepsy treatment (3rd ed.). UK: Wiley-Blackwell. Sink, C. (2011). Mental health interventions for school counselor. Australia: Brooks/Cole. Spiegler, M.D. & Guevremont, D.C. (1998). Contemporary behavior therapy (3rd ed.). USA: Brooks/Cole Publishing Company

4.4.45 Organizational Psychology

Objective

To provide students adequate knowledge of the concepts and theoretical models of Organizational Psychology, the course is designed to help students learn major dimensions of Organizational Psychology within its Ethical and Legal Framework.

Text Book

- Aamodt, M. G. (2004). Applied industrial and organizational psychology. Australia: Thomson Duening, T. N. & Ivancevich, J. (2005). Managing organizations. (2nd ed.). California: Atomic Dog Publishing.
- Gruneburg, M. M & Oborone, D.J. (1981). Psychology and industrial productivity. Hong Kong: The Macmillan press Ltd.
- Jewell, L. N. (1998). Contemporary industrial and organizational psychology (3rd ed.). Brooks/Cole Publishing Company. U.S.A.
- Jed, S. M. (2002). Organizational psychology. New York: John Wiley and Sons.

- Landy, F. J. (2004). *Work in 21st century: An introduction to industrial and organizational psychology*. Boston: McGraw Hill
- Riggio, R. E. (2003). *Introduction to industrial organizational psychology*. (4th ed.). USA: Prentice Hall.
- Rogelberg, S. G. (2004). *Handbook of research methods in industrial and organizational psychology*. Malden: Blackwell Publishing.
- Schultz, D.P. (2010). *Psychology and work today: An introduction*. New Delhi: Pearson
- Schultz, S. E. (1984). *Psychology and work today*. (6th ed.). New York: Macmillan publishing Company.
- Specto, P. E. (1996). *Industrial and organizational Psychology*. USA: John Wiley & sons, Inc.

4.4.46 Case Reports -I

Objective

This course is designed to equip the students with practical skills in application of the basic concepts of Clinical Psychology. Students will learn to integrate the applied practice and skills in history taken, psychological assessment, diagnosis, formulation and devising intervention/ prevention plan. Students will write detailed descriptive case studies of interviewed clinical cases of Child, Adult and Geriatrics in Hospitals and Community health services. Students will also enhance clinical case report writing skills by improving their linguistic expertise as well as following the APA format.

4.4.47 Positive Psychology

Objective

- To highlight and discuss the importance of Emotional and Cognitive states as well as positive interpersonal behavior which could make one's life more meaningful.
- To get an understanding of the valued personal experiences in the past, in present and for the future contributing to personal satisfaction and happiness.
- To discuss how positive changes can be made in one's life by thinking and behaving positively at various levels and situations– schools, work, and communities.
- To gain a deeper insight in the current research focused on pleasure, joy, creativity, self- efficacy, flow, well-being, etc.

Text Book

- Baumgardner, S. R., & Crother, M. K. (2009). *Positive Psychology*. Pearson Education.
- Corer, L., Keyes, M., & Handit, J. (Eds.), (2002). *Flourishing – Positive psychology and the life*. Washington: APA Publication
- Eds, S. I. D. (2011). *Applied positive Psychology*. Taylor and Francis: New York.
- Seligman, M. E. P. (2002). *Authentic happiness*. Free Press.
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2010). *Positive Psychology: The scientific and practical explorations of human strengths* (2nd ed.). USA: SAGE Publications, Inc.
- Snyder, C.R., & Lopez, S.J.(2007). *Positive Psychology*. London: Sage Publications.
- Swinson, J. (2012). *Positive Psychology for teachers*. London: Rutledge.

4.4.48 Peace Psychology

Objective

- To become more knowledgeable concerning the Core Concepts and methods involved in Peace Psychology.
- To become familiar with various forms of direct violence ranging from Intimate Violence to mass Violence and War.
- To have understanding of the concept of Structural Violence and its impact on Individuals, Groups, and Communities.
- To become familiar with the importance of and the strategies involved in understanding of the various aspects of Conflict including Partisan Perceptions.

Text Book

- Abrahams, N. (2001). Intimate violence. In D. J. Christie, R. V. Wagner, & D. Winter (Eds.), *Peace, conflict, and violence: Peace psychology in the 21st century*. Upper Saddle Creek, NJ: Prentice-Hall.
- Borris, E., & Diehl, P. F. (1998). *Forgiveness, reconciliation, and the contribution To international peace keeping*. In H. J. Langholtz (Ed.). *The psychology of peacekeeping*. Westport, CT: Praeger Publishers.
- Christie, D. J., Wagner, R. V., & Winter, D. (2001). Introduction to peace psychology. In D. J. Christie, R. V. Wagner, & D. Winter (Eds.), *Peace, conflict, and violence: Peace psychology in the 21st century* (pp. 1-13). Upper Saddle Creek, NJ: Prentice-Hall.
- Fisher, R., Schneider, A. K., Borgwardt, E., & Ganson, B. (1997). *Coping with International conflict*. Upper Saddle River, N.J.: Prentice-Hall.
- Langholtz, H. J. (1998). The evolving psychology of peacekeeping. In H. J. Langholtz (Ed.).
- The psychology of peacekeeping (pp. 3-16). Westport, CT: Praeger Publishers.

4.4.49 Research Thesis

Objective

The aim of the course is to equip students with critical analysis and evaluation of the Scientific Literature. It will help students to devise a research study on their own and contribute valuable knowledge in the field of Psychology.

Text Book

- Bartol, C.R., & Bartol, A. M. (2012). *Introduction to Forensic Psychology: Research and application*. (3rd ed.). London: Sage Publications, Inc.
- Davies, G., & Beech, Anthony. (n.a). *Forensic Psychology: Crime, justice, law, interventions*. (2nd ed.). UK. BPS Blackwell.
- Edi, J. R. A. (2010). *Forensic Psychology*. (2nd ed.). UK: BPS Blackwell.
- Fitzgerald, J. D., & Cox, S.M. (2001). *Research methods and statistics in criminal justice: An introduction*. (3rd ed.). Australia: Thomson
- Heidensohn, F. (1985). *Women and crime*. London: Macmillan Education Ltd.
- Laurence, S. & Wrightman, (2001). *Forensic Psychology*. USA: Belmont.
- Siegel, L. J. (2007). *Criminology: Theories, Patterns, and Typologies*. (9th ed.). Australia:
- Thomson Wadsworth
- Springer, D. W. & Roberts, A.R. (2007). *Handbook of forensic mental health with victims and offenders: Assessment, treatment, and research*. New York: Springer Publishing Company L.I.C.

- Towel, G. J. & Crighton, D. A. (2010). Forensic Psychology. UK: Blackwell.
- Weiner, B. A. & Hess, A. (2006). The handbook of Forensic Psychology. (3rd ed.). New York: John Wiley & Sons.
- Wrightman, L.S., & Fulero, S.M. (2009). Forensic Psychology. (2nd ed.). USA: Thomson Wadsworth.

4.4.50 Forensic Psychology

Objective

Main objective of this course is:

- Provide orientation to students of the main Concepts, Models, Assessment and Intervention in Forensic setting.
- To acquaint students with contribution of Forensic Psychologists to the legal system i.e. Law Enforcement Agencies (LEAs), Judicial and Correctional Settings.
- Train them in Interrogation and Assessment and Rehabilitation Modalities appropriate to the Civil and Criminal settings. Students would be familiarized with the Methods used by Forensic Psychologists.

Text Book

- Bartol, C.R., & Bartol, A. M. (2012). Introduction to forensic psychology: Research and application. (3rd ed.). London: Sage Publications, Inc.
- Davies, G., & Beech, Anthony. (n.a). Forensic psychology: Crime, justice, law, interventions. (2nd ed.). UK. BPS Blackwell.
- Edi, J. R. A. (2010). Forensic psychology. (2nd ed.). UK: BPS Blackwell.
- Fitzgerald, J. D., & Cox, S.M. (2001). Research methods and statistics in criminal justice: An introduction. (3rd ed.). Australia: Thomson
- Heidensohn, F. (1985). Women and crime. London: Macmillan Education Ltd.
- Laurence, S. & Wrightman, (2001). Forensic psychology. USA: Belmont.
- Siegel, L. J. (2007). Criminology: Theories, Patterns, and Typologies. (9th ed.). Australia: Thomson Wadsworth
- Springer, D. W. & Roberts, A.R. (2007). Handbook of forensic mental health with victims and offenders: Assessment, treatment, and research. New York: Springer Publishing Company L.I.C.
- Towel, G. J. & Crighton, D. A. (2010). Forensic psychology. UK: Blackwell.
- Weiner, B. A. & Hess, A. (2006). The handbook of forensic psychology. (3rd ed.). New York: John Wiley & Sons.

4.4.51 Human Resource Management (HRM)

Objective

- To provide students understanding of main concepts of Human Resource management and role of Psychologist in HRM.

Text Book

- Bayars, L. L. and Rue, L. W., (2000). Human resource management. Boston, MA; Irwin McGraw-Hill.
- Bolander, G., Snell, C. and Sherman, A. (2001). Managing human resource. Cincinnati, OH: South – Western.
- DeCenzo, D.A., & Robbins, S.P. (2002). Human resource management. New York; Wiley Raymond, N. A., John, H. R., Barry, G., & Patrick, W. M. (2003) Human

resource management: Gaining a competitive advantage.MA: Irwin McGraw-Hill.

4.4.52 Case Reports - II

Objective

This course is designed to equip the students with practical skills in application of the basic concepts of Clinical Psychology. Students will learn to integrate the applied practice and skills in history taken, Psychological Assessment, Diagnosis, Formulation and Devising Intervention/ prevention plan. Students will write detailed descriptive Case Studies of interviewed Clinical Cases of Child, Adult and Geriatrics in Hospitals and Community Health Services. Students will also enhance Clinical case report writing skills by improving their Linguistic expertise as well as following the APA 6 format.

4.5 Standard 2-1

The curriculum must be consistent and support the program's documented objectives.

BS Applied Psychology program is designed with Core areas of theoretical work, lab work, clinical work, Project work and research work to meet the requirements for undergraduates to enter the graduate program.

1. Group 1: Computer Sciences

Analysis of Algorithm (CS-3043), Advance Operating System (CS-3099), 3D-Computer Animation (MGMT-2023), Digital Logic and Design (CS-1043), Discrete Structure (CS-1033), Introduction to Web Development (IT-1023), Introduction to Computing (CS-1014), Network Security (CS-3098), Programming Fundamentals (CS-1024), Software Requirement Engineering (SE-2023), Theory of Computing (CS-3097), Introduction to Software Development (SS-1013), Object Oriented Programming (CS-2024), Data Structure & Algorithms (CS-2014), Computer Organization & Architecture (CS-2043), Data Communication (CS-3083), Database Management (CS-3024), Operating Systems (CS-3014), System Analysis & Design (CS-3183), Computer Communication & Networks (CS-3033), Human Computer Interaction (CS-3113), Software Project Management (SE-3043), Software Design & Architecture (SE-3023), Theory of Automata (CS-3193), Software Construction (SE-3063), Software Quality Assurance (SE-3053), Information Security Management (CS-4213), Web Programming (IT-3033)

2. Group 2 General Sciences

Physics (PHY-1013)

3. Group 3 Humanities

Communication Skills (SS-1023), Life & Living 1 (Personality Development) (SS-1062), English Comprehension & Composition (SS-1013), Life & Living 2 (SS-1072), Life & Living 3 (SS-2031), Life & Living 4 (SS-2041), Technical & Business Writing (SS-2023), Life & Living 5 (SS-3021), Life & Living 6 (SS-3031), Life & Living 7 (Professional Ethics) (SS-4011), Life & Living 8 (SS-4021)

4. Group 4: Mathematical Sciences

Multivariable Calculus (MATH-1023), Calculus & Analytical Geometry (MATH-1013), Linear Algebra & Applications (MATH-2023), Statistics & Probability (STAT-2013), Numerical and Symbolic Computation (MATH-3013)

5. Group 5: Projects

6. Course Groups and Program Objectives

Courses Groups	Objectives				
	1	2	3	4	5
1	X	X	X	X	
2				X	
3	X	X	X	X	X
4	X		X	X	
5				X	

Table 4: Courses versus Program Objectives

4.6 Standard 2-2

Theoretical backgrounds, problem analysis and decision Making and Planning must be stressed within the program’s core material.

Elements	Courses
Theoretical Background	Communication Skills (SS-1023), Digital Logic and Design (CS-1043), Discrete Structure (CS-1033), Introduction to Web Development (IT-1023), Introduction to Computing (CS-1014), Life & Living 1 (Personality Development) (SS-1062), Multivariable Calculus (MATH-1023), Network Security (CS-3098), Programming Fundamentals (CS-1024), Software Requirement Engineering (SE-2023), Calculus & Analytical Geometry (MATH-1013), Theory of Computing (CS-3097), Introduction to Software Development (SS-1013), Linear Algebra & Applications (MATH-2023), Physics (PHY-1013), Statistics & Probability (STAT-2013), Technical & Business Writing (SS-2023) Data Structure & Algorithms (CS-2014), Database Management (CS-3024), Numerical and Symbolic Computation (MATH-3013), Operating Systems (CS-3014), Theory of Automata (CS-3193), Software Construction (SE-3063), Software Quality Assurance (SE-3053), Life & Living 7 (Professional Ethics) (SS-4011), Information Security Management (CS-4213),
Problem Analysis	Analysis of Algorithm (CS-3043), Advance Operating System (CS-3099), Digital Logic and Design (CS-1043), Discrete Structure (CS-1033), Multivariable Calculus (MATH-1023), Software Requirement Engineering (SE-2023), Calculus & Analytical Geometry (MATH-1013), Linear Algebra & Applications (MATH-2023), Object Oriented Programming (CS-2024), Data Structure & Algorithms (CS-2014), Computer Organization & Architecture (CS-2043), Data Communication (CS-3083), System Analysis & Design (CS-3183), Computer Communication & Networks (CS-3033), Human Computer Interaction (CS-3113), Software Design & Architecture (SE-3023), Theory of Automata (CS-3193), Software Construction (SE-3063), Information Security Management (CS-4213)

Solution Design	Analysis of Algorithm (CS-3043), Advance Operating System (CS-3099), 3D-Computer Animation (MGMT-2023), Digital Logic and Design (CS-1043), Discrete Structure (CS-1033), Object Oriented Programming (CS-2024), Database Management (CS-3024), System Analysis & Design (CS-3183), Computer Communication & Networks (CS-3033), Human Computer Interaction (CS-3113), Software Project Management (SE-3043), Software Design & Architecture (SE-3023), Software Construction (SE-3063), Final Year Project (CS-4213), Information Security Management (CS-4213), Web Programming (IT-3033)
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Table 5: Standard 2-2 Requirement (table 4.5)

4.7 Standard 2-3

The Curriculum must satisfy the core requirements for the program as specified by the respective accreditation body.

BS Applied Psychology program is accreditation.

Minimum Requirements for each program (Program Semester Credit Hours)

Program	Maths & Basic Sciences	Computing Science Topics	General Education (Humanities & Management Sciences)	Others	Electives
B.S Applied Psychology	18	76+5	18	10	

Table 6: Program Credit Hours (appendix A table)

4.8 Standard 2-4

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

Same as Standard 2-3.

4.9 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.

Same as standard 2-3 and Standard 2-1 (table 4.4) as defined above.

4.10 Standard 2-6

Information technology component of the curriculum must be integrated throughout the program

BS Applied Psychology is a Social Sciences program. It comprises of core technology courses. These courses are covered in 8 semesters and enable the students

to analyze, design, develop and implement software solutions. These courses educate the students to basic concepts of the computer sciences and help them do practical work, where required. The list of these courses is available in section 4.6.1 above.

4.11 Standard 2-7

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

Students go through the course of Communication Skills (course number SS-1023), Technical & Business Writing (course number SS-2023) which develops the oral and written communication skills of the students...

5.0 Criterion 3: Laboratories and Computing Facilities

RIPHAH has established multiple laboratories for students to practice their learning outcomes. Following is the list of available laboratories available to BS Applied Psychology students:

1. Experimental Lab-I
2. Psychological Testing Lab-II
3. Computer Lab-III

5.1 Standard 3-1

Laboratory manuals/documentation/instructions for experiments must be available and easily accessible to faculty and students.

Laboratory In-charge is the custodian of all the manuals and instructions concerning his laboratory. Its copies are also available with the Program Coordinator to be used by the faculty and students. These manuals and instructions are issued to desired entity through a defined process and proper record is maintained. The laboratory in-charge keeps the manuals and instructions in laboratory for immediate access to students and faculty members during the laboratory work.

Laboratory equipment and facilities in Riphah Institute of Clinical & Professional Psychology (RICPP) are equally good and comparable to any high reputed university of the country.

5.2 Standard 3-2

There must be support personal for instruction and maintaining the laboratories.

Each laboratory is authorized two staff members, Laboratory In-Charge and Laboratory Attendant. Laboratory in-charge is responsible for overall maintenance of laboratory and also maintains the manuals and instructions while laboratory Attendant is responsible to maintain the laboratory equipment and general duties within the lab.

5.3 Standard 3-3

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

The computer laboratories have the latest computers & equipment. The program objectives are that students shall be equipped with IT skills at the end of the program and facilities (equipment and software) provided in the computer laboratories are adequate enough to achieve defined goals. Computing facilities in Riphah, Lahore Campus are extremely good and can be compared with any high reputed university of the country.

RIPHAH is running a comprehensive Campus Management System. It facilitates the faculty members in maintaining the attendance record, examination schedules, time tables and student's data.

6.0 Criterion 4: Student Support and Advising

All, Riphah programs, since year 2002, started and finished on schedule. The teachers and students in Riphah have facility of interaction, even after classes, for any professional and academic advice. This fact is also highlighted by the students in the feedback on Performa number 10, taken by the Quality Enhancement Cell (QEC).

6.1 Standard 4-1

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

The department offers courses (core and electives) as per requirements of the program. The required and elective courses are offered in a logical sequence to groom the students to obtain the program's defined objectives and outcomes. The courses offered outside the department belong to Faculty of Basic Sciences and Faculty of Social Sciences. The Software Engineering program coordinator coordinates with the respective coordinators in both the faculties and accommodates the desired courses in program's time table. This is done well in advance, prior to the commencement of classes to avoid any clashes in the schedule.

6.2 Standard 4-2

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

All courses in the program are taught by the single faculty member. Courses are structured in the board of studies, before, commencement of each semester. Faculty members carry out frequent interaction with students. Students are encouraged to give feedback and their views, about syllabi during and after the classes..

6.3 Standard 4-3

Guidance on how to complete the program must be available to all students and access to qualified advising must be available to make course decisions and career choices.

Students are informed about the program requirements at the start of the session during orientation week by in-charge program and QEC staff. In-Charge Program o maintains a list of guidance points provided to students during the semester and program, which is being evaluated at the end of the program to take necessary improvement.

In-charge student's affair provides professional counseling to students when needed. Students can get in touch directly with him/her for any advice.

In charge Industrial Liaison arranges industrial tours for students to improve their subject vision and technical know-how. He/She also invites professionals from different business entities to conduct interactive sessions with students for advice on professional matters/future career planning.

Program coordinator maintains a list of professional societies and technical bodies, that is provided to students on demand and students can get membership of such organizations on individual basis.

7.0 Criterion 5: Process Control

7.1 Standard 5-1

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

The program has a well-defined admission criterion, which include evaluation of student's marks at different levels and admission test results. The admission is done twice a year, in fall and spring semester.

Students who have completed the 12 years of education (relevant degree) are eligible to appear in the admission test of the program. Admission is granted strictly on the basis of academic record, admission test and interview.

Students from accredited universities are eligible to transfer their credits to RCC, Faisalabad Campus. Students have to submit complete course curriculum and internal evaluation certificate of each subject from his/her previous institution duly signed by head of department/principal. Student's applications in this regard are dealt on case to case basis. Such applications are discussed in Board of Studies to evaluate them and make decision. Dean of the faculty is the final authority to make decision regarding credit transfers.

This admission criterion is evaluated every 2 years by the board of faculties and academic council in the light of instructions issued by HEC. Minor internal adjustments regarding admission test result weightages or test contents are made.

7.2 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.

The selected students are registered by Registrar office and registration number is issued.

At the end of each semester students are evaluated through assignments, sessional, mid-term tests and final examinations. The laboratory work has got a good weightage and it is done on regular basis as per schedule and contributes significantly towards the student's evaluation for relevant course. Passing students in each semester are allowed to join the next semester.

7.3 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.

Vacant positions are advertised in the national newspapers. Applications are scrutinized by the respective Deans and HR Department. Call letters are issued to the short-listed candidates on the basis of experience, qualification, publications and other factors as determined by the University in the light of HEC guidelines.

University has a very transparent selection system. Selection of candidates is approved by the Board of Governors (BoG). HEC helps Riphah, in enrolling the foreign faculty as and when demanded by Riphah.

Good pay package, favorable teaching environment, research facilities and management support keeps the teachers glued to Riphah.

Faculty performance is evaluated through Performa number 10 by students. QEC evaluates data, makes comparative charts and puts up to Dean. Annual increment is awarded to the faculty members on the recommendations of Dean, Vice Chancellor and Chancellor.

7.4 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.

Students are the recipient of the delivery of course material, through their teachers. The program is actively evaluated by Dean, In Charge program and QEC. The feedback of the taught is best instrument to measure that the course learning outcomes are met. The students give feedback on Performa number 1 regarding course contents and how it was delivered. Through Performa number 10, students evaluate and comment on teacher's efforts, put in to deliver the course contents, his general conduct in the class, the environment, he, maintains and extra efforts, he makes to satisfy students, thirst for knowledge.

Faculty feedback is also taken on HEC Performa number 2 (Faculty Course Review Report) and Performa number 5 (Faculty Survey) which is a very useful activity to evaluate the course contents, learning and teaching environments and overall teachers satisfaction level. Course evaluation by teachers also indicates what percentage of desired outcome has been achieved by the course contents and what needs to be improved or changed.

This exercise is done once a year. The feedback is discussed with Dean and In charge program, who focus on making improvements in the weak areas, identified by the

students. Teacher's evaluation performs are fed to the computer and bar charts are made. Each teacher is graded out of 5 marks. The comparative bar charts indicate level of performance of teachers, as visualized by the students. QEC formally submits these bar charts to Dean and Vice Chancellor for their information and taking of necessary corrective actions.

7.5 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 program is run on semester basis and at the end of each semester examinations are held to evaluate the students' progress in that semester. Qualified students are allowed to join next semester and this cycle continues till the end of 8th semester which is the final semester. At the end of 8th semester all students are required to submit their respective projects. Student's final results are announced on the basis of projects and examination results.

The program completion process is evaluated on the basis of feedbacks from current students, alumni and employers. The feedback is documented and its evaluation indicates degree of satisfaction of the graduates. Three forms (Performa 3, Survey of Graduating Students (Annexure-F), Performs 7, Alumni Survey (Annexure-A) and Performa 8, Employer Survey (Annexure-B)) are extremely good instruments to measure the program outcomes and processes. The suggestions given by the graduating students and graduates working in the industry are given due weightage. For example a few graduates through Alumni survey indicated that along with software engineering, they shall be given more exposure towards hardware aspects. The proposal is being evaluated by Board of Faculty. The recommendations will be put up to Academic Council for grant of approval for change in syllabi.

The feedback of employers has been achieved. Generally, they are satisfied; however, they have recommended that graduates be given more practice in technical

report writing, presentation skills and ability to perform requirement engineering tasks. This is also being processed to make changes in syllabi.

8.0 Criterion 6: Faculty

8.1 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.

Program Area of Specialization	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with Ph.D Degree
Software Engineering	CS-3043, CS-3099, CS-1043, IT-1023, CS-1014, CS-1024, SE-2023, CS-3097, SS-1013, CS-2024, CS-2014, CS-2043, CS-3024, CS-3014, CS-3183, CS-3113, SE-3043, SE-3023, CS-3193, SE-3063, SE-3053, IT-3033	7	2
Computer Networks	CS-3099, CS-1043, CS-3098, CS-2024, CS-2043, CS-3083, CS-3033, SE-3063, CS-4213	5	1
Information Systems	CS-3099, CS-1014, CS-1024, SE-2023, CS-3097, CS-2024, CS-2014, CS-2043, CS-3024, CS-3183, CS-3033, CS-3113, SE-3023, CS-3193, SE-3063, CS-4213, IT-3033	4	1
Total		16	4

Table 11: Faculty Distribution by Program Area (table 4.6)

8.2 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. Effective Programs for Faculty Development

Faculty concurrency in the discipline is determined based on the criterion set by the University in the light of HEC guidelines. All faculty members submit their professional resumes on HEC Performa number 9 (Faculty Resume) once a year.

This information is compared with the existing criterion set by university for the concurrency of the post.

All full time faculty members are allocated teaching hours as per HEC defined limit which enables the faculty to have enough spare time to perform scholarly activities and improve their knowledge and skills.

Faculty members are provided with adequate resources for research and academic activities. Every faculty members has been provided with computer system and access to internet. Faculty members have also access to library materials for academic and research activities. Professional training is also provided to faculty if required to enhance their capabilities.

University has defined the development programs for faculty members under the arrangement of RARE (Riphah Academy of Research and Education). RARE holds frequent interactive sessions of junior and senior faculty to discuss teaching methodology with a view to train the young faculty members. This practice is done on yearly basis during the summer vacations. After every 2 year the development program is analyzed in Deans Council for its effectiveness and necessary improvements.

The university encourages the faculty to participate in research activities by providing them sufficient financial support within or outside university.

8.3 Standard 6-3

All faculty members should be motivated and have job satisfaction to excel in their profession.

Faculty members are motivated through public appreciation and documented appreciation (annual performance evaluation report) by the In-Charge Program and Dean on regular basis.

The faculty survey of the program using HEC Performa number 5 indicates the mix reactions of the faculty, which indicates that teaching load be distributed evenly and more relaxed environment be generated. Cumulative results of faculty surveys are attached in Annexure G.

9.0 Criterion 7: Institutional Facilities

9.1 Standard 7-1

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

The university has provided E-learning facilities to faculty members and students. Each faculty member has a computer system with access to internet and e-learning library section.

Students have been provided a number of computer systems in the library to access e-learning section. Every student has been provided with user ID to access the e-learning resources from within the university library. The university library is linked with foreign universities libraries through internet.

The support staff to look after the e-learning resources is sufficient in number, trained and responsive. The university has provided enough funding to support the e-learning.

9.2 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.

The university library has enough technical books in hard copies to support the program learning. The internet access to the external universities libraries provides opportunities to the students and faculty to obtain knowledge from their technical resources.

The library is staffed with more than 6 professionals to help students and faculty members to get access to required book or learning material efficiently.

9.3 Standard 7-3

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

Enough class rooms are available to run the program as per desired schedule. In few class rooms, there is a need of up-gradation of multimedia and other resources. The work orders have been initiated and procurement process is in progress.

10.0 Criterion 8: Institutional Support

10.1 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.

University allocates enough financial resources each year to hire competent faculty as required.

As already listed in standard 5-3, Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support.

As listed in standard 6-2, Faculty members are provided with adequate resources for research and academic activities to maintain their competence. Every faculty members has been provided with computer system and access to internet. Faculty members have also access to library materials for academic and research activities. Professional training is also provided to faculty if required to enhance their capabilities.

10.2 Standard 8-2

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

The BSAP Program has no graduates yet.

10.3 Standard 8-3

Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.

Library at Riphah Lahore Campus holds more than 2894 books for all programs. Sufficient number of computers is available to be used by the students. Library is organized to accommodate 50 students (male, female) in research cubicles as well as in the common places. Separate common rooms for male and female students are available with internet facility.

Laboratories at Riphah holds adequate equipment to be used by the students to carry out desired experiments and laboratory work. Each year a handful of budget is allocated for laboratories to maintain and upgrade the equipment and other facilities. Computing facilities at Riphah provide excellent platform to students to enhance their learning capabilities. There are 2 Computer Laboratories in Faculty of Computing, which are accessible to all students for their use.

11.0 Conclusion

The Self-Assessment report of the Riphah College of Computing, Faisalabad Campus is an important document, which gives strengths and weaknesses of the program. The management is striving hard to improve infrastructure for establishment of an environment conducive for studies. The faculty is focused on imparting quality education, introduction of new and innovative techniques and conduct of quality research to produce competent engineers. The report has been prepared after evaluating the program in the light of 8 criterion and 31 standards given in HEC's Self-Assessment Manual. The program mission objectives and outcomes are assessed and strategic plans are presented to achieve the goal, which are again measurable through definite standards. Teachers' evaluation revealed satisfactory standards. Weaknesses are identified which is training of Laboratory staff, availability of senior teaching staff after class hours. Improvements in curriculum design and infrastructure are suggested which are based upon set, well defined and approved criteria. Examinations are held on schedules, academic schemes are prepared well in advance, transparent admission, registration and

recruiting policy, excellent student teacher ratio are some of the strong areas of this program. The number of courses along with titles and credit hours for each semester, course contents for degree program, is thoroughly planned. Their efficacy was measured through different standards and it was found to be satisfactory.

The facilities and shortcomings in the laboratory have been discussed. It was concluded that laboratory facilities and class rooms need further improvement. The need of refresher courses for the fresh faculty on method of teaching cannot be over emphasized.

Proper steps are taken to guide the students for program requirements, communication, meetings, tutorial system, tours, students-teacher interaction etc. Some improvements have been suggested. As regards the process control covering admission, registration, recruiting policy, courses and delivery of material, academic requirements, performance and grading, university, as well as Higher Education Commission have set forth proper rules, which are properly followed. At present there are 12 faculty members who are highly qualified in their fields. However, faculty members need motivation for advanced knowledge, research and external training.

Institutional facilities were measured through Criterion 3; infrastructure, library, class room and faculty offices and in each case, short comings and limitation are highlighted. Institutional facilities need to be strengthened. Accordingly, institutional support will greatly promote and strengthen academic, research, management and leadership capabilities.

In conclusion, the strong and weak areas of the program are as under:-

11.1 Strong Areas

- a. Properly scheduled and on time classes
- b. Trained and experienced faculty
- c. Up to date curriculum composition, meeting the market needs
- d. Strong interaction with industry

- e. Well Equipped laboratories and computing facilities

11.2 Weak Points:

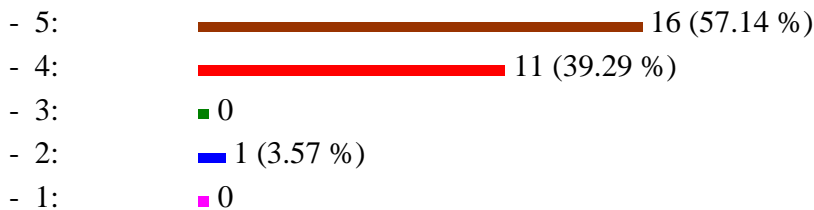
- e. Establish modern and well equipped psychological testing and experimental laboratory.
- f. Availability of senior teaching staff after class hours.
- g. Guidance/Advisory Process for Students.
- h. Lack of Auditorium For Seminars / CPD Activities

Annexure – A: Employer Survey
NOT APPLICABLE

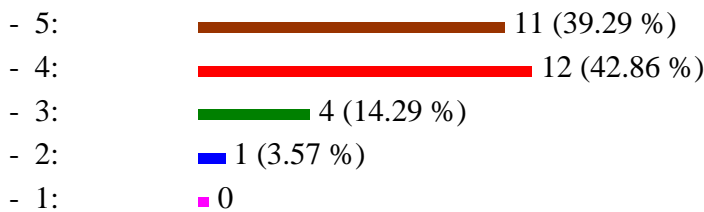
Annexure – B: Alumni Survey
NOT APPLICABLE

Annexure – C: Course Evaluation Survey

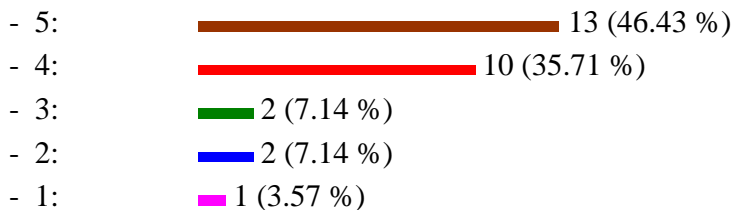
1. (1) The course objectives were clear.



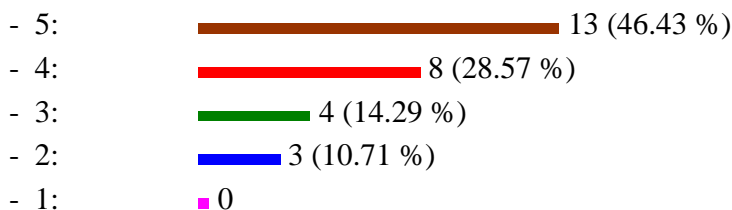
2. (2) The course workload was manageable



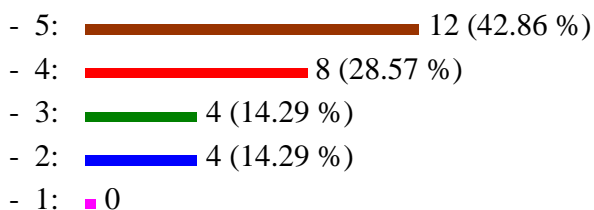
3. (3) The length of the course was appropriate








4. (4) Teaching methods encouraged participation








5. (5) The Teacher strictly follows the goals and objectives of the course.








6. (6) Learning materials (lesson plans, Course notes etc) were relevant and useful.

- 5:  15 (53.57 %)
- 4:  7 (25.00 %)
- 3:  3 (10.71 %)
- 2:  2 (7.14 %)
- 1:  1 (3.57 %)






7. (7) Recommended reading books etc were relevant and appropriate

- 5:  15 (53.57 %)
- 4:  5 (17.86 %)
- 3:  5 (17.86 %)
- 2:  3 (10.71 %)
- 1:  0






8. (8) I understood all the lectures

- 5:  14 (50.00 %)
- 4:  8 (28.57 %)
- 3:  4 (14.29 %)
- 2:  2 (7.14 %)
- 1:  0






9. (9) The pace of the course was appropriate

- 5:  15 (53.57 %)
- 4:  8 (28.57 %)
- 3:  3 (10.71 %)
- 2:  1 (3.57 %)
- 1:  1 (3.57 %)

10. (10) The methods of assessments were fair



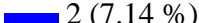

- 5:  13 (46.43 %)
- 4:  9 (32.14 %)
- 3:  4 (14.29 %)
- 2:  2 (7.14 %)
- 1:  0

11. (11) As a result of taking this course my interest and curiosity about the issues and questions in this subject area has grown




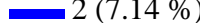

- 5:  14 (50.00 %)
- 4:  9 (32.14 %)
- 3:  4 (14.29 %)
- 2:  1 (3.57 %)
- 1:  0

12. (12) As a result of taking this course my thinking is more focused and systematic, at least in this subject area.




- 5:  14 (50.00 %)

- 4:  7 (25.00 %)
- 3:  5 (17.86 %)
- 2:  2 (7.14 %)
- 1:  0

13. (13) The material in the practical was useful (if applicable)

- 5:  15 (53.57 %)
- 4:  8 (28.57 %)
- 3:  3 (10.71 %)
- 2:  2 (7.14 %)
- 1:  0

14. (14) In this course, I improved my ability to give sound reasons regarding issues in this subject area

- 5:  15 (53.57 %)
- 4:  7 (25.00 %)
- 3:  3 (10.71 %)

Annexure- D:

Students Teachers Evaluation Survey

1. (Undertaking) I confirm that evaluation being done by me is all correct

- Yes: 28 (100.00 %)
- No: 0

2. (1) The Teacher starts and finishes class on time

- 5: 15 (53.57 %)
- 4: 8 (28.57 %)
- 3: 3 (10.71 %)
- 2: 2 (7.14 %)
- 1: 0

3. (2) The Teacher comes duly prepared for the lecture in each class

- 5: 19 (67.86 %)
- 4: 3 (10.71 %)
- 3: 4 (14.29 %)
- 2: 1 (3.57 %)
- 1: 1 (3.57 %)

4. (3) The Teacher utilizes full time of class focusing on the subject matter

- 5: 18 (64.29 %)
- 4: 5 (17.86 %)
- 3: 4 (14.29 %)
- 2: 1 (3.57 %)
- 1: 0

5. (4) The Teacher demonstrates knowledge of the subject


- 5: 17 (60.71 %)
- 4: 6 (21.43 %)
- 3: 2 (7.14 %)
- 2: 2 (7.14 %)
- 1: 1 (3.57 %)

6. (5) The Teacher has covered the whole course






- 5: 14 (50.00 %)
- 4: 6 (21.43 %)
- 3: 6 (21.43 %)
- 2: 1 (3.57 %)
- 1: 1 (3.57 %)

7. (6) The Teacher is available for after class consultations during the specified office hours.






- 5: 12 (42.86 %)
- 4: 8 (28.57 %)
- 3: 3 (10.71 %)

- 2:  5 (17.86 %)
- 1:  0






8. (7) The Teacher provides additional material/books/internet references apart from the text book

- 5:  15 (53.57 %)
- 4:  7 (25.00 %)
- 3:  3 (10.71 %)
- 2:  3 (10.71 %)
- 1:  0






9. (8) The Teacher communicates the subject matter clearly and effectively

- 5:  16 (57.14 %)
- 4:  6 (21.43 %)
- 3:  4 (14.29 %)
- 2:  1 (3.57 %)
- 1:  1 (3.57 %)






10. (9) The Teacher maintains a conducive environment in the class

- 5:  13 (46.43 %)
- 4:  10 (35.71 %)
- 3:  3 (10.71 %)
- 2:  1 (3.57 %)
- 1:  1 (3.57 %)






11. (10) The Teacher shows respect towards students and encourages class participation

- 5:  15 (53.57 %)
- 4:  6 (21.43 %)
- 3:  5 (17.86 %)
- 2:  1 (3.57 %)
- 1:  1 (3.57 %)

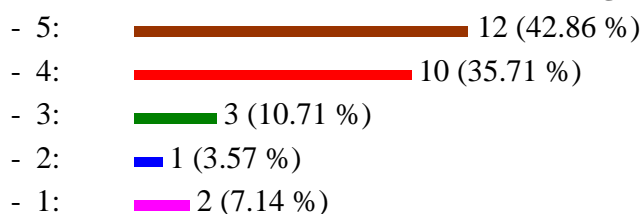
12. (11) The Teacher ensures equitable participation of the students in the class

- 5:  14 (50.00 %)
- 4:  8 (28.57 %)
- 3:  4 (14.29 %)
- 2:  2 (7.14 %)
- 1:  0

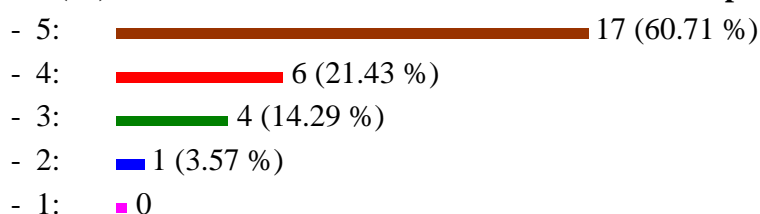
13. (12) The Teacher is fair in exams and grading

- 5:  15 (53.57 %)
- 4:  6 (21.43 %)
- 3:  4 (14.29 %)
- 2:  3 (10.71 %)
- 1:  0

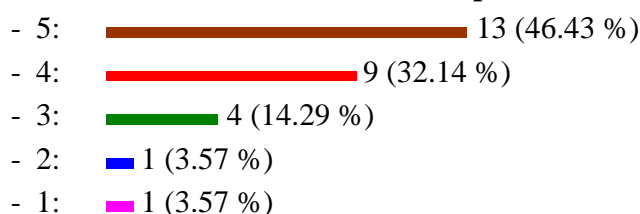
14. (13) The Teacher checks and returns assignments/exams and scripts, in time



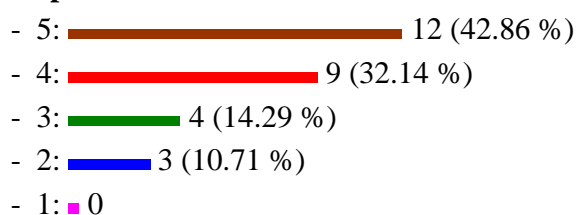
15. (14) The Teacher relates current lesson content to previous and future lessons



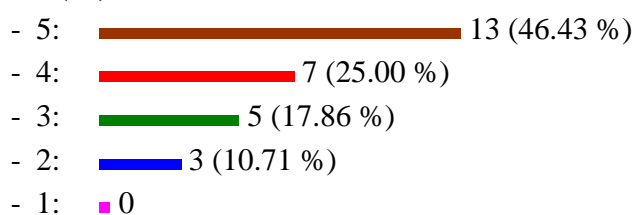
16. (15) The teacher takes extra steps to elevate competency level of weak students



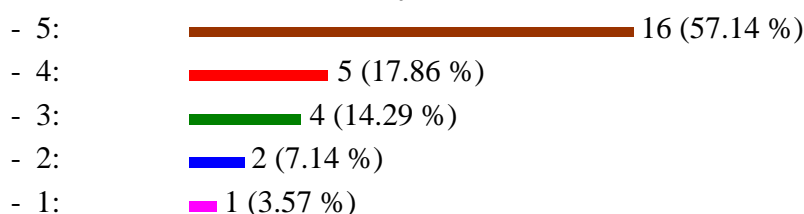
17. (16) The Teacher accepts and incorporates student's ideas, questions and responses.



18. (17) The Teacher make use of audio/visual aids to make the lectures interesting







19. (18) The Teacher uses easy and understandable vocabulary for students








20. (19) During the teaching, the teacher display the enthusiasm towards the subject and teaching -motivation to subject interest



- 4:  7 (25.00 %)
- 3:  4 (14.29 %)
- 2:  2 (7.14 %)
- 1:  0

21. (20) The teacher is using VLE/Moelim for academic activities (assignments/quizzes/notes)

- 5:  13 (46.43 %)
- 4:  7 (25.00 %)
- 3:  4 (14.29 %)
- 2:  3 (10.71 %)
- 1:  1 (3.57 %)

Annexure – E: Research Papers List

Research Publication Detail

Kashif Fida:

1-Oral presentation accepted in 19th International Conference on Psychometrics, Instruments and Procedures (ICPIP) entitled ‘Construction and validation of Allied Bank Teller Aptitude Test’ to be held in London-UK in April 2017.

2. Presented research paper “Organizational Culture, Work Stressors and Coping as predictor of Job Autonomy” at 14th International Conference of Psychology, Organized by Pakistan Psychological Association at University of the Punjab, Lahore from 19-21 March, 2015.

3. Presented research paper “Human Resource (HR) Practices Scale: Construction and factorial validity ” at 14th International Conference of Psychology, Organized by Pakistan Psychological Association at University of the Punjab, Lahore from 19-21 March, 2015.

4. Presented research paper “Personality Traits and Work Motivation: Impact on Organizational Citizenship Behavior” at 14th International Conference of Psychology, Organized by Pakistan Psychological Association at University of the Punjab, Lahore from 19-21 March, 2015.

5. Presented research paper “Perceived Role of Industrial Psychologist by Recruiters, Middle & Top Managers” at 14th International Conference of Psychology, Organized by Pakistan Psychological Association at University of the Punjab, Lahore from 19-21 March, 2015.

6. Presented research paper “HR Practices as Predictor of Organizational Commitment” at 14th International Conference of Psychology, Organized by Pakistan Psychological Association at University of the Punjab, Lahore from 19-21 March, 2015.

7. Presented research paper “Employee Engagement and Its Relationship with Emotional Intelligence and Personality Traits (MBTI)” at 14th International Conference of Psychology, Organized by Pakistan Psychological Association at University of the Punjab, Lahore from 19-21 March, 2015.

8. Presented research paper “Exploring the Gap between the perceived expectations of prospective Employees (Students) and employers ” at 14th International Conference of Psychology, Organized by Pakistan Psychological Association at University of the Punjab, Lahore from 19-21 March, 2015.

9. Presented research paper “Knotting the talent: an Organizational Commitment strategy” at 14th International Conference of Psychology, Organized by Pakistan Psychological Association at University of the Punjab, Lahore from 19-21 March, 2015.

10. 24th European Health Psychological Society, 1-4 September 2010, Cluj-Napoca, Romania 2010 with title: Creating change...laying the foundation of child-centered

environment in 25 public primary schools in the district of Sheikhpura (pre and post assessment).

11. "Development of indigenous scale to measure job autonomy". In 7th Conference of International Test Commission, Hong Kong, held from July 18-21, 2010 in Hong Kong.

12. Presented paper on 23rd European Health Psychology Society, Pisa, Italy from 23-26th Sep, 2009, and published in conference proceedings with title: Mental health of employees of private and privatized sector.

13. Published in conference proceedings and presented in 23rd European Health Psychology Society conference, Pisa, Italy from 23-26th Sep, 2009 with title: Development of Scale to measure Job Autonomy among employees of private and privatized sector.

14. Published in conference proceedings and presented entitled "Construction of scale to measure Job Autonomy" at International Medical Science Academy Conference (IMSACON) 2008, held in Dhow Palace Hotel, Dubai. (Earned 10 international Credit Points).

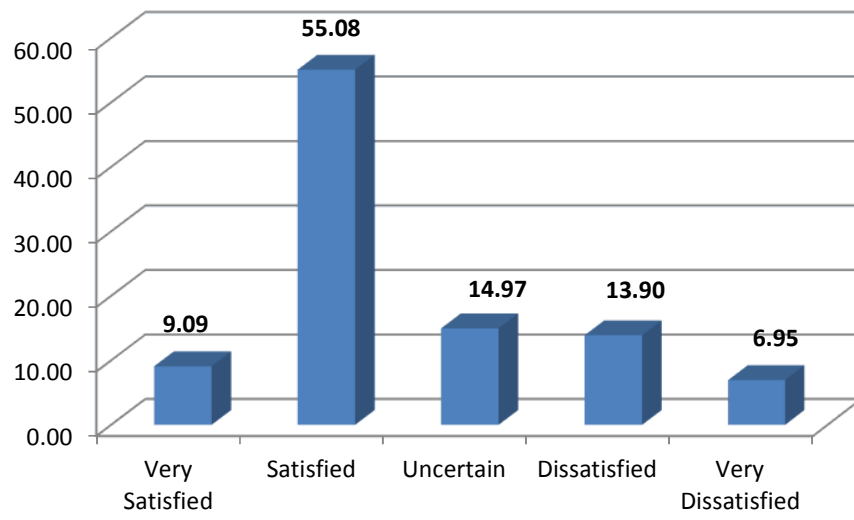
15. Why teachers' burnout....? Workshop presented on International Teacher's Conference 2009 at Forman Christian College (A Chartered University) on March 28, 2008.

Annexure – F: Graduating Students Feedback Sample

Not Applicable

Annexure – G: Faculty Survey

No.	Questions	Percentage				
		Very Satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1	Clarity of institution's goals/mission	18.18	63.64	9.09	9.09	0.00
2	Communications from/with peers and faculty/departmental leadership	9.09	54.55	9.09	18.18	9.09
3	Type of teaching/ research you currently do.	27.27	45.45	9.09	9.09	9.09
4	Your interaction with students in and outside classroom	27.27	72.73	0.00	0.00	0.00
5	Your satisfaction level regarding office and IT facilities available to you.	18.18	36.36	0.00	36.36	9.09
6	The mentoring available to you from seniors	9.09	45.45	27.27	18.18	0.00
7	Administrative support from the faculty/department.	0.00	72.73	18.18	0.00	9.09
8	Clarity and Satisfaction about the faculty promotion process.	0.00	27.27	36.36	18.18	18.18
9	Your prospects for advancement and progress through ranks.	0.00	45.45	36.36	9.09	9.09
10	Salary and compensation package.	9.09	36.36	27.27	9.09	18.18
11	Job security and stability at the faculty/department/university.	0.00	54.55	27.27	9.09	9.09
12	Amount of time you have for yourself and family.	0.00	72.73	18.18	9.09	0.00
13	The overall environment in the department.	18.18	63.64	0.00	18.18	0.00
14	Adequacy of technological & multimedia instructional resources in classrooms	9.09	63.64	0.00	18.18	9.09
15	Whether the department is utilizing your experience and knowledge.	9.09	63.64	0.00	27.27	0.00
16	Recognition/appreciation of good teaching by seniors	0.00	54.55	9.09	27.27	9.09
17	Opportunities for research in your discipline and recognition of research accomplishment	0.00	63.64	27.27	0.00	9.09
	Faculty Average	9.09	55.08	14.97	13.90	6.95



Annexure H Faculty Resume

Name	Designation	Qualification
Dr. Kashif Fida	Assistant Professor / Head of Department	PhD
Ms. Anum Rabbani	Lecturer	MS
Ms. Sana Majeed	Lecturer	MS
Ms. Saima Bano	Lecturer	MS
Ms. Rabia Jameel	Lecturer	MS
Ms. Rakia Ashraf	Lecturer	MS
Ms. Sara Latif	Research Assistant	MS

Annexure – I: Lab Safety Precautions & Work Instructions

Laboratory Staff

- Be calm and relaxed, while working in Lab.
- No loose wires or metal pieces should be lying on table or near the circuit, to cause shorts and sparking.
- Avoid using long wires, that may get in way while making adjustments or changing leads.
- Keep high voltage parts and connections out of the way from accidental touching and from any contacts to test equipment or any parts, connected to other voltage levels.
- BE AWARE of bracelets, rings, metal watch bands, and loose necklace (if you are wearing any of them), they conduct electricity and can cause burns. Do not wear them near an energized circuit.
- Do not install any software on any computer without getting approval from the respective authorities.
- Make sure all the computers and other equipment in the labs are switched off at the end of the day.
- Do not unplug a computer or equipment without switching it off first.

Students

- Shut down the computers properly after finishing your work.
- Do not install any software on any computer. If you are unable to find any required software, please contact the IT staff for help and support.
- Do not switch off network printers and scanners.
- Do not damage any equipment in the lab.
- Be considerate to other students while working in the labs.

AT Findings Panel - Assessment Team

Following Assessment Team Members Visited RICPP on 10th April, 2018

- | | |
|----------------------------|----------|
| 1. Dr Adnan Afzal | Chairman |
| 2. Dr Atif Dustgir | Member |
| 3. Dr Sikandar Ghayas Khan | Member |

Exit Meeting – 11th April, 2018

Following attended the meeting:-

- | | |
|---------------------------|------------------------|
| • Mr.Umer Farooq | Director Lahore Campus |
| • Dr.Kashif Fida | HoD RICPP |
| • Dr Adnan Afzal | Chairman |
| • Dr Atif Dustgir | Member |
| • Dr Sikandar Ghayas Khan | Member |
| • Mr. Jalal-ud-Din | Member |

The Chairman AT presented his final recommendations to carry out the improvements in this program. The Respected Chairman approved the proceedings:

- Establish modern and well equipped psychological testing lab
- Lack of Auditorium for Seminars.
- Need to improve canteen facility for faculty and students

Note: After the above exit meeting, the Departmental head prepared the implementation plan with target dates and submitted it to the QEC. The QEC pursued the activities and then mentioned the final status completed/in progress in Annex-K before submitting the SAR to HEC

Annexure – K

Implementation Plan (Summary) – RICPP (BS-Psychology) –
Lahore Campus

AT Finding	Corrective Action	Implementation Date	Responsibility	Present Status
Establish modern and well equipped psychological testing lab	Provision of psychological testing lab	20 th April, 2018	Procurement /Administration	Completed
Lack of Auditorium for Seminars.	Provision of 1x auditorium for seminars	5 th May, 2018	Procurement /Administration	Completed
Need to improve canteen facility for faculty and students	Review the current status of Canteen Facility to upgrade	20 th May 2018	Administration	Completed
Chairman Name and Signature	Dr. Adnan Afzal PT Jacee			
Dean's Comments Name and Signature	Dr. M. Iqbal Rida			
QEC Comments Name and Signature	M. Jacee - Ud-Din M. Jacee			

Annexure L: Faculty Course Review

BS Applied Psychology program is comprised of 131 credit hours. All courses curriculum is reviewed periodically by the faculty to assess its effectiveness and contribution in achieving program objectives. Course review also contributes towards making any changes in the syllabi and enhancements required in areas identified as a result of the comments and suggestion by the faculty members.

The summary of the overall feedback of all courses identified the following improvement areas:

- a. Confidence Building Measures
- a. Relationship Management.
- b. Communication Skills
- c. Leadership skills.

These improvement areas have been presented in Board of Studies to finalize its recommendations and suggest further actions.

Annexure – M: Rubric Report

Self-Assessment Report					
Criterion 1 – Program Mission, Objectives and Outcomes					Weight = 0.05
Factors					Score
1. Does the program have document measurable objectives that support faculty/ college and institution mission statements?	5	4	3	2	1
2. Does the program have documented outcomes for graduating students?	5	4	3	2	1
3. Do these outcomes support the Program objectives?	5	4	3	2	1
4. Are the graduating students capable of performing these outcomes?	5	4	3	2	1
5. Does the department assess its overall performance periodically using quantifiable measures?	5	4	3	2	1
6. Is the result of the Program Assessment documented?	5	4	3	2	1
Total Encircled Value (TV)	25				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05	4.16				

Criterion 2– Curriculum Design and Organization						Weight = 0.20
Factors					Score	
1. Is the curriculum consistent?	5	4	3	2	1	
2. Does the curriculum support the program’s documented objectives?	5	4	3	2	1	
3. Are the theoretical background, problem analysis and solution design stressed within the program’s core material?	5	4	3	2	1	
4. Does the curriculum satisfy the core requirements laid down by HEC?	5	4	3	2	1	
5. Does the curriculum satisfy the major requirements laid down by HEC?	5	4	3	2	1	
6. Does the curriculum satisfy the professional requirements as laid down by HEC?	5	4	3	2	1	
7. Is the information technology component integrated throughout the program?	5	4	3	2	1	
8. Are oral and written skills of the students developed and applied in the program?	5	4	3	2	1	
Total Encircled Value (TV)	35					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.20	17.5					

Criterion 3– Laboratories and Computing Facilities						Weight = 0.10
Factors					Score	
1. Are the laboratory manuals/ documentation/ instructions etc. for experiments available and readily accessible to faculty and students?	5	4	3	2	1	
2. Are there adequate number of support personnel for instruction and maintaining the laboratories?	5	4	3	2	1	
3. Are the University’s infrastructure and facilities adequate to support the program’s objectives?	5	4	3	2	1	
Total Encircled Value (TV)	12					

SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	8
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Criterion 4– Student Support and Advising		Weight = 0.10				
Factors	Score					
1. Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	5	4	3	2	1	
2. Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5	4	3	2	1	
3. Does the university provide academic advising on course decisions and career choices to all students?	5	4	3	2	1	
Total Encircled Value (TV)	11					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	7.33					

Criterion 5– Process Control		Weight = 0.15				
Factors	Score					
1. Is the process to enroll students to a program based on quantitative and qualitative criteria?	5	4	3	2	1	
2. Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
3. Is the process to register students in the program and monitoring their progress documented?	5	4	3	2	1	
4. Is the process above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
5. Is the process to recruit and retain faculty in place and documented?	5	4	3	2	1	
6. Are the process for faculty evaluation & promotion consistent with the institution mission?	5	4	3	2	1	
7. Are the process in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5	4	3	2	1	
8. Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5	4	3	2	1	
9. Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
10. Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	5	4	3	2	1	
11. Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
Total Encircled Value (TV)	47					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	12.81					

Criterion 6– Faculty		Weight = 0.15				
Factors	Score					
1. Are there enough full time faculty members to provide adequate coverage of the program areas/courses with continuity and stability?	5	4	3	2	1	

2. Are the qualifications and interest of faculty members sufficient to teach all courses, plan, modifies and updates courses and curricula?	5	4	3	2	1
3. Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	5	4	3	2	1
4. Do the majority of faculty members hold a Ph.D. degree in their discipline?	5	4	3	2	1
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5	4	3	2	1
6. Are there mechanisms in place for faculty development?	5	4	3	2	1
7. Are faculty members motivated and satisfied so as to excel in their profession?	5	4	3	2	1
Total Encircled Value (TV)	28				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	12				

Criterion 7– Institutional Facilities		Weight = 0.15				
Factors	Score					
1. Does the institution have the infrastructure to support new trends such as e-learning?	5	4	3	2	1	
2. Does the library contain technical collection relevant to the program and is it adequate staffed?	5	4	3	2	1	
3. Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5	4	3	2	1	
Total Encircled Value (TV)	11					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	10.99					

Criterion 8– Institutional Support		Weight = 0.10				
Factors	Score					
1. Is there sufficient support and finances to attract and retain high quality faculty?	5	4	3	2	1	
2. Are there an adequate number of high quality graduate students, teaching assistants and Ph.D. students?	5	4	3	2	1	
Total Encircled Value (TV)	8					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	8					

$$\begin{aligned}
 \text{Overall Assessment Score} &= S1+S2+S3+S4+S5+S6+S7+S8 \\
 &= 4.16+17.5+8+7.33+12.81+12+10.99+8 \\
 &= 80.79
 \end{aligned}$$