

DEPARTMENT OF APPLIED PSYCHOLOGY
LAHORE COLLEGE FOR WOMEN UNIVERSITY, LAHORE

SELF-ASSESSMENT REPORT
PHD APPLIED PSYCHOLOGY

Submitted to

Quality Enhancement Cell,
Lahore College for Women University, Lahore

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INTRODUCTION

Lahore College for Women University is one of the most prestigious universities for women in Pakistan with full time enrolment of about 12000 students.

The Applied Psychology Department is playing a vital role in training efficient and competent teachers and health and clinical practitioners. 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. Farhana Shamim Abbas	2002-2009
Mrs. Rodaba Hamid	2009-2012

Currently **Prof. Talat Sohail** is 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. Talat Sohail 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

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

Name of Program	Duration	No. of Modules (Semesters)	Total Credit Hrs
<ul style="list-style-type: none"> Ph.D. (after 18 years of relevant education) 	2 semesters course work + Research	(Course work + Comprehensive Exam + Research Proposal + Final Dissertation Defense)	18 (Course Work)

Mission of PhD Program

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.

The Department strives to produce highly skilled professionals who apply specialist skills and knowledge to everyday workplace situations. Besides having highly developed technical abilities they are expected to carry out research and to keep their knowledge continually up-to-date. Most importantly, they are required to have excellent communication skills. To set pace in the field of study, the Department has designed several degree courses that provide balanced coverage of the various aspects of Psychology. These programs are intended to produce graduates who have acquired:

- ☐ Depth and breadth of knowledge in psychology coupled with the capacity to produce feasible and responsible solutions to complex psychological problems.
- ☐ Literacy in writing, reading, speaking, and listening.
- ☐ Critical thinking in interpretation, analysis and evaluation.

- ☐ Values by the ability to make reasoned and ethical choices and to accept responsibility for them.
 - ☐ Interpersonal skills with leadership ability, appreciation for diversity, and the capacity to work effectively with others.
 - ☐ Life-long learning skills as evidenced by the ability to adapt to innovation and change.
- The core values of the department are:

- ☐ Quality
- ☐ Integrity
- ☐ Character building
- ☐ Hard work
- ☐ Respect
- ☐ Accountability
- ☐ Objectivity
- ☐ Transparency
- ☐ Confidence
- ☐ Team spirit

Methodology:

- Course/Module Expectations
 1. Active Classroom Participation
 2. Completion and submission of assignment
- Teaching Modes
 1. Lectures
 2. Discussion
 3. Presentation

Quality Policy of Applied Psychology Department:

Our aim is to achieve excellence through provision of quality education. To achieve this commitment, we focus:

- To produce quality post graduates equipped with a wide breadth of knowledge.
- To develop strong critical, analytical and logical thinking in the graduates.
- To establish effective communication and interpersonal skills in the post graduates.

We continually improve the effectiveness of our quality management system through human resource development and active faculty/student participation.

PhD Program Objectives

1.1.2 Ph.D. (After 18 years of education):

In the first year of the program, the students complete course work of 18 credit hours in two semesters. Students securing minimum 3.00 GPA in the course work appear for comprehensive written test and in the third semester the students should submit their synopsis. After the approval of the synopsis from the concerned Bodies Ph.D. scholars proceed for their research work. For thesis submission it is compulsory for the students to publish their Ph.D. research work in an HEC recognized journal with impact factor. As per HEC policy thesis is evaluated from two external foreign examiners and one from any local

University. Evaluation Reports are submitted and approved in Board of Advance Studies. After successful defense of the thesis and the approval from the Syndicate, the scholar is awarded Degree of Ph.D.

1.1.2 Ph.D. Applied Psychology Objectives:

Following are the learning objectives of the Ph.D. Applied Psychology:

1. To produce quality researchers equipped with strong analytical capabilities.
2. To develop a strong and critical reasoning necessary for research.
3. To establish effective communication and interpersonal skills in the students.
4. Identify, develop and focus on a thorough knowledge of a specific research topic dealing with one or more areas.

1.1.3 Strategies are based on:

1. Designing the program as per requirements of the students.
2. Develop curriculum according to the need of the program.
3. Regular revision of curriculum to keep them updated with the developing technologies and HEC guidelines.
4. Providing all resources including class room facilities, multimedia, video conferencing room, computers, internet, library and properly equipped laboratories.
5. Updating the knowledge of teachers through workshops and training programs.
6. Encouraging the establishment of linkages at national and international level.
7. Establish liaison with the potential employers and provide economical consultancy services.
8. Develop moral basis of the students to impart concept of team, honesty and discipline through ethical attitudes.

1.1.3. Aligning program objectives of PhD Applied Psychology Studies

- The first objective is very much aligned with the Department's mission to impart quality education based on academic knowledge and produce competent teachers.
- The second objective also provided students an exposure about healthy competition in educational field.
- The third objective is also consistent with the programme's mission to make them innovative and proficient in a variety of teaching methods.

- The fourth objective reinforces the programme's mission to encourage students' research and academic growth and it will enable students to make their place in the professional world.
- Fifth objective satiates the wish to prepare researchers of international standard.
- Sixth objective supports the growth of professional teachers for raising the quality of education.
- Seventh objective depicts the effort to enhance the quality of education through conducive environment and

Eighth objective promotes the leadership qualities desired in scholars.

1.1.4 Assessment of Educational objectives:

Table 1: BS Program Objectives Assessment

Objective s (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:	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	1. Attendance rules applied strictly
	1) Quiz/ presentations		2. Enhancing communication s skills, revision of course/curriculu m	2. Teachers training and development
	2) Class room discussions	Class discussions are conducted regularly throughout the semester	3. Guidance of students about any problem	3. Making courses more interactive and interesting by active participation of teachers and students
	3) Examinations	One midterm and one final term in each semester	4. Tutorials	
	4) Practical Assignments	Practicals are conducted as per course requirement	5. Teachers' training about new teaching methods	4. Encouraging teachers to teach with more updated, relevant and daily life examples
	5)Presentation of relevant topic	Once/ twice in a semester	6. Revising course outlines of	
	6)Quizzes	Twice in a		

		semester	some subjects and shuffling a couple of subjects across semesters on students' recommendation	5. Introducing new courses 6. Arranging national / international level seminars, lectures, workshops and symposiums and encouraging students of actively participate in them 7. Immediately trying to sort out the solutions if some complaints are put forward by students
	7) Discussions/ tutorial	Once a week		
	8) Research Thesis	Once during program		

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:

1. The program will prepare such researchers who will uplift the socio economic situation of the country.
2. Application of the acquired research experience on a wider scale to solve everyday problems by complying the ethical issues concerned.
3. Acquire the abilities for alliances with relevant public and private sector research organizations.
4. Achieve art of using scientific research for the improvement of community and society and for career development.
5. The students will be capable of dealing with statistical data and advanced computerized analysis not only in their final research thesis but in variety of other projects.

After completion of the course the students:

- will have a better understanding of the phenomena of psychological issues and its impact on society as well as human experiences
- will be able to identify areas that need to be explored by psychologists
- will be able to think of and put forth research questions pertaining to the relationship between mind behaviors and cognitions
- will be in a position to adequately critically evaluate and relate with the existing body of research knowledge pertaining to psychology

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) Faculty development

1.3.2 Strengths of Department

- 1) Teamwork
- 2) Professional Development
- 3) Qualified faculty
- 4) Dedication
- 5) HEC digital library access
- 6) Internet facility

1.3.3 Weaknesses of Department

- Separate faculty offices are not available; there is one common faculty office which is used by the whole faculty. A girl's common room is also needed in department.
- There is no proper Departmental Library. Books are in teacher's captivity according to their subjects.

Future Plans

PhD psychology program is going to be offered in specialization of following subjects:

- 1-Clinical Psychology
- 2-Educational Psychology
- 3-Counseling Psychology
- 4- HRM Psychology

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 e.g. statistical method.

- i) Student's enrollment
- ii) Student passed out
- iii) Attrition rate
- iv) Student teacher ratio
- v) Number of Publications
- vi) Number of projects
- vii) Books in Library
- viii) Linkages and collaborations with other institutes and organizations
- ix) Workshops and seminars
- x) Purchase of equipment

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

Program	Session	No. of Students
PhD	2009-2013	1
	20011-2015	3
	2012-2016	3
	2013-2017-spring	2
	2013-2017 -fall	6
	2014-2018	9
	2015-2014	4
	2016-2020	7

ii) **Table 4: Student-Faculty Ratio**

Year	No. of Students	No. of Faculty Members	Student-Faculty ratio
2009-2013	1		
20011-2015	3	3	0
2012-2016	3	3	0
2013-2017- spring	2	3	0.67
2013-2017 – fall	6	3	2
2014-18	9	3	3
2015-19	4	3	1.33
2016-20	7	3	2.33

iii) **Table 5: No. of Students Passed Out**

Program	Passing out Year	No. of Students
In Process	N.A	

i) **Table 6: Percentage of Honor Students & Attrition Rate NA**

Year	%age of Honor Students Criteria: CGPA 3.75 and above	Attrition Rate ($\frac{\text{Admitted} - \text{pass out}}{\text{Admitted}} \times 100$)
2009-2013	N.A	0
20011-2015		0
2012-2016		0
2013-2017-spring		0
2013-2017 –fall		0
2014-18		0
2015-19		0
2016-20		0

v) **Table 7: Faculty Training, Seminars and workshops (Appendix A)**

Trainings	Seminars	Workshops	Coferences Attended	Workshops conducted
32	31	15	38	3

vi) **Papers Published at National & International Level**

Table 8: Number of Publications (Appendix B)

Paper presented	Poster Presented	Papers published
13	8	4

vii) **Books in Library**

Total number of books = 731 tentatively.

Research Areas

The Faculty is involved in research in the following areas:

1. Applied Psychology
2. Health Psychology
3. Clinical Psychology

Collaborations

NA

Departmental Achievements (others)

1. Establishing the MS Health Psychology Programme in 2008
2. Establishing the PhD Applied Psychology Programme in 2011

Honors and Awards

1. Dr Amina Muazzam was awarded as HEC approved supervisor in 2013
2. Dr Sarah Shaheed was awarded as HEC approved supervisor in 2016

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

The curriculum has been designed and organized to achieve the programme's objectives and outcomes. Course objectives are in line with programme outcomes. The curriculum standards are specified in terms of credit hours of study. A semester credit hour equals one class hour. The semester is of approximately sixteen weeks.

The development of curriculums for each program of Applied Psychology Studies is based on the detailed curriculum development guidelines issued by HEC.

PhD Applied Psychology Studies

Information about the Programmes' Curriculum

The development of curriculum of each programme of PhD Psychology three years, is based on the detailed curriculum development guidelines issued by HEC.

A. Degree Title

PhD in Applied Psychology

B. Definition of Credit Hour

One teaching hour is taken to be one credit hour.

C. Degree Plan

The PhD Degree Programme is of three years which has 2 semester course work and two years research work. In each semester, the students ought to appear in one mid-term exam leading to the final exam of the semester. Pass percentage in each exam is 50 % for each subject and 70% cumulatively.

PROGRAM DURATION: 3-5 years

ELIGIBILITY

1. MS /MPhil in Psychology or equivalent degree (18 years of education) from HEC recognized University with a minimum CGPA of 3.00/4.00.
2. As Per HEC rules

DEGREE REQUIREMENTS

1. Coursework 18 credit hours
2. Comprehensive Examination
3. Publication in HEC approved Journal

4. Research Work 27 credit hours

STRUCTURE OF SCHEME OF STUDY

Nature of Courses	Numbers of Course	Credits Hours
Major Courses	6	18
Research Report		
Total Credits		

YEAR-1**SEMESTER-I**

Course No	Course Title	Credits
PhD Psy 701	Core Course I	3
PhD Psy 702	Area of Specialization I	3
PhD Psy 703	Research Readings I	3
	Total Credits	9

SEMESTER-II

Course No	Course Title	Credits
PhD Psy 704	Core Course II	3
PhD Psy 705	Area of Specialization II	3
PhD Psy 706	Research Readings II	3
	Total Credits	9

Total Hours: 18

Standard 2-2: Theoretical background, problem analysis and solution design must be stressed within the programme's core material.

Programme: PhD Psychology

All the modules of the programme adequately address the following :

- 1) Theoretical Background
- 2) Problem Analysis
- 3) Solution Design

- The following table shows the PhD Applied Psychology courses that contain significant portion (more than 30%) of the elements in standard 2.2.

Table 6: Standard 2-2 requirement

Elements	Courses
Theoretical Background	Research Reading I & II Area of Specialization I & II
Problem Analysis	Core Course I& II
Solution Design	Research Thesis

Standard 2-3: The curriculum must satisfy the core requirements for the programme, as specified by the respective accreditation body.

The curriculum satisfies both the core requirements of credit hours and criteria of admission laid down by Lahore College for Women University and HEC.

Standard 2-4: The curriculum must satisfy the major requirements for the programme, as specified by the respective accreditation body.

The curriculum has been approved by the Board of Studies and it fulfils the core requirements for the programme.

Standard 2-5: The curriculum must satisfy general education, arts, and professional and other discipline requirements for the programme, as specified by the respective accreditation body.

The curriculum satisfies general education, arts, and professional and other discipline requirements for the programme. It has also been approved by the Board of Studies and NACTE

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

The students are encouraged to prepare presentations on multi-media, computer based assessment, statistical procedures, SPSS analytical program and web based projects which act as an inspiration and they are provoked to think deeply about the subject and use of ICT they are presenting.

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

- All the courses in the programme are designed in a way that they improve the oral and written communication skills of the students.
- Students are assigned communicational projects to enhance their teaching skills and social confidence.
- Each part of a course requires students to make oral presentations, participate in class discussions, prepare written assignments/ projects, conduct research on related topics, write reports and appear in periodic assessments. All these activities help enhance their confidence.

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

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

N.A

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

N.A

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 adequate. There is 1 computer lab with adequate computers for the use of the students. Mostly PhD research students are tightly bundled with research supervisor in faculty room with personal laptops.

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 Ph.D. courses are offered once a year.

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. Questions are encouraged by the faculty from the students. Seminars are arranged where the students are free to discuss the topics relating to the

program. The students are free to interact with the class in charge and Head of department in case of any shortcoming.

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 students are provided guidance regarding the completion of the programs and having access to qualified faculty as well as student counseling. The students are encouraged to bring forward their suggestions and complaints through a complaint box which is maintained in the Institute. The students once in semester carry-out the teacher's evaluation. Also the weekly work plan and the course outlines are made available to the students in the beginning of the semester.

The counseling is availed at the Student counseling center of the university 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:

Ph.D. Applied Psychology Program

The program is divided in 2 semesters each year.

Eligibility Criteria:

- MS with as per University policy

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 student academic progress is monitored regularly by the regular written examination system. The process of registration and monitoring are reviewed once in a year three months before the date of admission.

□ Students requiring admission in Ph.D. Computer Science program who have qualified from private universities are required to give equivalence certificates/ NOC as per rules of Lahore College for Women University.

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 which is judged through analysis of CVs, written test and personal interviews. In case of permanent faculty members, the recruiting is done by a board constituted by Lahore College for Women University. 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.

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 process and procedure to ensure that the teaching and delivery of the program material to the students emphasizes active learning. For instance, exercises, tasks, activities, assignments and research assignments based on practicality of the knowledge are given to the students and research thesis is initiated at the end of the program. Process is monitored and assessed regularly through monthly progress reports.

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 semester rules have been adopted by the department according to the rules provided by the examination. Head of Department ensure their compliance.

□ This operation is reviewed once a year and is documented.

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 are 3 Doctoral faculty members in the psychology Department LCWU, who are involved in teaching PhD Classes. All faculty members are striving hard for the stability of academic standards. The detail of faculty members of are as per following:

Professor: 1(Regular)

Assistant Professor: 1(Regular) 1 (Tenure Track)

Professor	Assistant Professors	
1-Prof. Dr. Sarah Shaheed PhD in Applied Psychology from Institute of Psychology, University of Punjab, Lahore	7-Dr Amina Muazzam PhD in Applied Psychology from Institute of Psychology, University of Punjab, Lahore 9-Dr. Subha Malik PhD in Applied Psychology from Institute of Psychology, University of Punjab, Lahore	

PhD Programme areas & number of faculty in each area

Program Areas	Average number of section per semester	Number of faculty members in each area	Number of faculty with PhD
Core Course	One Section only	1 instructor are allocated for one area	3 faculty members with doctoral degree
Research Reading			
Area of Specialization			

Table 3: Faculty Distribution by Program Areas

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

All such activities are carried out independently and in collaboration of DFDI

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.

CRITERION 7: INSTITUTIONAL FACILITIES

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

Academic Building: (Dedicated/Owned)

- | | | | |
|----|---------------|----|----|
| 1. | Class rooms: | | 01 |
| 5. | H.O.D Office: | 01 | |
| 6. | Staff Room: | | 01 |

- ☐ Department building is fully partially equipped with new technology.
- ☐ Projector is used in the class on shared basis.
- ☐ 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:

- ☐ Total 731 books are available in the library that covers all the areas of programs.
- ☐ Institute provides services of digital library.

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

- ☐ 1 classroom.
- ☐ Office of Head of department
- 1 staff room.

CRITERION 8: 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 is in progress. Students from initial sessions are close to submissions. They are producing higher quality research presenting in national and international conferences and journals.

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

The books concerning to PhD programme are kept separately in a cupboard. There is no need of laboratory for this programme however Facility of Internet and Wi-Fi are available.

ANNEXURE I