RIPHAH INTERNATIONAL UNIVERSITY

FAISALABAD

SELF ASSESSMENT REPORT

MS Clinical Psychology

Faculty of Social Sciences and Humanities

December 2017

Prepared by:	**Faculty of Social Sciences and Humanities**
Reviewed and Edited by:	**Quality Enhancement Cell**

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1 EXECUTIVE SUMMARY

This report is being prepared almost at the end of the assessment cycle for selected programs 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 Faculty of Social Sciences and Humanities, MS in Clinical Psychology program was selected for self-assessment, evaluation and improvements. A strong commitment of Respected Vice Chancellor 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.

1.1.1 EXECUTION

A soft copy of self-assessment manual was given to all faculty members. Quality Awareness Lectures and Workshops on preparation of Self-Assessment Report (SAR) were arranged for the Dean, Incharge Program and Program Team (PT) Members of the selected program. Hard and soft copies of HEC issued, 10 performas, 8 criterion and 31 standards were provided to PT members to evaluate their respective program against defined standards. The PT members with an intimate support and follow up of QEC, completed the SAR and forwarded to QEC on 13 December 2017.

After reviewing SAR, QEC arranged visit of Assessment Team to the selected program on 21 December 2017. AM QEC accompanied the AT Team (Assistant Professor Dr. Alia Sheeraz, Assistant Professor Dr. Asif Butt and Assistant Professor Mr. Waleed Ashraf) and participated in discussions with Dean FSS, In-charge Program, Program Team members and available faculty members. The strong and weak points of the program were discussed and date for exit presentation was

fixed as 26 December 2017, since, the Respected VC had given his availability on this date. Dean, In-charge Program, PT and AT members attended the Exit Meeting. The Chairman AT during his presentation, 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 (see annexure-J for AT Findings details).

The implementation plan indicates the resources required to improve the infrastructure, environment in the classes and E-Learning. The recommended target dates to complete the tasks observed by Assessment Team, presented in exit meeting on 26 December 2017 and approved by Vice Chancellor have been indicated in the implementation plan. The tasks are carried out by the Administration Faisalabad Campus.

At the completion of Self-Assessment cycle, QEC is going to submit the hard and soft copy of SAR to HEC on 25 June 2018.

Director
Quality Enhancement Cell

Self Assessment Report

2 INTRODUCTION

Riphah International University (RIU) 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. It is running 07 Faculties in Faisalabad Campus.

2.1 UNIVERSITY MISSION STATEMENT

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

2.2 FACULTY OF PSYCHOLOGY

Faculty of Psychology is running following programs:

a. M.Phil Clinical Psychology
b. MS Clinical Psychology
c. Advance Diploma in Clinical Psychology (ADCP)
d. M.Phil Applied Psychology
e. M.Phil Top Up Applied Psychology
f. MS Top Up Clinical Psychology
g. M.Sc Applied Psychology
h. BS Applied Psychology

2.3 PROGRAM SELECTED

Riphah International University has selected the **MS Clinical Psychology** as model programs for Self-Assessment Report (SAR) for the year 2017-18 under the directives of HEC.

The selected program is in the process of getting NOC from Higher Education Commission (HEC). The program has got inbuilt mechanism for the revision of Syllabi, has competent faculty and adequate infrastructure. New and modern tools

have been introduced in the program to conduct research and quality teaching.

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 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

MS Clinical Psychology program aims to impart science, psychology, communication skills and ethical values to students.

3.1.2 PROGRAM OBJECTIVES

The MS Clinical Psychology program aim to accomplish following objectives:

1. To fulfill the need of a large number of psychology graduates/ post graduates/ psychology professionals those passed out each year from local colleges and colleges of adjacent areas and to provide them especially female gender an opportunity within their city to complete their higher education needs.
2. To provide well educated psychologists to Pakistan and international world where the demand for well-educated psychologists to fulfill the psychological needs of the modern world is increasing day by day.
3. To provide better employment opportunities for Pakistani youth to equip them with a modern social science to address the increasing unemployment from the society.
4. To provide armed forces of Pakistan a blend of modern psychology and military psychology by training psychologists in an appropriate manner.

3.1.3 ALIGNMENT OF PROGRAM OBJECTIVES WITH PROGRAM & UNIVERSITY

Mission Statements

MS Clinical Psychology program objectives are defined in the light of program and university mission statements that require the output to be inclusive of ethical values and industrial skills. This is done by imparting the knowledge and skills related to

Psychology and sense of ethics in students through defined set of courses and training.

3.1.4 MAIN ELEMENTS OF STRATEGIC PLAN

3.1.4.1 Curriculum Design

Strategic plan for MS Clinical Psychology define the overall layout of the areas/elements that are included in the program to educate students. These elements prepare students through theory and practical work. These elements are Program Contents, Program Delivery Methodology and Program Output Evaluation.

3.1.4.2 Program Contents

MS Clinical Psychology consist of 4 semesters offered in the fall and spring of each year. MS Psychology program is comprised of 36 credit hours. 24 credit hours are for theory. 6 credit hours are for internship and 6 credit hours are for thesis. 2 optional subjects are also offered in place of thesis. Both courses are of 3, 3 credit hours.

3.1.4.3 Practical Work

Program delivery methodology includes lectures, practical work, seminars, assignments, hospital and clinics visit and internship. So students are given assignments which are relevant to the application of theory practically.

3.1.4.4 Projects

Students are also given the projects in their field of specialization in different courses so it is the opportunity for the students where they can apply whatever they learnt from theory. At the end of semester, they have to do internship in hospital and prepare reports.

3.1.4.5 Internship/Tours

Psychology department also gave students different projects for which they tour different hospitals, institutions and organizations. These tours provide excellent opportunity to see in real what they discussed within class theoretically.

3.1.5 PROGRAM OBJECTIVES ASSESSMENT

Objective	How Measured	When Measured	Improvement Identified	Improvement Made

1	Teacher Evaluation Survey	15 August, 2017	Need Base Training	Training delivered
2	Course Evaluation Survey	15 August, 2017	Course content alteration	Updated contents
3	Alumni Survey,	10 March, 2017		
4	Faculty Satisfaction Survey	10 March, 2017		

Table 1: Program Objectives Assessment

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

The MS Clinical Psychology program is designed to produce following outcomes:

1. Groom the personality of the students.
2. Students get eligibility for higher education.
3. Motivational Skills of the students must be improved.
4. Students shall be able to use testing instruments and therapies.
5. Students shall be able to negotiate and communicate effectively.
6. Students will be able to perform jobs in related field.
7. Students shall be able to view and solve problems and issues from a multi-disciplinary perspective.
8. Students shall be able to perform research in related field.
9. Students shall be able to perform tasks individually as well as in teams.
10. Students shall be able to execute tasks in positive and constructive manner.

3.2.2 Program Objectives and Outcomes Matching

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

Table 2: 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 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:

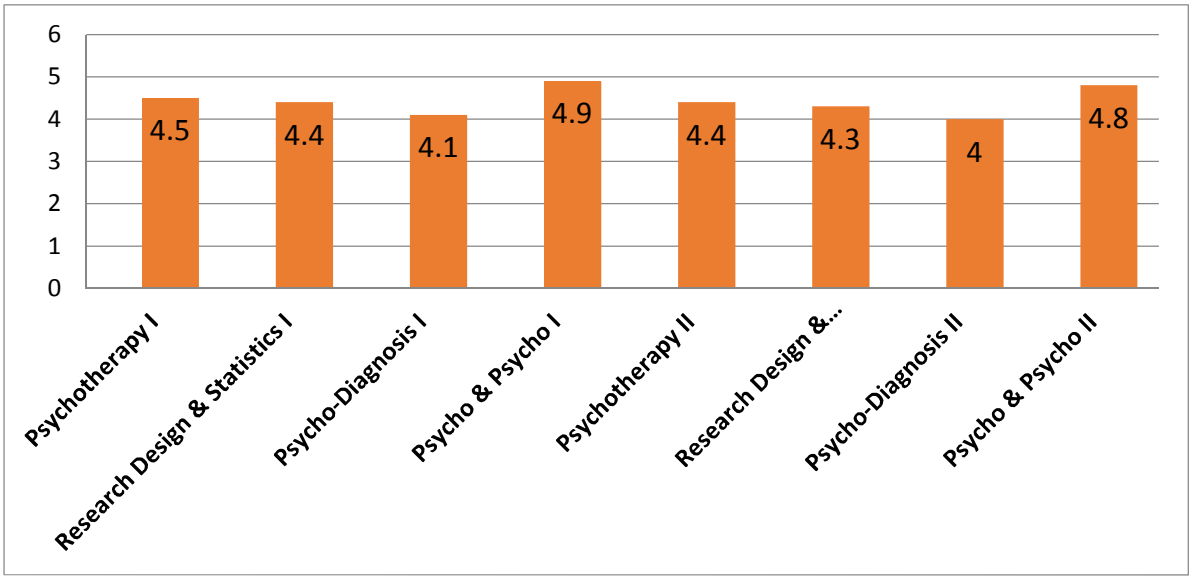


Figure 1: Course Evaluation Bar Chart

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. no	Name	Score
1	Psychotherapy I	4.15
2	Research Design & Statistics I	4.56
3	Psycho-Diagnosis I	4.1
4	Psychophysiology & Psychopharmacology I	4.25
5	Psychotherapy II	3.92
6	Research Design & Statistics II	3.8
7	Psycho-Diagnosis II	4.45
8	Psychophysiology & Psychopharmacology II	4.7

Students have graded the teachers against their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded marks are 5.

3.3.2 TEACHERS EVALUATION

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

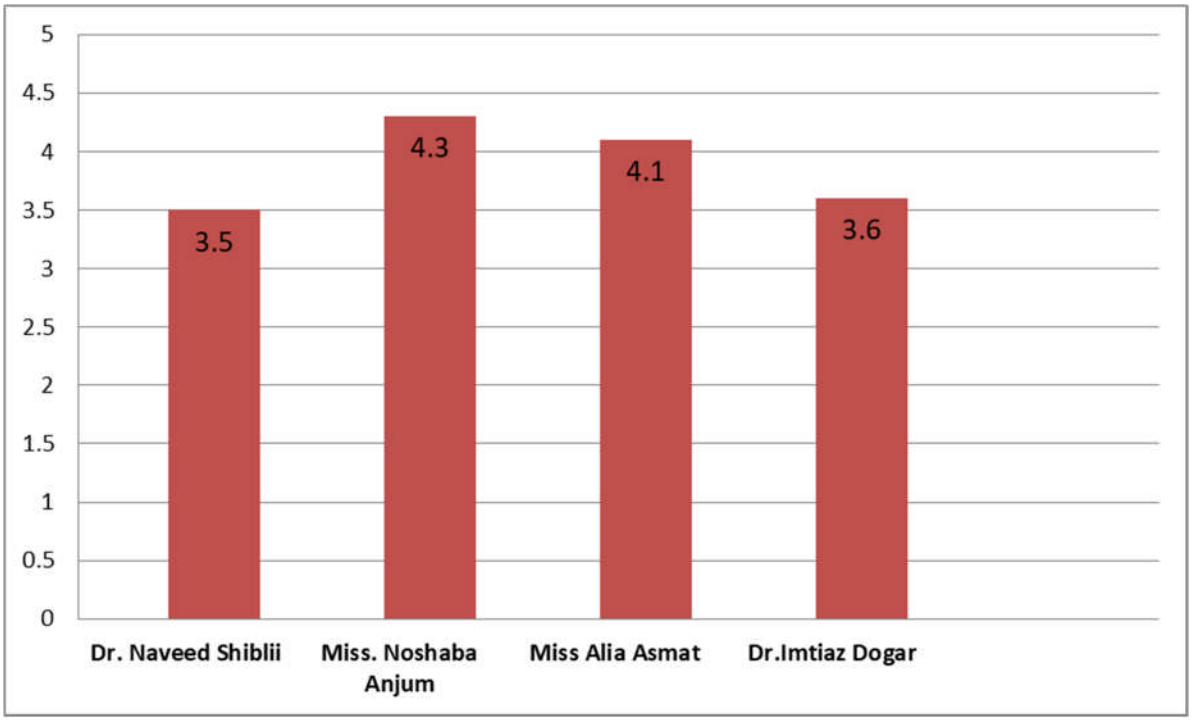


Figure 2: Teacher Evaluation Bar Chart

Students have graded the teachers against their lecture preparation, punctuality, and general Behavior, subjective 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	Dr. Naveed Shibli	3.5
2	Miss Noshaba Anjum	4.3
3	Miss Alia Asmat	4.1
4	Dr. Imtiaz Dogar	3.6

QEC staff carried out course and teacher evaluation survey in order to ensure the unbiased feedback from students. The gathered data was analyzed by QEC and results were provided to department officials for further actions.

3.4 Strong and Weak Points

MS Clinical Psychology program is designed to educate students to meet the challenges of the modern world and present needs of society regarding services of psychologists in different fields. During the execution of the program several

observations were made that can be categorized as strong and weak points of the program. These points are listed below:

Program Strong Points:

- Clinical Psychology based courses
- Recognized Degree
- Strong Link with hospital's psychiatric wards to support Student's learning
- Experienced Teachers
- Character building of the students
- Personality Development of the students

Program Weak Points:

- Needs to have a separate canteen for female students.
- Needs to add more library books and provide internet facility.
- Needs to have separate washrooms for males and females.

3.4 SIGNIFICANT FUTURE DEVELOPMENT PLANS

Significant future development plan for the program includes rectification of weaknesses and improvement in overall performance of the program. As per agreed views, lack of learning resources will be rectified by the induction of computer lab in the department. On the Basis of self-assessment, faculty has decided to look into the improvement areas for course syllabi that would help achieve programe objectives more effectively.

3.5 STANDARD 1-4

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

3.5.1 GRADUATES/UNDERGRADUATES ENROLLED IN LAST THREE YEARS

247 students were enrolled in MS Clinical Psychology program during the sessions Fall 2014- Fall 2017.

3.5.2 STUDENT FACULTY RATIO:

Faculty of Psychology
has 20-1 ratio.

3.5.3 AVERAGE GPA PER SEMESTER:

The average GPA is 3.0

3.5.4 AVERAGE COMPLETION TIME

The MS Clinical Psychology program has average completion time of 2 years. The attrition rate in the program is around 6%.

3.5.5 EMPLOYER SATISFACTION

The employer survey was conducted by Faculty with the help of QEC which resulted in 82% satisfaction level. See Annexure B for details.

3.5.6 STUDENTS COURSE EVALUATION RATE

Student's course evaluation rate for all courses is 19.

3.5.7 STUDENTS FACULTY EVALUATION

QEC staff conducted the teacher's evaluation to ensure unbiased feedback. The feedback was taken manually.

3.5.8 RESEARCH

The program faculty published 36 research papers in different journals. List is attached in Annexure E.

3.5.9 COMMUNITY SERVICE

- Seminars
- Mental Health Camps

3.5.10 STUDENTS/TEACHERS SATISFACTION

As per HEC defined standard, a ratio of 20:1 for the academic and administrative non-technical staff, is maintained by the Faculty of Psychology.

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. The compiled response of the Faculty of Social Sciences who is also teaching MS Clinical Psychology Program is attached.

4 CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

4.1 TITLE OF DEGREE PROGRAM

MS Clinical Psychology

4.2 DEFINITION OF CREDIT HOUR:

1 credit hour is equal to 1 hour of theory lecture in a week.

4.3 DEGREE PLAN

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

SEMESTER–I

Course Code	Course Title	Credit Hours
APsy-601	Psychological Research Methods I	3
APsy-602	Psychotherapy I	3
APsy-603	Psycho-diagnosis I	3
APsy-604	Psychophysiology and Psychopharmacology I	3
Total Credit		12

SEMESTER–II

Course Code	Course Title	Credit Hours
APsy-605	Psychological Research Methods II	3
APsy-606	Psychotherapy II	3
APsy-607	Psycho-diagnosis II	3
APsy-608	Psychophysiology and Psychopharmacology II	3
Total Credit		12

SEMESTER–III

This semester will concentrate on internship and applied research skills.

Course Code	Course Title	Credit Hours
APsy-609	Internship and Practical Report related to Area of Specialization	6
Total		6

SEMESTER–IV

This semester will be devoted to pure applied research, leading to a master's thesis

Course Code	Course Title	Credit Hours
APsy-610	Thesis	6
Total		6

OPTIONAL SUBJECTS

2 optional subjects are offered for those who do not want to do thesis work.

Course Code	Course Title	Credit Hours
MSEP-901	Research Designs and Statistics	3
Psy-1103	Effective Leadership in Organization	3
Total		6

4.4 CURRICULUM BREAKDOWN

Semester	Course Number	Category (Credit Hours)				
		Math and Basic Science		Core Courses	Humanities and Social Sciences	Technical Electives / Others
		Math	Basic Science			
1	APsy-601, APsy-602, APsy-603, APsy-604			**4(12)**	4	
2	APsy-605, APsy-606, APsy-607, APsy-608			**4(12)**	4	
3	APsy-609			**1(6)**		

4	APsy-610, MSEP-901, Psy-1103			**1(6)**		**2(3)**

Table 3: Curriculum Course Requirements (table 4.3)

4.5 COURSES INFORMATION

4.5.1 PSYCHOLOGICAL RESEARCH METHODS I

4.5.1.1 Objectives

At the completion of this course students will be able to:

Know about the foundations of research

Different types and designs of research

How to select subjects and different sampling techniques

Research in personality, attitude, aptitude, interest and vocational tests

4.5.2 PSYCHOPHYSIOLOGY AND PSYCHOPHARMACOLOGY I

4.5.2.1 Objectives

Understanding physiological explanation of behavior, historical roots

Neurons structure, types and communication

Chromosomal Disorders

Nervous system its divisions and how brain controls behavior

Pharmacology, drug categorization and drug addiction

4.5.3 PSYCHOTHERAPY I

4.5.3.1 Objectives

To understand the scope of psychotherapy, stages, goals, termination and management of Psychotherapy. To study Psychoanalysis, history taking, APA and report writing.

4.5.4 PSYCHO-DIAGNOSIS I

4.5.4.1 Objectives

To know about the introduction and history of Psycho-diagnosis, Biogenic and Psychogenic traditions, introduction of DSM and ICD. Use of DSM and psychological Testing of personality, neurophysiology, psychopathology and report writing.

4.5.5 PSYCHOLOGICAL RESEARCH METHODS II

4.5.5.1 Objectives

After completing this course students will be able to understand the qualitative and Quantitative description of data.

To apply measures of central tendency, measures of dispersion, measures of skewness, Graphical presentation and parametric tests.

4.5.6 PSYCHOPHYSIOLOGY AND PSYCHOPHARMACOLOGY II

4.5.6.1 Objectives

Understanding consultants, treatment and rehabilitation techniques

Endocrine system, neurotransmitters

Understanding different disorders (Epilepsy, Affective disorders, anxiety disorders, sleep Disorders and degenerative disorders).

4.5.7 PSYCHOTHERAPY II

4.5.7.1 Objectives

Study and understanding of different psychotherapies. Individual psychotherapies, Psychoanalysis, Sullivan's psychotherapy, Intensive brief psychotherapy, Behavior Psychotherapies, REBT, CCT and transactional analysis.

4.5.8 PSYCHO-DIAGNOSIS II

4.5.8.1 Objectives

Understanding, administration and scoring of different psychological tests Projective tests: RISB, TAT, HTP, And Objective tests: MMPI, Bender gestalt, CPI, Selection of tests, case studies and report writing

4.5.9 RESEARCH DESIGN AND STATISTICS

4.5.9.1 Objectives

To study the Scientific and Ethical Foundations of Research; Research Designs, Experimental Designs, Questionnaire Construction, Attitude Measurement, Subject Selection and Sampling, Personality Research; The Interview; Content Analysis, Observation, Reliability and Validity of Ability, Aptitude, Interest and Vocational Tests, Method of Analysis. Research in Educational Psychology.

4.5.10 EFFECTIVE LEADERSHIP IN ORGANIZATION

4.5.10.1 Objectives

What is Leadership in Organizations? The Historically Important, Studies on Leadership; Traditional Theories of Leadership; Modern Theoretical Processes of Leadership in the New Environment; Leadership Styles; The Roles and Activities of Leadership Skills

4.6 STANDARD 2-1

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

4.6.1 GROUP 1 UPDATED CLINICAL ASSESSMENT

Psycho-diagnosis I (APsy-603), Psycho-diagnosis II (APsy-607), Psychological Research Methods I (APsy-601), Psychological Research Methods II (APsy-605)

4.6.2 GROUP 2 UNDERSTANDING AND TREATMENT OF PSYCHOPATHOLOGY

Psychotherapy I (APsy-602), Psychotherapy II (APsy-606), Psychophysiology and Psychopharmacology I (APsy-604), Psychophysiology and Psychopharmacology II (APsy-608)

4.6.3 GROUP 3 TRAINING AND PRACTICE

Internship (APsy-609)

4.6.4 COURSE GROUPS AND PROGRAM OBJECTIVES

Course Groups	Objectives			
	1	2	3	4
1	X			X
2		X		
3		X	X	X

4.7 STANDARD 2-2

Theoretical backgrounds, problem analysis and solution design must be stressed within the program's core material.

Elements	Courses

Theoretical Background	Psychological Research Methods I (APsy-601) Psychological Research Methods II (APsy-605) Research Designs and Statistics (MSEP-901)
Problem Analysis	Psycho-diagnosis I (APsy-603), Psycho-diagnosis II (APsy-607)
Solution Design	Psychotherapy I (APsy-602), Psychotherapy II (APsy-606), Psychophysiology and Psychopharmacology I (APsy-604), Psychophysiology and Psychopharmacology II (APsy-608), Effective Leadership in Organization (1103)

Table 5: Standard 2-2 Requirement (table 4.5)

4.8 STANDARD 2-3

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

Program	Maths & Basic Sciences	Clinical Psychology Topics	General Education (Research and Statistics)	Others (Technology)	Electives
MS Clinical Psychology		30	6		6

Table 6: Program Credit Hours (appendix A table)

4.9 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.

4.10 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.

4.11 STANDARD 2-6

Information technology component of the curriculum must be integrated

throughout the program

1 and 2 semesters includes courses of research design and statistics I, research design and statistics II respectively which also covers the information technology component. Students are taught to use the information technology tools and techniques during this course to perform efficiently. Students also use computer system to perform their course work and in practice.

4.12 STANDARD 2-7

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

Students have to give presentations and assignments in first and second semester Through which their communication skills are refined. They also have to do Internship and make reports and write thesis which develops their writing skills.

5 CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

RIU has established multiple laboratories for students to practice their learning outcomes. Following is the list of available laboratories available to MS Clinical Psychology students:

1. Psychology Lab

2. Laboratory title	Psychology Lab
Location and area	DPT Block
Objectives	Provide students with appropriate facility to understand, administer, score, interpret and assess individuals and patients.
Adequacy for instruction	All required instructions are displayed in the lab at appropriate places for use by faculty, students and
Courses taught	Psycho-diagnosis I, Psycho-diagnosis II

1. Computer Lab

Laboratory title	Computer Lab
Location and area	Khadija Block
Objectives	Help students with appropriate facility to learn and practice different IT related functions necessary for their level
Adequacy for instruction	All required instructions are displayed in the lab at appropriate places for use by faculty, students and

Courses taught	Research and Statistics I, Research and Statistics II

Table 8: Laboratories Details

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 concerning his laboratory. 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.

5.2 STANDARD 3-2

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

Laboratory is authorized by 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 in the laboratory.

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 RIU are extremely good and can be compared with any high reputed university of the country.

6 CRITERION 4: STUDENT SUPPORT AND ADVISING

The culture in RIU is that teachers and students have facility of frequent interaction, even after classes, for any professional and academic advice. This aspect is even highlighted and indicated by the students in the feedback on HEC Performa number 10, taken by the Quality Enhancement Cell (QEC) in the university.

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 required courses are offered in a logical sequence that grooms the students to obtain the program's defined objectives and outcomes.

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 interact frequently among themselves and with students. Students are encouraged to participate in providing feedback and their views about course contents 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 acts as advisor to guide students to choose appropriate courses and also provide guidance on different issues. He also 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.

7 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/Spring semesters.

Students who have completed the 16 years of education 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 Riphah. Students have to submit complete course curriculum and internal evaluation certificate of each subject from his/her previous institution duly signed by Dean/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 student's name, after completion of the admission process, is forwarded to the Registrar office for registration in the specific program and the registration number is allocated.

Students are evaluated through assignments, sessional, mid-term tests and final examinations at the end of each semester. The laboratory work is done on regular basis as per schedule and contributes significantly towards the student's evaluation for relevant course. Only qualified 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 and newly created positions are advertised in the national newspapers, applications are received by the Registrar office, scrutinized by the respective Director Academics, and call letters are issued to the short-listed candidates on the basis of experience, qualification, publications and other qualities/activities as determined by the University in the light of HEC guidelines.

The candidates are interviewed by the University Selection Board. Selection of candidates is approved by the BOD. Induction of new candidates depends upon the number of approved vacancies. HEC also helps Riphah in enrolling the foreign faculty.

Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support.

On yearly basis faculty performance is evaluated basing on HEC Performa number 10 by the students, Director Academics recommendations and with the counter signature of Chairman. The annual increment is based on the recommendations of the Director Academics and the Chairman.

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 Director Academics, 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 – (Annexure L)) and Performa number 5 (Faculty Survey – (Annexure-G)) 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 Director Academics and In-charge program, who focuses 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 Director Academics and the Chairman 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 4th semester which is the final semester. At the end of 4th semester all students are required to submit their thesis after approval from external supervisor their viva are conducted. After viva students have to submit the hard copies of their thesis. After going through the entire and extensive process of approval their detailed marks sheet are given to them.

Requirements of this standard are met through 3 Performas issued by HEC. 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.

The feedback is taken on yearly basis. 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 business communication and proposal writing aspect in program may be increased. The proposal is being evaluated by Board of Faculty of the Social Sciences and Humanities.

The feedback of employers has been achieved. Generally, they are satisfied; however, they have recommended that graduates be given more practice in business communication and proposal writing skills. This is also being processed to make changes in syllabi.

8 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**
Diagnosis and Therapy	Psycho-diagnosis I Psycho-diagnosis II Psychotherapy I Psychotherapy II Effective Leadership in Organization	2	2
Research and Statistics	Psychological Research Methods I, Psychological Research Methods II Research designs and	2	1

Psychopharmacology And Psychophysiology	Psychophysiology and Psychopharmacology I, Psychophysiology and Psychopharmacology II	1	1
Total		**5**	**4**

Table: Faculty distribution by program area

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, Annexure-H) 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 member 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 Director Academics 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 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.

10 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 member 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 university follows the guidelines of HEC for admission in this program. Faculty to post graduate student's ratio for the last four years remained 20:1.

10.3 STANDARD 8-3

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

Library at RIU holds more than 7000 books for all programs. Sufficient number of computers are available to be used by the students. Library is organized to accommodate 50 students (male, female) in the common places. Separate common

rooms for male and female students are available with internet facility.

Laboratories at RIU 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 RIU provide excellent platform to students to enhance their learning capabilities. There are 3 computer laboratories in Faculty of computing, which are accessible to all students for their use.

11 CONCLUSION

The self-assessment report of the MS Clinical Psychology Program, Faculty of Social Sciences and Humanities, Riphah International University, 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 conducive environments for studies. The faculty is focused on imparting quality education, introduction of new and innovative techniques and conduct of quality research to produce competent business professionals. 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 goals, which are again measurable through definite standards. Alumni surveys revealed variable results with regards to knowledge, interpersonal skills, management and leadership skill. Weaknesses are identified which are related to space, transportation and co-curricular activities. 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, are thoroughly planned. Their efficacy was measured through different standards and it was found to be satisfactory.

The facilities and shortcomings in the classrooms have been discussed. It was concluded that classrooms facilities need further improvements. 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 Higher Education Institution has set forth proper rules, which are properly followed. At present there are Six 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:-

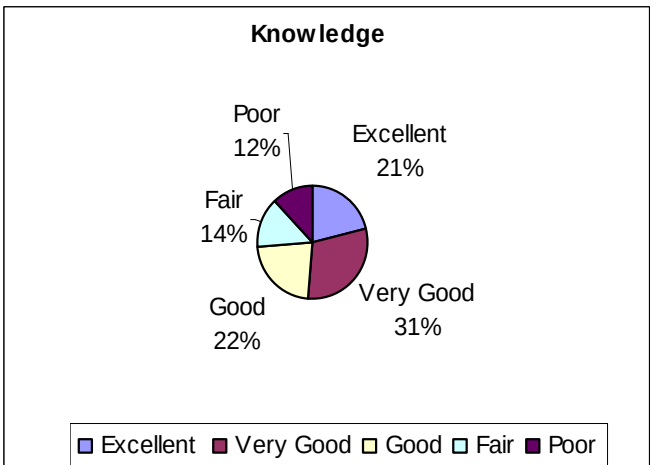
11.1 STRONG AREAS

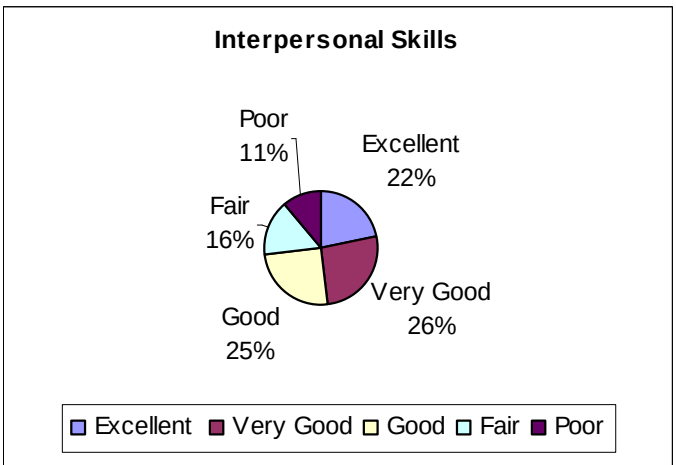
- Clinical Psychology based
- courses
- Recognized Degree
- Strong Link with hospital's psychiatric wards to support
- student's learning
- Experienced Teachers
- Character building of the students
- Personality Development of the students

11.2 WEAKNESSES

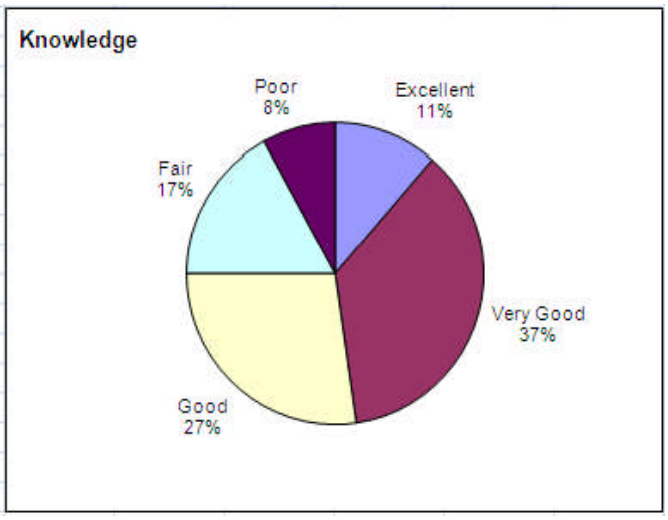
- Needs to have a separate canteen for female students.
- Needs to add more library books and provide internet facility.
- Needs to have separate washrooms for males and females.

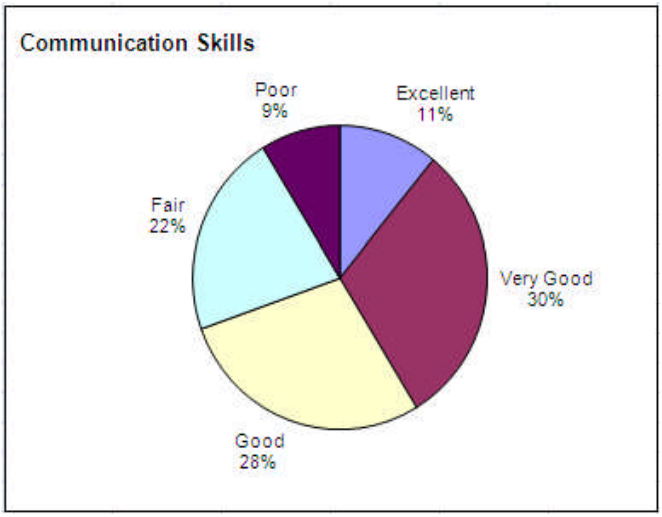
Annexure – A: **Alumni Survey**

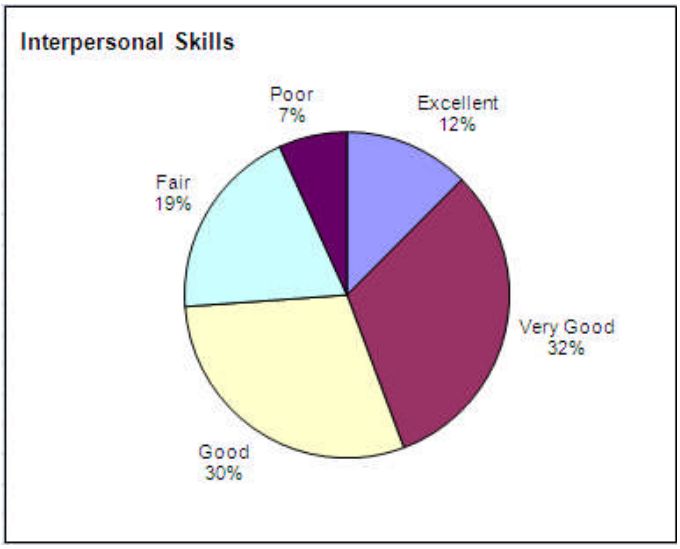


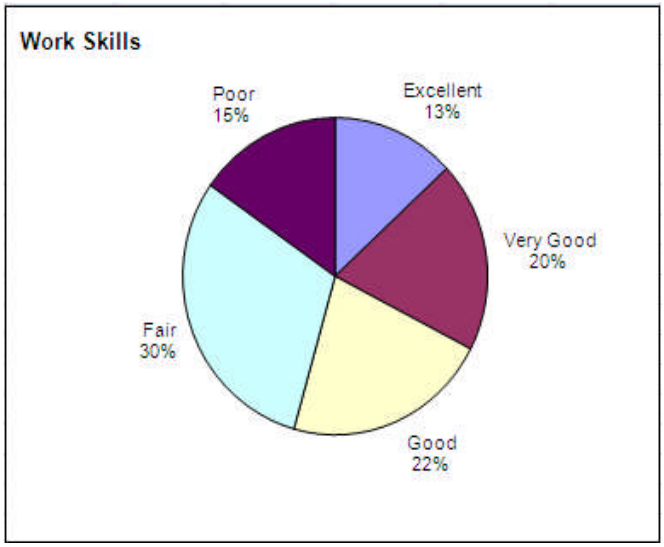


Annexure – B: **Employer Survey**





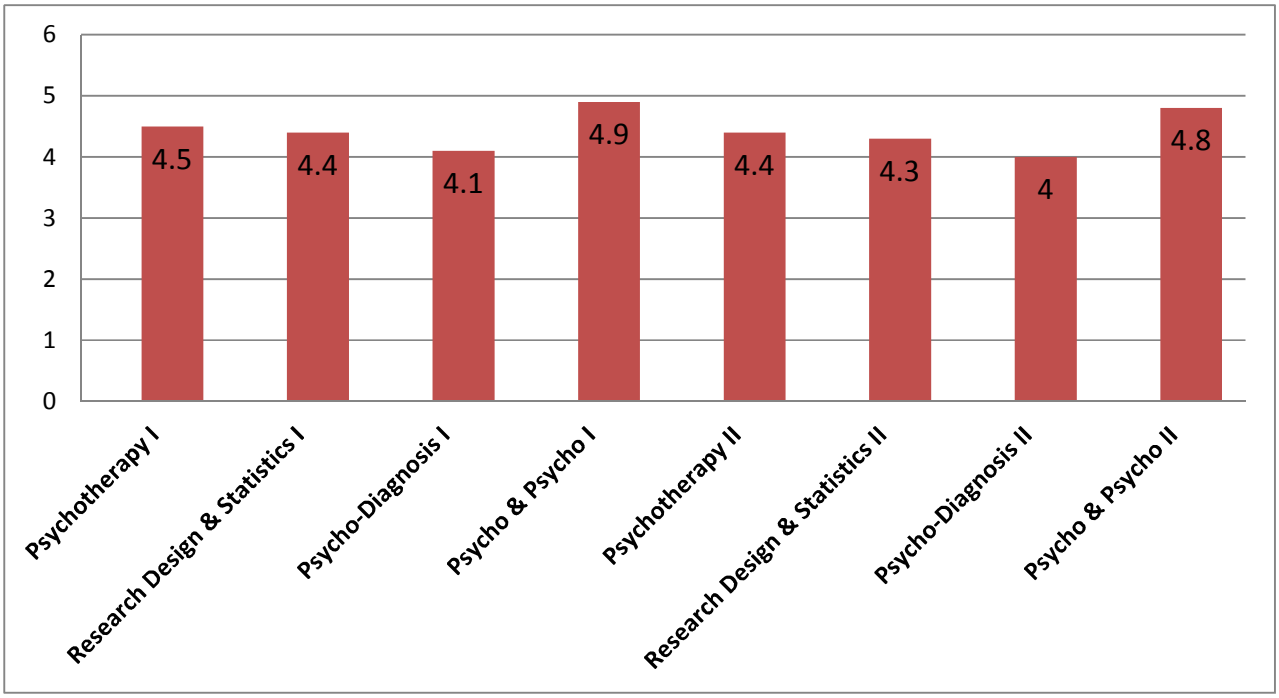




Annexure – C: Students Course Evaluation

1. Students have graded the teachers for their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded marks are 5. This is an anonymous activity and students are not required to write their names on the evaluation Performa.

2. Course evaluation is shown in the following graphical chart/s:



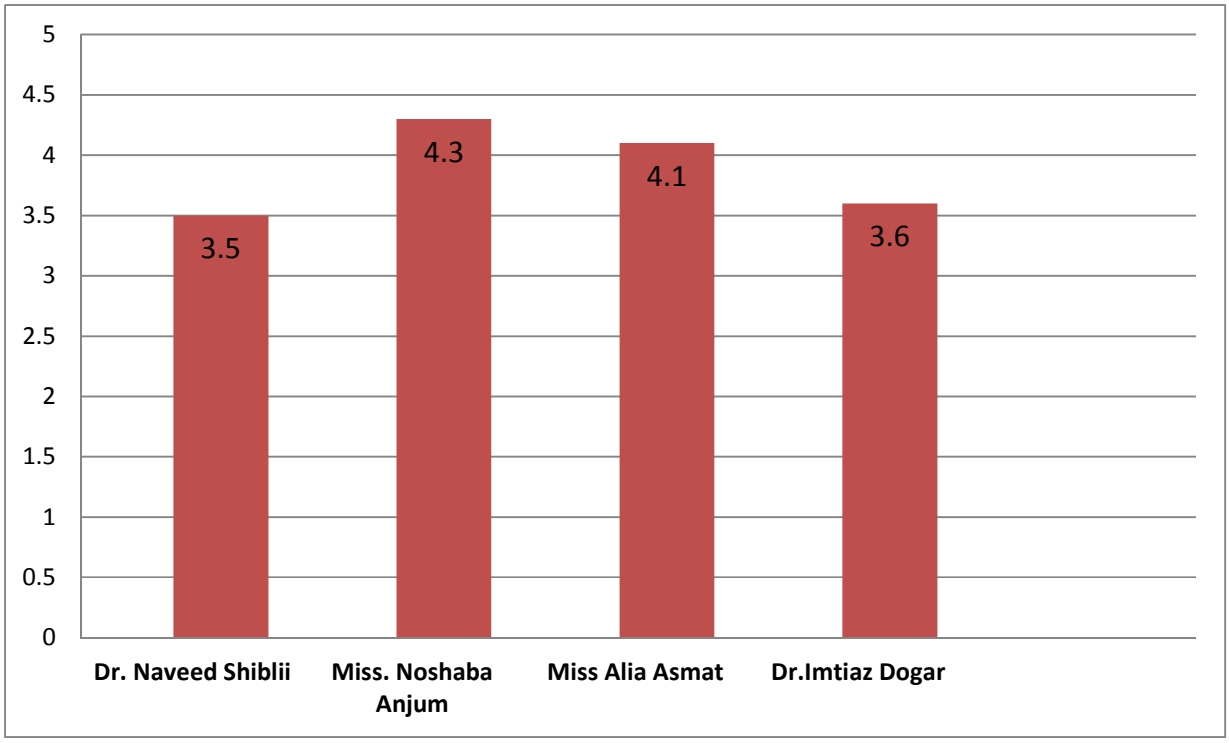
3. The processed results along with the comments of the students, course name, graded scores and number of respondents/enrolled students is shown below.

Sr. No	Course Name	Responses / Total Students	Marks
1	Psychotherapy I	40/50	4.5
2	Research Design & Statistics I	40/50	4.4
3	Psycho-Diagnosis I	40/50	4.1
4	Psycho & Psycho I	40/50	4.9
5	Psychotherapy II	40/50	4.4
6	Research Design & Statistics II	40/50	4.3
7	Psycho-Diagnosis II	40/50	4
8	Psycho & Psycho II	40/50	4.8

Annexure – D: Students Teachers Evaluation

Students have graded the teachers for their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded marks are 5. This is an anonymous activity and students are not required to write their names on the evaluation proforma.

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



4. The processed results along with the comments of the students, course name, graded scores and number of respondents/enrolled students is shown below. Since, some of the faculty members are teaching multiple courses, their feedback appears more than one time.

Sr. No	Teacher Name	Course Name	Responses / Total Students	Marks	Comments
1	Dr. Naveed Shibli	Psychotherapy	34/55	3.5	- Very Good Teacher - Very Good Motivate Behavior - Excellent
2	Miss Noshaba Anjum	Research and statistics	28/55	4.3	- Excellent Teacher - Deduct Less Marks - Supportive

					- Excellent - Hard Working
3	Miss Alia Asmat	Psycho-Diagnosis	27/55	4.1	- Good Teacher - Very Good - Gives huge info about any type of disease like practically - Should own the students point of view - Excellent
4	Dr. Imtiaz Dogar	Psychophysiology & psychopharmacology	26/55	3.6	- Excellent Teacher - Very good - Friendly and motivated behavior Excellent

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Quality Enhancement Cell

Annexure – E: Research Papers List

Research Publication Detail

Faculty member	no. of publications	year	Title of Publication	Journal	APA reference
Dr. Naveed Shibli		1989	HAZOOR PBUH BEHASEEIT DI-E-AMAN-O-AKHWAT" National Seerat Conference"	Makalaat-Seerat By Federal Ministry of Minorities and Religious Affairs Government of Pakistan	
		1994	PRE-HAND BUSINESS SEGMENTATION AS AN INDICATOR OF SUCCESS IN BUSINESS COMMUNICATION	3rd Annual Conference on Mass Communication: Present and Future 1994 by Pakistan Psychological Association and University of Peshawar collaboration held at Peshawar University	
		2003	PSYCHOLOGICAL FACTORS: CONTRIBUTION IN PROFESSIONAL DEVELOPMENT	Seminar on Professional Development of Nurses by Allied Hospital Faisalabad	
		2004	CONDITIONED RESPONSE SYNDROME (CRS): A SOURCE OF SOCIAL CONFLICT: A PILOT STUDY: ASSUMPTIONS AND ASSESSMENT FEATURES	6th International Muslim Psychological Conference, Lahore Pakistan	
		2009	HOW "SIMILARITY" IN HIGHER EDUCATION CAN IMPROVE ASSESSMENT QUALITY	US-China Education Review	6 (5)
		2010	GALIB KI NAFSIYAT KA TAJZIYA	The journal of National University of Languages Islamabad	

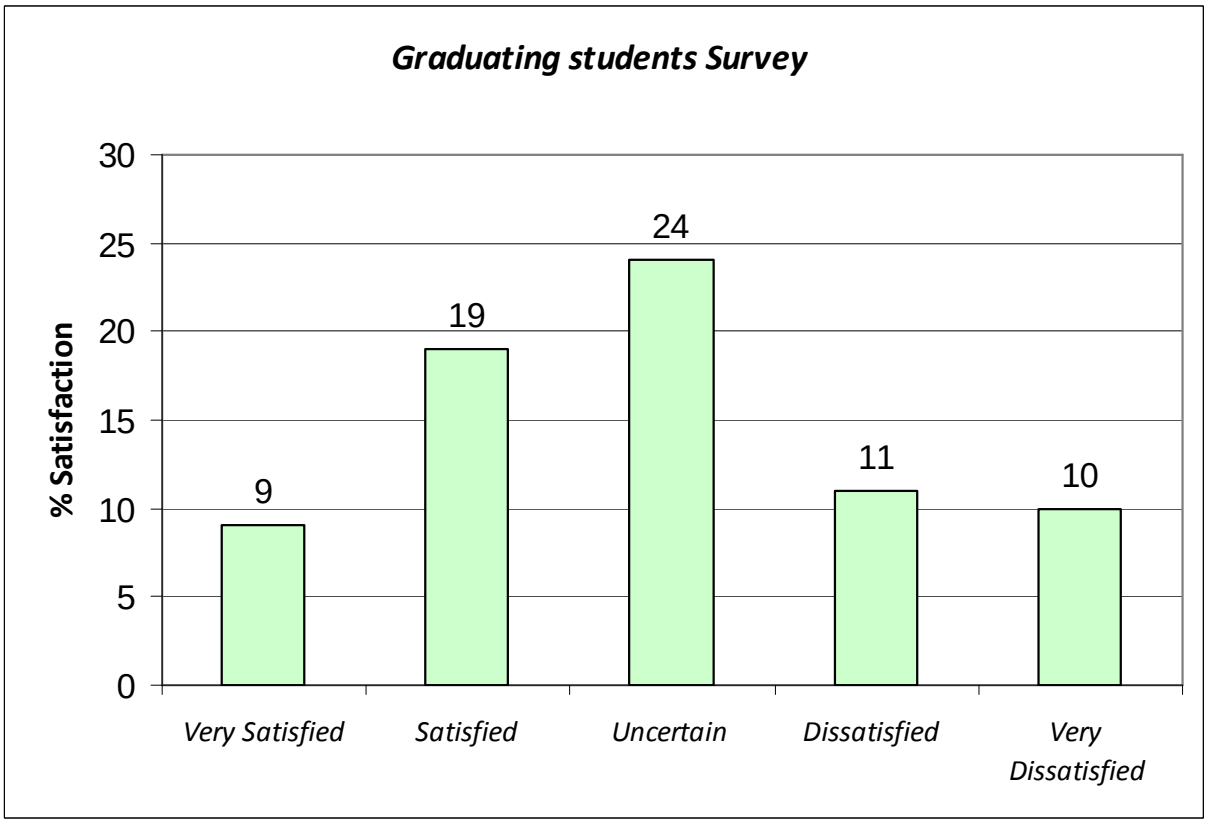
		2010	TERRORISM IN PAKISTAN AN ASSESSMENT AND LIKELY IMPACT	Journal of Social Sciences	
		2010	THE SCIENTIFIC MEDIA PRESENTATIONS OF THE CONTENTS RELATED TO THE SELF OF PROPHET MUHAMMAD PEACE BE UPON HIM	International Seerat Conference	
		2012	POPULAR PRINT MEDIA AS AN INDICATOR OF PUBLIC OPINION IN PAKISTAN	US-China Education Review	2 (1)
		2013	LINGUA FRANCA CHALLENGES IN NATIVE ENGLISH LANGUAGE TEACHING AND ACHIEVEMENT OF 'PERMA	In 1st International Conference on Linguistics and Language Teaching by The Islamia University of Bahawalpur	
		2014	THE RELATIONSHIP OF SOCIAL ROLES WITH VARIOUS INDIVIDUAL PREFERENCES AND SUBSEQUENT AFFECTS ON VARIOUS JOB PERFORMANCES	JSRP	4 (11)
		2014	THE STUDY OF THE STRENGTH OF RELIGION TO EVOKE SUICIDAL IDEATION RESEMBLING TO ALTRUISTIC SUICIDE	International Journal of Advance Research	2 (4)

		2014	POLITICAL CHOICE/PREFERENCE AND ITS RELATIONSHIP WITH PREJUDICE EVALUATIONS	Scottish Journal of Arts, Social Sciences and Scientific Studies	21 (1)
		2014	CONVERSATIONAL ANALYSIS OF KASHMIRIS AND ETHNOCENTRIC BAIS HYPOTHSIS	International Journal of Scientific and Research Publications	4 (8)
		2014	MOTIVATING STUDENTS THROUGH EVALUATION PARTICIPATION (MSTEP) A PROPOSED TECHNIQUE FOR STUDENTS MORALE	International Journal of Management, IT & Engineering (IJMIE)	4 (9)
		2014	Division Perception; Mental Processes; Past and a Need for Energizing to Cater for Betterment	International Journal of Scientific and Research Publications (IJSRP)	4 (9)
		2014	SHIBLIAN METHOD(SM) AS AN EXPLORATORY DEVICE TO EXPLORE FACTS ABOUT RELIGIONS	Scottish Journal of Arts Social Sciences and Scientific Research	22 (1)
		2014	The Relationship of Social Roles with Various Individual Preferences and Subsequent effects on Various Job Performances	International Journal of Scientific and Research Publications (IJSRP)	4 (11)
		2014	Dr. Oz's Anxiety Scale as an Indicator of Test/Examination Anxiety among Male/Female College	International Journal of Scientific and Research Publications (IJSRP)	4 (12)

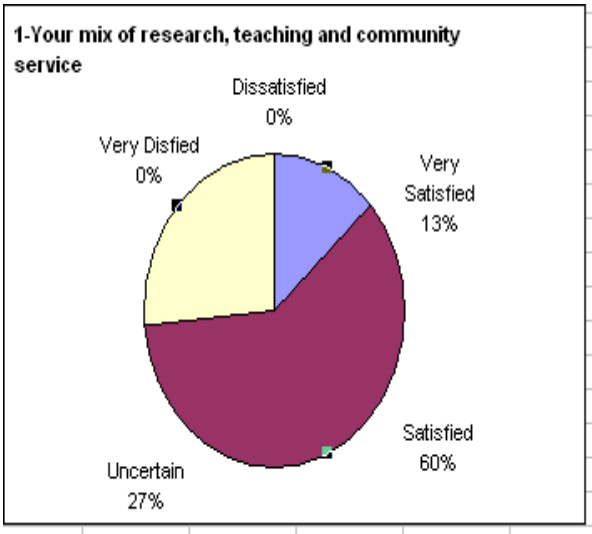
			Students		
		2015	Pre and Post Marriage Differences in Anxiety Level among Male/Females Belongning to Various Income/Class Groups	International Journal of Scientific and Research Publications (IJSRP)	5 (1)
		2015	The Etic Similarities in Case of Cyberpsychology with Emic Coating	International Journal of Scientific and Research Publications (IJSRP)	5 (1)
		2015	DEPRESSION GLOBAL ETIC FINDINGS ABOUT GENDER, INCOMEGROUPS AND LOCALITIES; A COMPARATIVE STUDY	International Journal of Scientific and Research Publications (IJSRP)	5 (2)
Dr. Alia Asmat		2010	Self Esteem and Psychological factors Associated With Juvenile Delinquency	A.P.M.C	4 (2)
		2011	Well Being And psychiatric Status Of Parents of Children With Mental Retardation In Pakistan	European Psychiatry	26 (1), pg 278
		2013	Anxiety and Depression Among Parents Of Children with Intellectual Disability in Pakistan	Journal of Canadian Academy of Children and Adolescence Psychiatry	22(4)
		2016	Parental Satisfaction with Life and Perceived Social Support of Parents of Children with Intellectual Disability	International Journal of Innovation and Scientific Research	20 (2)
Ms. Noshaba Anjum		2013	Emotional Intelligence and Achievement Motivation among Adolescents	Elixir Online Journal, Soc .Sci	59, Pg. 15600-15602
		2014	*The aspects effecting individual behavior on investing decisions. Empirical Evidence from Pakistan Equity Market*	Elixir Online International Journal	*74(27084-27087)*
		2015	Effect of Anchoring Bias on risky investment decision. Evidence from Pakistan Equity Market	International Journal of Poverty, Investment and Development	14, ISSN 2422-846X

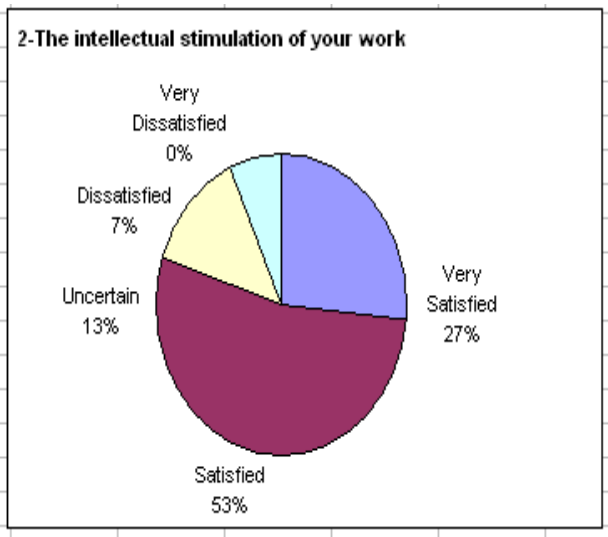
		2015	A Comparative Study of Marital Adjustment between Working and Nonworking Married Women	Elixir Online International Journal	82, 2403-32405
		2016	Risk perception is a mediator between Heuristic Biase and Risky Investment Decision *Empirical Evidence from Pakistan Equity Market*	Research journal of Finance and Accounting	21, ISSN 2222-1697
		2016	Risk perception is a mediator between cognitive biases and risky investment decision: *Empirical Evidence from Pakistan Equity Market.*	*Paper presentation at IBA Journal of Management and Business*	

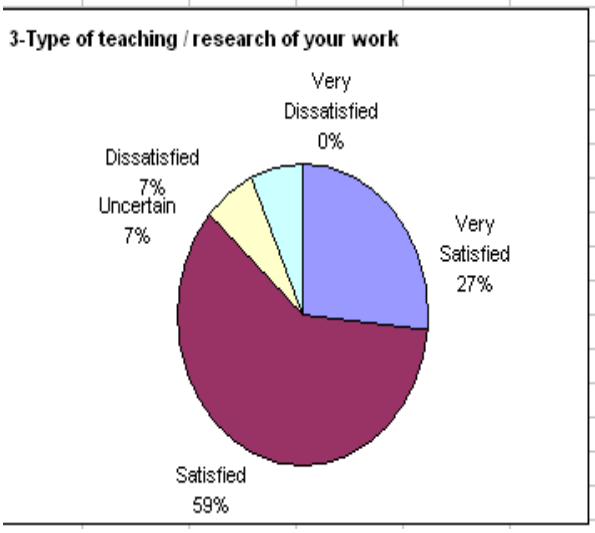
Annexure – F: **Graduating Students Feedback Sample**

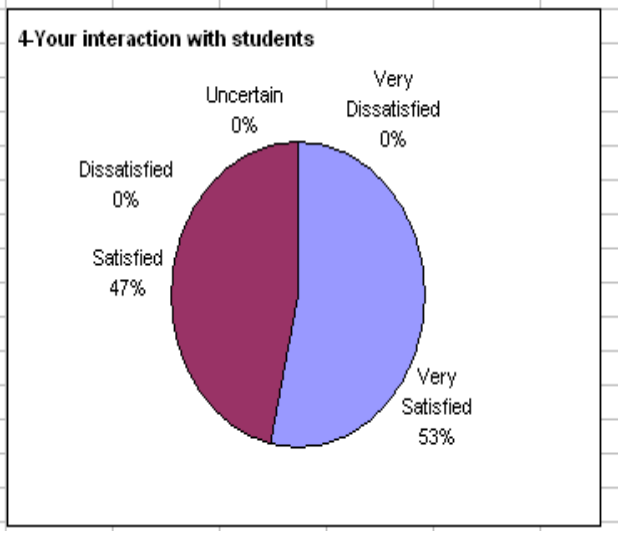


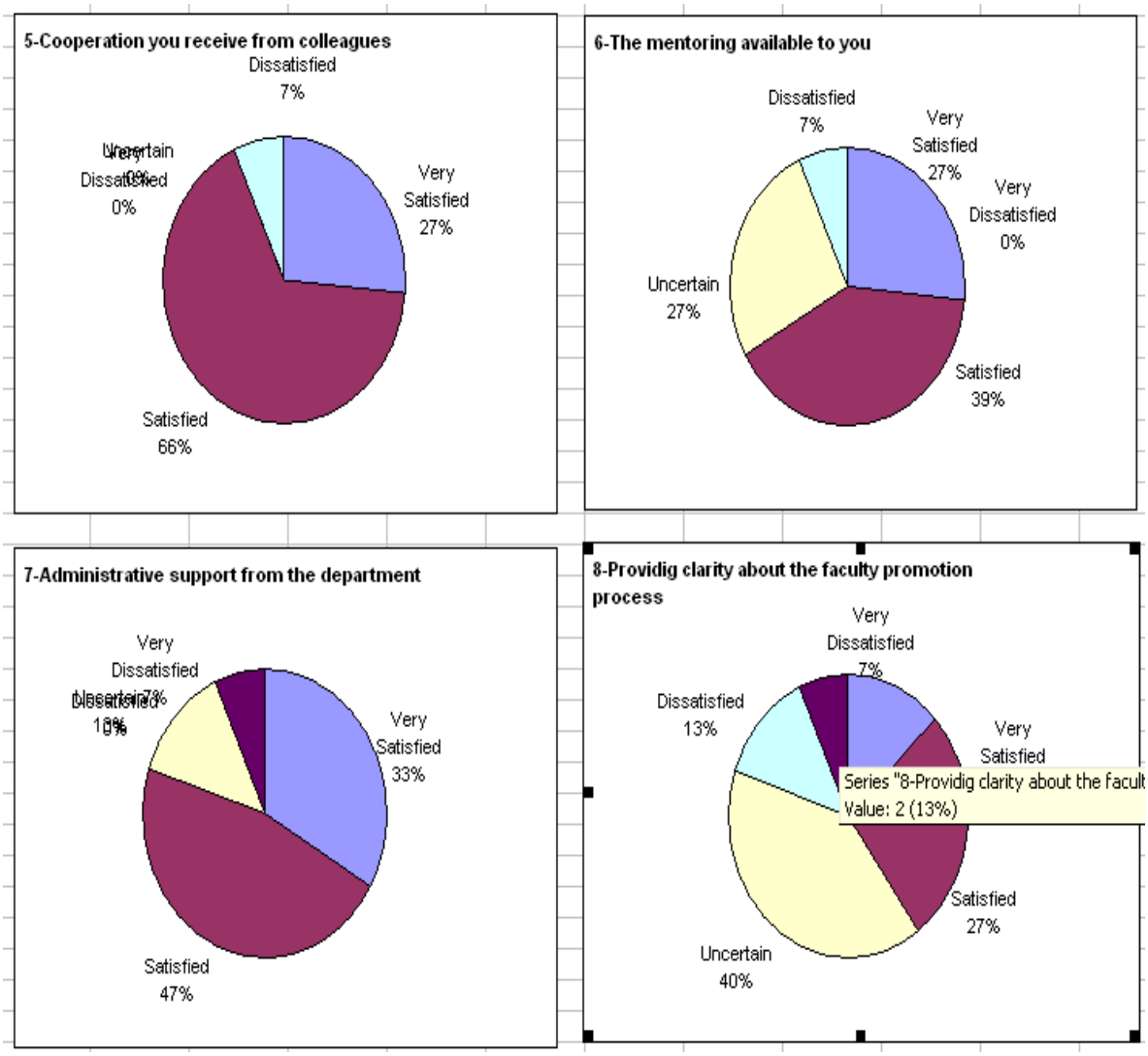
Annexure – G: Faculty Survey

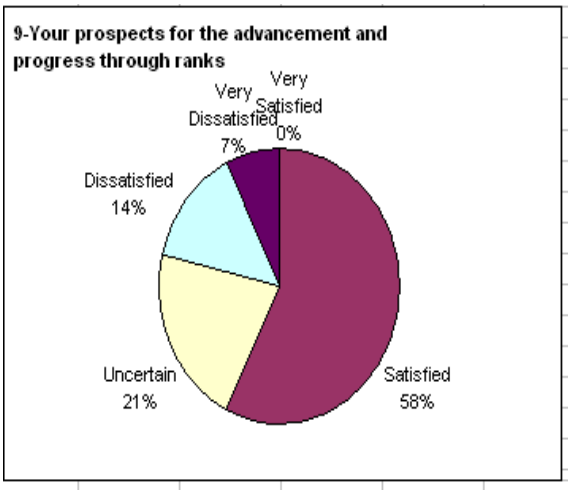


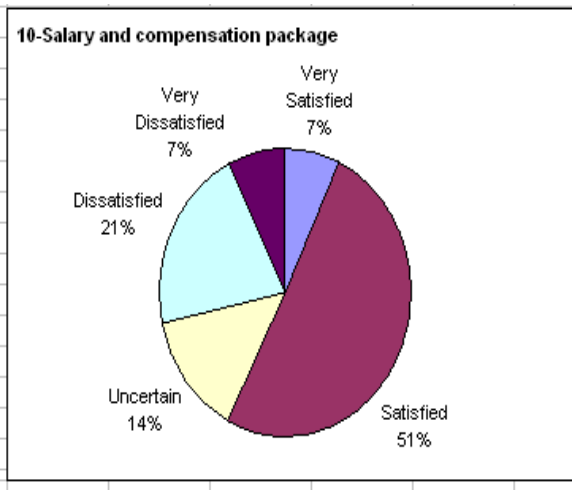


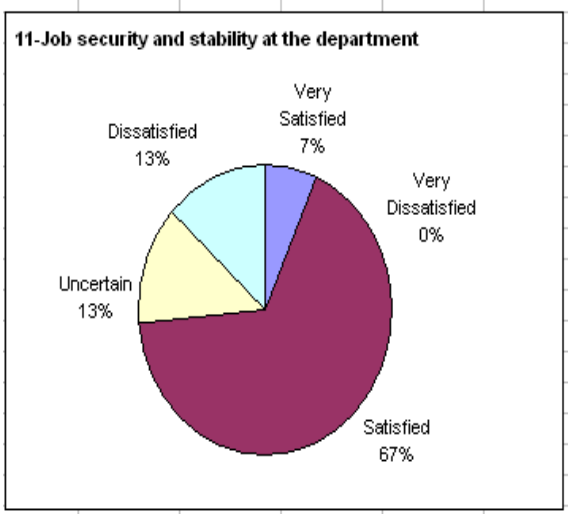


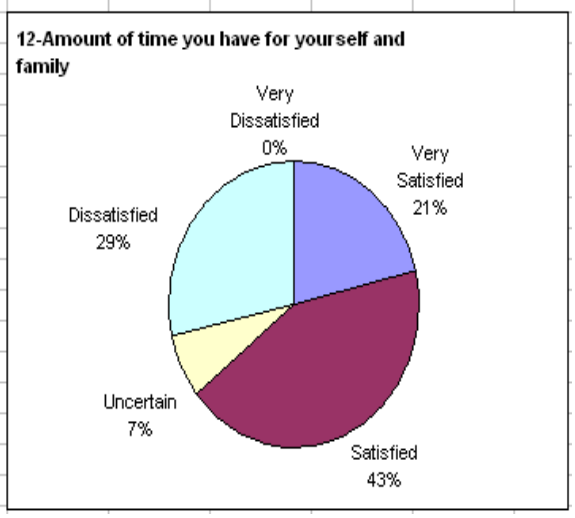


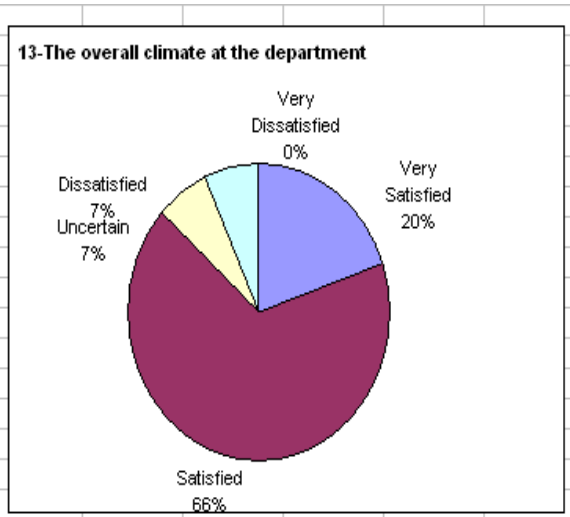

5-Cooperation you receive from colleagues
Dissatisfied
7%
Very
Satisfied
27%
Satisfied
66%
6-The mentoring available to you
Dissatisfied
7%
Very
Satisfied
27%
Very
Dissatisfied
0%
Uncertain
27%
Satisfied
39%
7-Administrative support from the department
Very
Dissatisfied
Very
Satisfied
33%
Satisfied
47%
8-Providig clarity about the faculty promotion process
Very
Dissatisfied
7%
Dissatisfied
13%
Very
Satisfied
Series "8-Providig clarity about the facult
Value: 2 (13%)
Satisfied
27%
Uncertain
40%

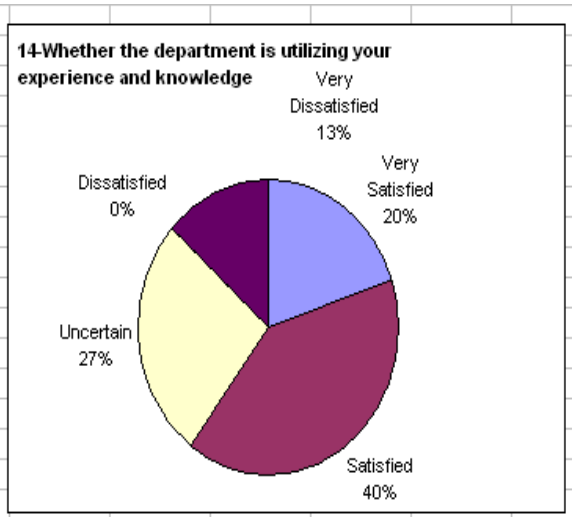

9-Your prospects for the advancement and progress through ranks
Very Satisfied 0%
Very Dissatisfied 7%
Dissatisfied 14%
Uncertain 21%
Satisfied 58%


10-Salary and compensation package
Very Satisfied 7%
Very Dissatisfied 7%
Dissatisfied 21%
Uncertain 14%
Satisfied 51%


11-Job security and stability at the department
Very Satisfied 7%
Dissatisfied 13%
Very Dissatisfied 0%
Uncertain 13%
Satisfied 67%


12-Amount of time you have for yourself and family
Very Dissatisfied 0%
Very Satisfied 21%
Dissatisfied 29%
Uncertain 7%
Satisfied 43%


13-The overall climate at the department
Very Dissatisfied 0%
Very Satisfied 20%
Dissatisfied 7%
Uncertain 7%
Satisfied 66%


14-Whether the department is utilizing your experience and knowledge
Very Dissatisfied 13%
Very Satisfied 20%
Dissatisfied 0%
Uncertain 27%
Satisfied 40%

Annexure – H: Faculty Resume

Sr. #	Name	Designation	Qualification	Institution
1.	Prof. Dr. Naveed Shibli	HOD/ Professor	Ph.D Social Psychopathology	Peshawar University, Peshawar
2.	Dr. Alia Asmat	Assistant Professor	Ph.D	University of Karachi, Karachi
3.	Ms. Noshaba Anjum	Lecturer	M.Phil Clinical Psychology	GC University, Faisalabad
4.	Ms. Anam Munir	Lecturer/Coordinator	M.Phil Clinical Psychology	GC University, Faisalabad

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.

Annexure –J

AT Findings

Panel - Assessment Team

Following Assessment Team Members Visited Faculty of Social Sciences & Humanities FSSH (Faisalabad) on 16 November, 2017

- **Dr. Alia Sheeraz** **Convener**
- **Dr. Asif Butt** **Member**
- **Mr. Muhammad Waleed Ashraf** **Member**

Exit Meeting - 18 November, 2017

Following attended the meeting:-

- **Prof. Dr. M. Mudassar** **Chairman**
- **Dr. Hameed Ullah** **Dean**
- Dr. Naveed Shibli HOD Clinical Psychology
- **Dr. Alia Sheeraz** **Convener**
- **Dr. Asif Butt** **Member**
- **Mr. Muhammad Waleed Ashraf** **Member**
- **Mr. Shabeeb Ahmad Gill** **AM QEC**

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

- Needs to have a separate canteen for female students.
- Needs to add more library books and provide internet facility.
- Needs to have separate washrooms for males and females.

Note: After the above exit meeting, the Departmental heads 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) – FSSH (M.Phil Psychology) – Faisalabad Campus

AT Finding	Corrective Action	Implementation Date	Responsibility	Present Status
Needs to have a separate canteen for female students.	Canteen in the main block has declared to be only meant for female students.	20th November, 2017	Procurement officer	Completed
Needs to add more library books and provide internet facility.	Lists for purchase of new relevant books were demanded from the HODs of concerned departments and later on purchased and added.	30th November, 2017	Librarian	Completed
Needs to have separate washrooms for females.	Washrooms in front of Khadija-tul-Kubra Block are declared as female washrooms.	20th November, 2017	Procurement officer	Completed
Convener AT Name and Signature	The Suggested improvements were made and the pointed out required facilities were provided within the specified time period		Dr. Alia Sheeraz Head, Department of Management Sciences Riphah International University, Faisalabad Campus	
Dean's Comments Name and Signature	Completed		Dr. Hafiz Hamid	
QEC Comments Name and Signature	The Suggestion of assessment team have been implemented. Shabeeh Ahmad Cell		Assistant Manager Quality Enhancement Cell Riphah International University Faisalabad	

Annexure – L: Faculty Course Review Report

Faculty of Social Sciences is running 8 courses and 2 elective courses also for the MS Clinical Psychology program. All courses curriculum is reviewed periodically by the Board of Studies to assess its effectiveness and contribution in achieving program objectives. Course review also contributes towards making any changes in the syllabi.

PT members launched HEC Performa 2 (Faculty of Course Review Report) to all the faculty members, to obtain their feedback about courses.

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

a. Syllabi review to improve communication and interpersonal skills of the students.
b. Improvement in course curriculum to emphasis on Leadership component.
c. Provision of more technical/financial resources to execute final projects

Board of Studies scrutinized these points and presented in the Board of Faculty that will review and suggest the implementation as deemed necessary.

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)	**23**				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05	**3.83**				

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)	**37**				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.20	**18.5**				

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)	**15**				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	**10**				

Criterion 4– Student Support and Advising	Weight = 0.10				
Factors	**Score**				
1. Are the courses being offered in sufficient frequency nd 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)	**14**				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	**10**				

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 ad 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)	**51**				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	**13.90**				

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)	**26**				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	**18.57**				

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)	**13**				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	**12.99**				

Criterion 8– Institutional Support	Weight = 0.10				
Factors	**Score**				
1. Is there sufficient support and finances to attract and retain high quality faulty?	**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	**7**				

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

= 3.83+18.5+10+10+13.90+18.57+12.99+7

= 94.79