DEPARTMENT OF APPLIED PSYCHOLOGY

LAHORE COLLEGE FOR WOMEN UNIVERSITY, LAHORE

SELF-ASSESSMENT REPORT

BS PROGRAM

Submitted to

Quality Enhancement Cell,

Lahore College for Women University, Lahore

Program Team Members:

1. BismaZubair (Team Leader)
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Head of the Department:

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T A B L E   O F   C O N T E N T S

INTRODUCTION

In 1951, when Lahore College was shifted to the present building, Psychology was taught as a part of the syllabus of Philosophy. In 1962 when Mrs. Safia Jamil was the Head of the Philosophy Department, Psychology as a separate subject was introduced. For eight years (1962-1969) Mrs. Safia Jamil remained the head of both Philosophy and Psychology departments. It was in 1969 that Psychology got an independent status and Mrs. Chand Khurshid became the first head of the department. Thereafter the department was headed by:Mrs. Saeeda Ashraf 1974-1986, Mrs. Jamila Khanum 1986-2002, Mrs. FarhanaShamim Abbas 2002-2009, Mrs. Rodaba Hamid 2009-2012, and Currently Prof. TalatSohailis the chairperson of the department.

M.Sc. classes were started in 1979. The number of teaching staff increased from 5 to 18 and then to 20. The nomenclature of the department was changed in 2000 from Psychology to Applied Psychology. Accordingly the existing courses were revised and new courses were introduced. BS program was introduced in 2005. This is a four-year program taught in eight semesters. Efforts are under way to set up a well equipped computer lab and provide students and faculty up-to-date facilities for research (including access to e-resources, digital databases and software).

Psychology, the science of human behavior and experience, is a vast and flourishing applied scientific discipline contributing in countless ways to education, research and practice. Different subspecialties of Applied Psychology like Developmental Psychology, Clinical Psychology, Psychological Testing, Social Psychology, Educational Psychology, Health Psychology, Counseling and Behavioral Neuroscience along with research are taught to students at the BS level to give them the theoretical base needed for becoming professionals in varied fields and careers.

MS Health Psychology classes started in the year 2008 with Prof. TalatSohail as in charge ably assisted in teaching by Dr. Sarah Shahed. The department achieved another important milestone as Ph.D program was commenced in 2011 with Dr. Amina Muazzam Butt as coordinator.

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

1.1.1 Mission Statement of Department of Applied Psychology

As an important and integral part of LCWU, the Department of Psychology has as its dedicated mission the very promotion of intellectual development of its students. This has facilitated in the past and would help the University in the future as well, with respect to the context of a liberal arts and sciences education. The department of Psychology helps students understand the methods and most important theories of the science of psychology.

The department has always been in the forefront to help students master skills in oral and written communication, analytical thinking and computer technology. We provide an ethical environment which nurtures possibilities of applying psychological knowledge to research. The psychology department provides an enlightening practice that sets clear and high expectations for students, promotes eloquence and vigorous learning in the classroom, gives productive and methodical feedback from faculty and peers, and supports a sense of societal spirit within and beyond the boundaries and borders of LCWU.

Department of Applied Psychology offers BS (4-years) degree with following particulars:

Name of Program	Duration	No. of Modules (Semesters)	Total Credit Hrs
B.S Applied Psychology	4 years	8 semesters (Theory+Internship + Research)	132

1.1.2   a. Mission of BS Program

Mission of BS Program is to produce quality graduates equipped with a wide breadth of knowledge and to develop strong critical, analytical and logical thinking in the graduates.Moreover to establish effective communication and interpersonal skills in the graduates.

1.1.2. b. BS Program Objectives

1. To help students become aware of the history and scope of modern scientific Psychology and biological, biochemical and genetic basis of behavior.

2. To make students familiar with different perspectives and research methods of study in Psychology.

3. To equip students with research skills and provide them opportunities of undertaking research projects.

4. To equip the students with interpersonal skills with leadership ability, appreciation for diversity, and the capacity to work effectively with others.

1.1.3. Aligning program objectives of BS Applied Psychology

BS Applied Psychology Program's objectives are well aligned.

1.1.4 Assessment of Educational objectives:

Table 1: BS Program Objectives Assessment

Objectives (1)	How Measured (2)	When Measured (Frequency) (3)	Improvement Identified (4)	Improvement Made (Corrective & Preventive Action) (5)
As given in Para 1.1	The students are assessed regularly for their knowledge and ability through different methods Like: 1) Quiz/ presentations	There is at least one quiz or presentation before midterm exams and one before final term exams	1. Students and teachers both required to be more regular 2. Enhancing communications skills, revision of course/curriculum	1. Attendance rules applied strictly 2. Teachers training and development 3. Making courses more interactive and interesting by active participation of teachers and
	2) Class room discussions	Class discussions are conducted regularly throughout the semester		
	3) Examinations	One midterm and one final term in each semester	3. Guidance of students about	
	4) Practical	Practicals are conducted		

	Assignments	as per course requirement	any problem 4. Tutorials	students 4. Encouraging teachers to teach with more updated, relevant and daily life examples
	5) Scientific Report writing Project	In semester 7 students are supposed to conduct a group research and write its full report	5. Teachers' training about new teaching methods	
	6) Internship report or Thesis	In semester four students submit a class project for quantitative research and psychometrics reports and in seventh semester they need to submit clinical case reports and qualitative research as a project that are evaluated by internal examiner. In final semester students submit either internship report or thesis work (separate from scientific report writing) and it is evaluated by external examiner.	6. Revising course outlines of some subjects and shuffling a couple of subjects across semesters.	5. Introducing new courses 6. Arranging national / international level seminars, lectures, workshops and symposiums and encouraging students of actively participate in them
	7) Class exercises	As per course requirement		7. Immediately trying to sort out the solutions if some complaints are put forward by students
	8) Teacher's evaluation by students	Atend teacher evaluation is done by students		

Standard 1.2: The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

1.2 Program Outcomes:

- Students will demonstrate an understanding of foundational knowledge of applied psychology.
- Students will demonstrate knowledge of basic research methods in psychology.
- Students will demonstrate knowledge and understanding of related ethical issues and general understanding of APA code of ethics and will be able to conduct research project independently.

- They would be able to work in organizational, psychiatric, human resource, health and hospital settings.

Table 2: BS Program Outcomes

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

Standard 1.3: The results of program's assessment and the extent to which they are used to improve the program must be documented.

1.3.1 Actions taken on the basis of assessment:

1) Syllabus revision

2) Teachers training

3) Labs development

4) Faculty development

1.3.2 Strengths of Department

i) Teamwork
ii) Infrastructure
iii) Work Environment
iv) PhD Computer Lab, Internet Facilities

1.3.3 Weaknesses of Department

1) Limited access to Digital library
2) Absence of computer lab for BS and trained lab supervisor

3) Strengthening of existing Lab facilities

4) Lack of classrooms and insufficient space for faculty in staff room

Future Plans
1) Development of Center for Clinical Psychology

2) Development of Computer lab

Standard 1.4: The department must assess its overall performance periodically using quantifiable measures.

1.4.1 Performance Measures:

Applied Psychology department assesses the overall performance using quantifiable measures.

i)   Student's enrollment

ii)   Student passed out

iii)   Student teacher ratio

iv)   Number of Publications

v)   Books in Library

vi)   Workshops and seminars

vii)   Purchase of equipment

viii)   Other Performance indicators

i)   **Table 3: No. of Students Enrolled**

Program	Session	No. of Students
BS Applied Psychology	2009-2013	46 (approx.)
	2010-2014	53 (approx.)
	2011-2015	72
	2012-2016	75
	2013-2017	74
	2014-2018	70

2015-2019	81
2016-2020	60

ii)   Table 4: <u>Student-Faculty Ratio</u>

Year	No. of Students	No. of Faculty Members	Student-Faculty ratio
2015-2016	635	11+6	37:1
2014-2015	650	12+6	36:1
2013-2014	641	15+4	33: 1
2012- 2013	574	15 regular +1 visiting	35: 1

iii)   Table 5: <u>No. of Students Passed Out</u>

Program	Passing out Year	No. of Students
BS Applied Psychology	2016	66
	2015	62
	2014	53
	2013	39

i)   Table 6:<u>Percentage of Honor Students & Attrition Rate</u>

Year	%age of Honor Students **Criteria:** CGPA 3.75 and above	Attrition Rate <u>(Admitted –pass out) *100</u> Admitted
2016	0	(75-66)*100/75 = 12
2015	Info not available in department	(72-62)*100 / 72 = 13.89

v)   Table 7: <u>Faculty Training, Seminars and workshops</u>

No. Of Trainings,	32
Seminars	31
Workshops	15
Conferences attended	38
Workshops conducted	3

vi)   <u>Papers Published at National & International Level</u>

Table 8: <u>Number of Publications</u>

Papers presented	13
Posters presented	8
Papers published	4

vii) <u>**Books in Library**</u>

Almost 700 books from different areas of Psychology are available in the departmental library.

<u>Research Areas</u>

The Faculty is involved in research in the following areas:

Health Psychology

Clinical Psychology

Psychological Testing

Quantitative Research

Qualitative Research

Counseling

<u>Collaborations</u>

Students of BS visit and work in a no of public and private hospitals, clinics and other organizations to complete their internships in clinical psychology, health psychology and human resource management respectively.

<u>CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION</u>

The development of curriculums for each program of Gender & Development Studies is based on the detailed curriculum development guidelines issued by HEC.

BS (4-Year) <u>Applied Psychology</u>

<u>STRUCTURE OF SCHEME OF STUDY</u>

Nature of Courses	Numbers of Course	Credits Hours

Compulsory Course (No choice)	8	22
Basic Course	NA	NA
Foundation Course	NA	NA
Elective Course	6	9
General / Minor Courses	16	18
Major Courses	22	83
Research Report	NA	NA
Total Credits		**132**

YEAR-1

SEMESTER-I

Course No	Course Title	Credits
CC/Eng-101	Language in Use	3(3+0)
CC/Isl -101 CC/phil -101	Islamic Education/Ethics (For Non Muslim)	2(2+0)
CC/Math - 101	Compulsory Mathematics	3(3+0)
Maj/Psy-101	Introduction to Psychology-I	4(3+1)
Min/Eco-101 Min/SW -101 Min/IR -101 Min/Geog-101	Micro Economics Introduction to Social Work & Sociology Concepts Fundamentals of International Relations Physical Geography-I **(Minor- I Choose Any Two)**	3(3+0)
	Total Credits	**18**

SEMESTER-II

Course No	Course Title	Credits
CC/Eng-102	Academic Reading & Writing	3(3+0)
CC/PS -102	Pakistan Studies	2(2+0)
Maj/Psy-102	Introduction to Psychology-II	4(3+1)
Min/Eco-102 Min/SW -102 Min/IR -102 Min/Geog-102	Macro Economics Basic Methods of Social Work Paradigms of International Relations Physical Geography-II **(Minor- I Choose Any two)**	3(3+0)
	Total Credits	**15**

YEAR-2

SEMESTER-III

Course No	Course Title	Credits
CC/Eng-201	Communication Skills	3(3+0)
CC/MC -201	Introduction to Mass Media and Communication	3(3+0)
Maj/Psy-201	Schools of Psychology	3(3+0)
Maj/Psy-202	Developmental Psychology	3(3+0)
Maj/Psy-203	Personality Theories	3(3+0)
Min/Eco-201 Min/SW -201 Min/IR -201 Min/Geog-	Mathematical Economics Social Development of Pakistan Foreign Policy of Pakistan Human Geography	3(3+0)

201	**(Minor- I Choose Any one)**	
	Total Credits	**18**

SEMESTER-IV

Course No	Course Title	Credits
CC/Eng-202	Advance Academic Reading & Writing	3(3+0)
EC/CS -201	Introduction to computer	3(2+1)
Maj/Psy-204	Applied Statistics-I	4(3+1)
Maj/Psy-205	Social Psychology	3(3+0)
Min/Eco-202 Min/SW -202 Min/IR -202 Min/Geog-202	Economics of Pakistan Secondary Methods of Field & Social Work Foreign Policy of Pakistan-II Geography of Pakistan **(Minor- I Choose Any one)**	3(3+0)
	Total Credits	**16**

YEAR-3

SEMESTER-V

Course No	Course Title	Credits
Maj/Psy-301	Psychopathology-I	3(3+0)
Maj/Psy-302	Applied Statistics-II	4(3+1)
Maj/Psy-303	Psychological Testing-I	4(3+1)
Maj/Psy-304	Experimental Psychology	4(3+1)
	Total Credits	**15**

SEMESTER-VI

Course No	Course Title	Credits
Maj/Psy-305	Psychopathology-II	3(3+0)
Maj/Psy-306	Behavioral Neuroscience	4(3+1)
Maj/Psy-307	Quantitative Research Methodology	4(3+1)
Maj/Psy-308	Psychological Testing-II	4(3+1)
Maj/Psy-309	Positive Psychology	3(3+0)
	Total Credits	**18**

YEAR-4

SEMESTER-VII

Course No	Course Title	Credits
Maj/Psy-401	Clinical Psychology	4(3+1)
Maj/Psy-402	Cognitive Psychology	4(3+1)
Maj/Psy-403	Qualitative Research Methodology	4(3+1)
EC/Psy-401	Educational Psychology	3(3+0)
EC/Psy-402	Political Psychology	
	(Choose Any One)	
	Total Credits	**15**

SEMESTER-VIII

Course No	Course Title	Credits
Maj/Psy-404	Counseling Psychology	4(3+1)

Maj/Psy-405	Health Psychology	4(3+1)
EC/Psy-403 EC/Psy-404 EC/Psy-405	Human Resource Management Forensic Psychology Psychology of Gender **(Choose Any One)**	3(3+0)
Maj/Psy-406	Internship	6(6+0)
	Total Credits	**17**

Total Hours: 132

Curriculum Break up

Table 10: Curriculum Break up

Curriculum Breakup	Credit Hours
COMPULSORY COURSES • CC/Eng-101Language in Use 3(3+0) • CC/Isl -101Islamic Education/Ethics (For Non Muslim) 2(2+0) CC/phil -101 • CC/Math -101Compulsory Mathematics 3(3+0) • CC/Eng-102 Academic Reading & Writing 3(3+0) • CC/PS -102 Pakistan Studies 2(2+0) • CC/Eng-201 Communication Skills 3(3+0) • CC/MC -201 Introduction to Mass Media and Communication 3(3+0) • CC/Eng-202 Advance Academic Reading & Writing 3(3+0)	22
BASIC COURSES • NA	
FOUNDATION COURSES • NA	

ELECTIVE COURSES • EC/CS -201 Introduction to computer 3(2+1) • EC/Psy-401 Educational Psychology 3(3+0) • EC/Psy-402 Political Psychology 3(3+0) • EC/Psy-403 Human Resource Management 3(3+0) • EC/Psy-404 Forensic Psychology 3(3+0) • EC/Psy-405 Psychology of Gender 3(3+0) **NOTE: Any one course is opted by the students from EC/Psy-401 and EC/Psy-402 in semester VII and any one course from EC/Psy-403, EC/Psy-404 and EC/Psy-405 is opted in semester VIII. So thererespective credit hours are mentioned.**	9

MINOR COURSES • Min/Eco-101Micro Economics3(3+0) • Min/SW -101 Introduction to Social Work & Sociology Concepts 3(3+0) • Min/IR -101Fundamentals of International Relations3(3+0) • Min/Geog-101 Physical Geography-I3(3+0) • Min/Eco-102 Macro Economics3(3+0) • Min/SW -102 Basic Methods of Social Work3(3+0) • Min/IR -102 Paradigms of International Relations 3(3+0) • Min/Geog-102 Physical Geography-II3(3+0) • Min/Eco-201Mathematical Economics 3(3+0) • Min/SW -201 Social Development of Pakistan 3(3+0) • Min/IR -201 Foreign Policy of Pakistan 3(3+0) • Min/Geog-201 Human Geography 3(3+0) • Min/Eco-202 Economics of Pakistan 3(3+0) • Min/SW -202 Secondary Methods of Field & Social • Work3(3+0) • Min/IR -202 Foreign Policy of Pakistan-II 3(3+0) • Min/Geog-202 Geography of Pakistan 3(3+0) **NOTE: Any two courses are opted by the students from Min/ Eco-101, Min/ SW-101, Min/ IR-101, Min/ Geog-101 in semester I, any two courses from Min/ Eco-102, Min/ SW-102, Min/ IR-102, Min/ Geog-102 in semester II, any one course from Min/ Eco-201, Min/ SW-201, Min/ IR-201, Min/ Geog-201in semester III and any one course from Min/ Eco-202, Min/ SW-202, Min/ IR-202, Min/ Geog-202 in semester IV so their respective credit hours are mentioned.**	18

MAJOR COURSES • Maj/Psy-101Introduction to Psychology-I 4(3+1) • Maj/Psy-102Introduction to Psychology-I I 4(3+1) • Maj/Psy-201Schools of Psychology 3(3+0) • Maj/Psy-202Developmental Psychology3(3+0) • Maj/Psy-203Personality Theories3(3+0) • Maj/Psy-204Applied Statistics-I 4(3+1) • Maj/Psy-205 Social Psychology 3(3+0) • Maj/Psy-301Psychopathology-I 3(3+0) • Maj/Psy-302 Applied Statistics-II 4(3+1) • Maj/Psy-303 Psychological Testing-I 4(3+1) • Maj/Psy-304 Experimental Psychology 4(3+1) • Maj/Psy-305 Psychopathology-II3(3+0) • Maj/Psy-306 Behavioral Neuroscience4(3+1) • Maj/Psy-307 Quantitative Research Methodology 4(3+1) • Maj/Psy-308 Psychological Testing-II4(3+1) • Maj/Psy-309Positive Psychology 3(3+0) • Maj/Psy-401 Clinical Psychology4(3+1) • Maj/Psy-402Cognitive Psychology4(3+1) • Maj/Psy-403 Qualitative Research Methodology 4(3+1) • Maj/Psy-404 Counseling Psychology4(3+1) • Maj/Psy-405 Health Psychology4(3+1) • Maj/Psy-406 Internship 6(6+0)	83
• RESEARCH REPORT	NA
Total Credit Hours	**132**

Standard 2.1: The curriculum must be consistent and supports the program's documented objectives.

BS program contents/courses meet the program outcomes as shown in the table below.

Table 11: Courses versus Program Outcomes

Courses	1	2	3	4
CC/Eng-101				
CC/Isl -101 CC/phil -101				
CC/Math -101				
Maj/Psy-101	X	X		
Min/Eco-101				
Min/SW -101				
Min/IR -101				
Min/Geog-101				
CC/Eng-102				
CC/PS -102				
Maj/Psy-102	X	X		
Min/Eco-102				
Min/SW -102				
Min/IR -102				
Min/Geog-102				
CC/Eng-201				
CC/MC -201				
Maj/Psy-201	X			
Maj/Psy-202	X	X		
Maj/Psy-203	X	X		
Min/Eco-201				

Min/SW -201				
Min/IR -201				
Min/Geog-201				
CC/Eng-202				
EC/CS -201				
Maj/Psy-204	X	X		
Maj/Psy-205	X	X		
Min/Eco-202				
Min/SW -202				
Min/IR -202				
Min/Geog-202				
Maj/Psy-301	X	X	X	X
Maj/Psy-302	X	X		
Maj/Psy-303	X	X	X	X
Maj/Psy-304	X	X	X	X
Maj/Psy-305	X	X	X	X
Maj/Psy-306	X	X		X
Maj/Psy-307	X	X	X	X
Maj/Psy-308	X	X	X	X
Maj/Psy-309	X	X		X
Maj/Psy-401	X	X	X	X
Maj/Psy-402	X	X		X
Maj/Psy-403	X	X	X	X
EC/Psy-401	X	X		X
EC/Psy-402	X	X		X
Maj/Psy-404	X	X	X	X

Maj/Psy-405	X	X	X	X
EC/Psy-403		X	X	X
EC/Psy-404		X	X	X
EC/Psy-405		X		
Maj/Psy-406		X	X	X

Table 12: Program versus Objectives

Courses	Program Objectives				
	1	2	3	4	5
CC/Eng-101					X
CC/Isl -101 CC/phil -101					X
CC/Math -101					X
Maj/Psy-101	X	X		X	X
Min/Eco-101					X
Min/SW -101					X
Min/IR -101					X
Min/Geog-101					X
CC/Eng-102					X
CC/PS -102					X
Maj/Psy-102	X	X		X	X
Min/Eco-102					X
Min/SW -102					X
Min/IR -102					X
Min/Geog-102					X
CC/Eng-201					X
CC/MC -201					X
Maj/Psy-201	X			X	X
Maj/Psy-202	X			X	X
Maj/Psy-203	X	X		X	X

Min/Eco-201					X
Min/SW -201					X
Min/IR -201					X
Min/Geog-201					X
CC/Eng-202					X
EC/CS -201					X
Maj/Psy-204		X	X	X	X
Maj/Psy-205		X		X	X
Min/Eco-202					X
Min/SW -202					X
Min/IR -202					X
Min/Geog-202					X
Maj/Psy-301	X	X	X	X	X
Maj/Psy-302		X	X	X	X
Maj/Psy-303	X	X	X	X	X
Maj/Psy-304	X	X	X	X	X
Maj/Psy-305	X	X	X	X	X
Maj/Psy-306	X			X	X
Maj/Psy-307		X	X	X	X
Maj/Psy-308	X	X	X	X	X
Maj/Psy-309	X			X	X
Maj/Psy-401	X	X	X	X	X
Maj/Psy-402		X		X	X
Maj/Psy-403		X	X	X	X
EC/Psy-401		X		X	X
EC/Psy-402			X	X	X

Maj/Psy-404		X	X	X	X
Maj/Psy-405	X	X	X	X	X
EC/Psy-403			X	X	X
EC/Psy-404			X	X	X
EC/Psy-405			X	X	X
Maj/Psy-406	X	X	X	X	X

Standard 2.2: Theoretical background, problems analysis and solution design must be stressed within the program's core material.

Program: BS Applied Psychology

The modules of all BS program adequately address:

1) Theoretical background
2) Problem solving
3) Solution design
4) Application of the theoretical knowledge

Some of the modules include the theoretical background and contain problem solving and solution design while others deal with theoretical background, problem analysis and solution design separately.

Great emphasis of the program is on problem solving strategies and design of solution. The product of the task results in the application of the theoretical knowledge in the applied fields of social sciences.

Table 13: **Elements of Courses**

Elements	Courses	No of Courses
Theoretical background	Major, Minor and compulsory courses	43
Problem	Major and compulsory courses	9

solving		
Solution design	Major and compulsory courses	11
Application of Theoretical Knowledge	Major and compulsory courses	19

Standard 2.3: The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body.

The curriculum satisfies both the core requirements of credit hours and criteria of admission lay down by Lahore College for Women University and HEC and are in par with the international standards.

Standard 2.4: The curriculum must satisfy the major requirements for the program as specified by the respective accreditation body.

The curriculum satisfies major requirements of the program. No formal accreditation with any professional body. The programs and curriculum has the approval of Board of Studies of Applied Psychology.

Standard 2.5: The curriculum must satisfy general education, arts, and professional and other discipline requirements for the program, as specified by the respective accreditation body/council.

The curriculum satisfies general education disciplines requirements. No formal accreditation with any professional body but it fulfills all the necessary/basic requirements of the accreditation body. The programs and curriculum has the approval of Board of Studies of Applied Psychology and Lahore College for Women University.

> **Standard 2.6:** Information technology component of the curriculum must be integrated throughout the program.

Requirement for the information technology component is fulfilled by all major courses as well as through the assignments and presentations made by each student throughout the semesters.

> **Standard 2.7:** Oral and written communication skills of the student must be developed and applied in the program.

Oral and written communication skills of the student are developed by the structurally designed courses for English, assignments, oral presentations, seminars, question answers, debates and by the class participation of the students.

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

Standard 3.1: Manuals/documentation/instructions for experiments must be available and readily accessible to faculty and students.

The BS program has been provided with adequate apparatus for psychological experiments,psychological tests, manualsand related documents. Instructions to the students are provided by the Module Leaders before the material is made accessible to them.

Labs are adequately equipped but still need to be updated.

Standard 3.2: There must be adequate support personnel for instruction and maintaining the laboratories:

Lab staff available for routine lab maintenance is highly inadequate.Teachers themselves supervise lab activities and provide practical guidance to each student.

Standard 3.3: The university computing infrastructure and facilities must be adequate to support program's objectives:

The computing infrastructure of the Applied Psychology department is inadequate. There is only one computer lab with limited systems only for PhD students. Students of BS have no access to computers in that lab.

CRITERION 4: STUDENT SUPPORT AND ADVISING

Standard 4.1: Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner:

The strategy for programs (courses) offering is controlled. The BS courses are offered once a year in fall season.

Standard 4.2: Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants:

The effective student/faculty interaction in programs taught by more than one faculty members is streamlined by coordination of these faculty members and the commonality is maintained through any curriculum, which is adopted for the particular module.

The programs are structured to ensure effective interaction between students, faculty and the Head of Department. The students requiring extra help are provided services through tutorials, questions and answers. The faculty always encourages questionsfrom the students and makes their availability possible when needed. Tutorials and meetings are arranged on weekly bases where the students are free to discuss the topics relating to the courses and projects. The students are free to interact with the class in charge and Head of department in case of any deficiencies.

Standard 4.3: Guidance on how to complete the program must be available to all students and access to academic advising must be available to make course decisions and career choices:

The counseling of the students is done in the following way:

      a) Teachers are the first available source to the students for guidance

b) Program Coordinators provide further guidance followed-up by guidance from the senior faculty members e.g. Head of department. The counseling is regarding the program, its effectiveness, teacher careers available to the students and any other difficulty of personal nature.

Counseling is also availed at the Student counseling center of the LCWU which deals with various issues.

CRITERION 5: PROCESS CONTROL

Standard 5.1: The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives:

BS Computer Science [4 Year Degree Program]

This is a 4-year degree program with 132 credit hours. The program is divided in 8 semesters with 2 semesters each year.

Eligibility and Admission Criteria

Female students who have passed Intermediate with F.A (with an optional subject of psychology cleared with first division)/Pre-Medical, or A Level, or equivalent securing more than 60% marks can apply for admission. Admission is strictly made on merit.

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:

Advertisements are made in leading newspapers and on Lahore College for Women University website. The faculty through sessional work and regular written examination system monitors the student academic progress regularly.

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 its objectives:

The standards are clearly indicated in the University Calendar, which is followed. Qualifications, which are required for each subject, are kept in mind. The criteria for recruiting are qualification, experience that is judged through analysis of CVs, written test and personal interviews. In case of permanent faculty members, a board constituted by Lahore College for Women University whereas does the recruiting; a board constituted by the Institute recruits visiting faculty members. The input of the students for maintaining the quality of the teachers is done by evaluating the teachers regularly once in a semester by the students. The results of these studies are sent to the teachers who are asked to improve and in extreme cases, replacements are made.

An Annual Confidential Report (ACR) is initiated by the Dean annually for each member of staff and retention of the staff and promotion are based on ACRs.

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:

There are processes and procedures to ensure that the teaching and delivery of the program material to the students emphasizes active learning. For instance, exercises, tasks, activities, assignments and projects based on practicality of the knowledge are given to the students and final year internship project is initiated at the end of the program. Process is monitored and assessed regularly.

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.

In order to ensure that graduates / outgoing students have completed the requirement of the programs are based on standards.The department and the teachers have adopted the semester rules, Program Coordinators, QEC and the Head of Department ensure their compliance.

CRITERION 6: FACULTY

Standard 6.1: There must be enough full time faculty who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all 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:

There is adequate full time faculty which provides sufficient coverage of the program with permanence and stability. The interest and the qualifications of all faculty members are pre-judged and monitored for each course forming a part of the program. The level of competency of the faculty members are evaluated at time of induction and monitored during teaching.

Table 3: Faculty Distribution by Program Areas

Program areas	Number of faculty members with MS	Number of faculty with Ph.D. degree
BS Applied Psychology	11	3

Standard 6.2: All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place:

All the faculty members remain up to date in the disciplines and sufficient time is provided for scholarly activities and professional development. The newly inducted faculty is given

enough time to familiarize with the working environment of the department. During this time they are monitored. Faculty is provided with centralized training by Registrar's office through NAHE and professional faculty development program of Learning Innovation Division (LID), HEC. They are encouraged to attend international seminars and conferences.

Standard 6.3: All faculty members should be motivated and have job satisfaction to excel in their profession:

The faculty members are regularly motivated and efforts are made to provide job satisfaction so that they excel in their profession. The satisfaction of the faculty and their input is measured by faculty survey form.

CRITERION 7: INSTITUTIONAL FACILITIES

Standard 7.1: The institution must have the infrastructure to support new trends in learning such as e-learning

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Academic Building: (Dedicated/Owned)

1. Class rooms: 05
2. Computer Labs: 02
3. H.O.D Office   01
4. Staff Room   01

➡ Overhead Projectors are used in the class room.
➡ Internet facility is available throughout department.
➡ Access to HEC digital library.

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:

Almost 15000 up-to-date books are available in main library and cover all the areas of programs. University provides digital library facility and common main library is available

for books borrowing. There is also a departmental library available for the students in the department.

Standard 7.3: Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities:

5 class rooms, 2 labs (shared), and one library room, Office of Head of department and a staff room.

CRITERION8: INSTITUTIONAL SUPPORT

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:

Teachers are recruited on the basis of criterion established by the University.
Existing faculty is sent to different courses of teaching organized to update the knowledge.

Standard 8.2: There must be an adequate number of high quality graduate students, research assistants and Ph.D. students:

Program	Year	No. Of Students
B.S. Applied Psychology	2016	31
B.S. Applied Psychology	2015	32
B.S. Applied Psychology	2014	30
B.S. Applied Psychology	2013	27

Standard 8.3: Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities:

Budget for Library is 0.15 Million Pak Rupees for 2016-2017.
Budget for Laboratory and computing facility is 0.15 Million Pak Rupees for 2016-2017.

<u>Annexure I</u>