

UNIVERSITY OF KARACHI

Department of Psychology
University of Karachi

Self-Assessment Report 2015

MASTERS PROGRAMME

Submitted to

Quality Enhancement Cell, University of Karachi

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CONTENTS

Criterion 1- Programme Mission, Objectives and Outcomes		Page #
	Introduction	5
Standard 1-1	Programme Mission and Objectives	6
Standard 1-2	Programme Outcomes	8
Standard 1-3	Overall Performance Using Quantifiable Measures	8
Standard 1-4	Students Enrolment	11

Criterion 2- Curriculum Design and Organization		Page #
	Programme of studies offered	13
Standard 2-1	Correlation of Courses with Objectives	19
Standard 2-2	Theory, Problem Analysis/ Solution and Design in Programme	20
Standard 2-3	Mathematics & Basic Sciences Requirements (NOT APPLICABLE)	
Standard 2-4	Major requirements as specified by Accreditation Body	21
Standard 2-5	Maths and Basic Sciences, Engineering Topics, General Education. (NOT APPLICABLE)	
Standard 2-6	Information Technology Content Integration Throughout the PROGRAMME	
Standard 2-7	Communication Skills (Oral & Written)	21

Criterion 3- Laboratories and Computing Facilities		Page #
	Laboratory and Computing Facilities	24
Standard 3-1	Lab Manuals/ Documentation / Instructions	24
Standard 3-2	Adequate Support Personnel for labs	25
Standard 3-3	Adequate computing infrastructure and facilities	25

Criterion 4 Student Support and Advising		Page #
Standard 4-1	Effective Faculty / Student Interaction	27
Standard 4-2	Professional Advising and Counseling	28
Standard 4-3	Professional Advising and Counseling	29

Criterion 5- Process Control		Page #
Standard 5-1	Admission Process	31
Standard 5-2	Registration and Student	31
Standard 5-3	Faculty Recruitment and Retention Process	31
Standard 5-4	Effective Teaching and Learning Process	34
Standard 5-5	Programme requirements completion process	34

Criterion 6- Faculty		Page #
Standard 6-1	Programme Faculty Qualifications and Number	36
Standard 6-2	Current Faculty, Scholarly activities and development	36
Standard 6-3	Faculty motivation and Job satisfaction	37

Criterion 7- Institutional Facilities		Page #
Standard 7-1	New Trends in Learning	39
Standard 7-2	Library Collections & Staff	39
Standard 7-3	Class rooms & Offices Adequacy	40

Criterion 8- Institutional Support		Page #
Standard 8-1	Support & Financial Resources	42
Standard 8-2	Number & Quality of GSs, RAs, & Ph.D. Students	42
Standard 8-3	Financial Support for Library, Labs & Computing Facilities	43

FACULTY & SURVEYS' RESULTS		Page #
	Faculty	35
	Surveys Results	37

INTRODUCTION

The Department of Psychology came into existence in 1954 under the chairmanship of Professor Dr. Qazi Aslam. It gradually attracted both students and teachers with the result that teaching and research psychologists like Dr. Haseen Uddin Zuberi, Dr. S. M. Hafeez Zaid, Dr. Farrukh Z. Ahmed, Dr. Afzal Imam and Dr. M. Wasim led the department to its present academic heights. It has now become one of the leading departments of the Faculty of Arts.

Since 1956, the teaching and practice of clinical psychology has enjoyed popularity both amongst teachers and students of the department. Dr. Farrukh Z. Ahmad, the then chairperson, took active steps to establish a separate institute of clinical psychology. The department's teachers are also members of the Sindh Psychological Association and the Pakistan Psychological Association. They further act as subject specialists in the Provincial and Federal Public Service Commissions for the appointment of teachers in colleges. Seminars, lectures, mental health camps, picnics, students' week, welcome and farewell parties etc. are arranged for the students so that they remain updated with current happenings and also get a chance to take a break from study schedules.

Teaching is based on interactive class participation: group discussions, class presentations by students, assignments, research work etc. to maintain interest and make learning more effective. The use of audio visual aids brings out the creativity of teachers and students, and helps in improving their presentation skills. Assessment is based on class performance of students, their punctuality, assignments and particularly the semester examination results.

After doing Masters in Psychology (Clinical/Industrial/Educational/Investigative Psychology), the students can pursue careers in any of the following fields: organizations, NGOs, clinical setups, educational institutes, law enforcement agencies, the armed forces etc.

Dr. Anila Amber Malik
Chairperson,
Department of Psychology

CRITERION-1

PROGRAMME MISSION, OBJECTIVES AND OUTCOMES

Criterion-1 Programme Mission, Objectives and Outcomes

Mission Statement of the Department

The department, utilizing the scientific method, aims towards a holistic understanding of human-beings. Our goal is, for students at all levels, to develop critical thinking skills through didactic, laboratory, and practical training experiences, leading to an in-depth understanding of the relationships among theory, research, and application.

Mission Statement of the Masters Programme

To provide students with information about the intricacies and influences that steer people in a certain direction of psychological make-up. And further develop a comprehensive scientific research orientation in them.

Standard 1-1: The Programme must have documented measurable objectives that support department's mission statements.

Programme Objectives:

1. To equip students with skills to comprehend human mind and behavior
2. Understand the role of psychological forces in maintaining a healthy personality
3. Prepare students for professional global competitiveness
4. Equip with a practical knowledge of applied psychology
5. Develop necessary professional skills for further specialization

Table: Programme Objectives Assessment

S. No.	Objectives	How Measured	When Measured	Improvement Identified	Improvement Made
1.	comprehend human mind and behavior	Teachers and Course Evaluation	Dec. 2014	Yes; remedies devised with the course instructor	Yes; Test-Teach Test-Method applied
2	maintaining a (psychologically) healthy personality	Teachers and Course Evaluation	Dec. 2014	Yes; remedies devised with the course instructor	Yes; Test-Teach Test-Method applied
3	prepare for professional global competitiveness	Teachers and Course Evaluation	Dec. 2014	Yes; remedies devised with the course instructor	Yes; Test-Teach Test-Method applied
4	prepare for applied psychology principles	Teachers and Course Evaluation	Dec. 2014	Yes; remedies devised with the course instructor	Yes; Test-Teach Test-Method applied
5	necessary professional skills for further specialization	Teachers and Course Evaluation	Dec. 2014	Yes; remedies devised with the course instructor	Yes; Test-Teach Test-Method applied

Standard 1-2: The Programme must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the Programme objectives and that graduating students are capable of performing these outcomes.

PROGRAMME OUTCOMES

1. Successful utility of the understanding of human mind and behavior
2. Manifestation of a healthy (psychologically) personality
3. Work successfully in diverse fields
4. Have necessary knowledge of (practical/real-life) application of psychology
5. Develop professionally at international level

Surveys' Results:

The following survey was conducted by the Programme Team of the Department of Psychology:

1. Teachers and Course Evaluation Proforma

Standard 1-3: The results of Programme's assessment and the extent to which they are used to improve the Programme must be documented.

a) Strengths and Weaknesses of the Programme

Strengths

- a) A skilled and competent faculty
- b) Co-operative attitude of teachers
- c) Development of professional ethics
- d) Opportunities to practically implement theoretical frame-works
- e) Departmental research trainings and projects
- f) Workshops, clinical case presentations, seminars, and conferences
- g) Internships
- h) Diverse career opportunities

Weaknesses

- a) Syllabus of Behavioral Neurosciences needs revision; students with a background of Arts need a basic course in the component of biology so that the class can be conducted on a homogeneous level. More in-depth study of brain and its role in controlling behavior and emotions needs to be included. Psycho-neurological disorders also need to be taught at this level so that students of clinical psychology can not only better relate to the course but can also further pursue careers in the discipline of neuropsychology.
- b) Lack of proficiency in English Language (of students)
- c) Weak oral presentation skills (of students)
- d) The library needs more national and international journals
- e) Lack of a departmental computer lab
- f) Multi-media required as the 2 owned by the department are no more functional
- g) Field visits for clinical psychology students

Actions Taken

- a) Revision of the Behavioral Neurosciences' syllabus is in process. The course instructor, however, has already started implementing the changes as inferred from the survey's results.
- b) Students have been encouraged to take admission in the university's English Language course run by the Area Study Centre.
- c) More class participation in the form of oral presentations has been encouraged.
- d) Problem-based learning (PBL) is being stressed.
- e) Easy to consult reference books (especially with respect to English Language) have been referred to students.
- f) Self-learning is being encouraged.
- g) Upgradation of library is in process.

Future Development Plans

- a) To initiate funded research projects in order to further develop our students; these projects would hire them as psychologists and research assistants.
- b) Acquire audio-visual aids in the near future.
- c) A fully-functioning computer lab.
- d) Introduction of personality and professional development short courses.
- e) Faculty and student exchange Programme.
- f) A fully-functioning experimental lab.
- g) Launching of Post-maters' Clinical Training Diplomas.

Standard 1-4: The department must assess its overall performance periodically.

a) Student Enrolment

S. No	Year	Degree			
		B.A (Hons.)	MA	MS/MPhil	PhD
1	2013	55	64	17	01
2	2012	BS	MA	13	01
		45	71		
3	2011	BS (1st Yr.)	BS (3rd Yr.)	11	01
		44	74		

- b) **Student/Faculty Ratio** ----- 85/6
- c) i) Time for B.S in Department ----- 4 years
ii) Time for M.S ----- 3 years (Min.) - 5 years (Max.)
iii) Time for Ph.D ----- 4 years (Min.) – 7 years (Max.)

d) **The average student grade point (CGPA)** ----- 2.7

e) **Student/Faculty Satisfaction**

The survey results are attached in the end of this report.

f) **Research Activities**

The students have to conduct at least 2 supervised research projects (individual and group) in every semester. Some of the students also work as research assistants in faculty research projects. And some have presented their work in the form of poster presentations as well as oral ones.

CRITERION-2

CURRICULUM DESIGN AND ORGANIZATION

Criterion-2 Curriculum Design and Organization

Masters' Programme

Previous Year

- 1. Introduction to Social Psychology**
Course No. 511 Credit Hours: 3
- 2. Psychopathology-I**
Course No. 521 Credit Hours: 3
- 3. Introduction to Statistics**
Course No. 531 Credit Hours: 3
- 4. Theories of Personality**
Course No. 541 Credit Hours: 3
- 5. Practicum-I**
Course No. 551 Credit Hours: 3
- 6. Social Psychology: An Applied Perspective**
Course No. 512 Credit Hours: 3
- 7. Psychopathology-II**
Course No. 522 Credit Hours: 3
- 8. Research Methods in Psychology**
Course No. 532 Credit Hours: 3
- 9. Ethics & Professional Issues in Mental Health**
Course No. 542 Credit Hours: 3
- 10. Practicum-II**
Course No. 552 Credit Hours: 3

Final Year

- 1. Psychological Testing-I**
(Clinical/Industrial/Educational/Investigative Psychology)
Course No. 611 Credit Hours: 3
- 2. Clinical Psychology-I (Clinical Psychology Group)**
Course No. 621-A Credit Hours: 3
- 3. Industrial/Organisational Psychology-I
(Industrial Psychology Group)**
Course No. 621-B Credit Hours: 3

- 4. Educational Psychology-I (Educational Psychology Group)**
Course No. 621-C Credit Hours: 3
- 5. Investigative Psychology-I (Investigative Psychology Group)**
Course No. 621-D Credit Hours: 3
- 6. Behavioural Neuro-Science (Clinical Psychology Group)**
Course No. 631-A Credit Hours: 3
- 7. Psychology in Human Resource Management
(Industrial Psychology Group)**
Course No. 631-B Credit Hours: 3
- 8. Behavior Modification (Educational Psychology Group)**
Course No. 631-C Credit Hours: 3
- 9. Psychopathology, Crime & Genetics
(Investigative Psychology Group)**
Course No. 631-D Credit Hours: 3
- 10. Child Counselling (Clinical Psychology Group)**
Course No. 641-A Credit Hours: 3
- 11. Consumer Behaviour (Industrial Psychology Group)**
Course No. 641-B Credit Hours: 3
- 12. Children with Special Needs (Educational Psychology Group)**
Course No. 641-C Credit Hours: 3
- 13. Environmental Psychology (Investigative Psychology Group)**
Course No. 641-D Credit Hours: 3
- 14. Practicum-I**
(Clinical/Industrial/Educational/ Investigative Psychology Groups)
Course No. 651(A) Credit Hours: 1.5
- 15. Psychological Assessment-I (Clinical Psychology Group)**
Course No. 651(B)-A Credit Hours: 1.5

- 16. Psychological Assessment-I (Industrial Psychology Group)**
Course No. 651(B)-B Credit Hours: 1.5
- 17. Psychological Assessment-I (Educational Psychology Group)**
Course No. 651(B)-C Credit Hours: 1.5
- 18. Psychological Assessment-I (Investigative Psychology Group)**
Course No. 651(B)-D Credit Hours: 1.5
- 19. Psychological Testing-II**
(Clinical/Industrial/Educational/ Investigative Psychology Groups)
Course No. 612-A/B/C/D Credit Hours: 3
- 20. Clinical Psychology-II (Clinical Psychology Group)**
Course No. 622-A Credit Hours: 3
- 21. Industrial/Organisational Psychology-II
(Industrial Psychology Group)**
Course No. 622-B Credit Hours: 3
- 22. Educational Psychology-II (Educational Psychology Group)**
Course No. 622-C Credit Hours: 3
- 23. Investigative Psychology-II (Investigative Psychology Group)**
Course No. 622-D Credit Hours: 3
- 24. Psycho-pharmacology (Clinical Psychology Group)**
Course No. 632-A Credit Hours: 3
- 25. Marketing Research (Industrial Psychology Group)**
Course No. 632-B Credit Hours: 3
- 26. Career Counselling and Guidance
(Educational Psychology Group)**
Course No. 632-C Credit Hours: 3
- 27. Psychology of Terrorism & Violence
(Investigative Psychology Group)**
Course No. 632-D Credit Hours: 3

28. Family Dynamics (Clinical Psychology Group)

Course No. 642-A Credit Hours: 3

29. Counselling in Organisations (Industrial Psychology Group)

Course No. 642-B Credit Hours: 3

30. School Management (Educational Psychology Group)

Course No. 642-C Credit Hours: 3

31. Critical Incident Management (Investigative Psychology Group)

Course No. 642-D Credit Hours: 3

32. Practicum-II

(Clinical/Industrial/Educational/ Investigative Psychology Groups)

Course No. 652(A)-A/B/C/D Credit Hours: 1.5

33. Psychological Assessment-II (Clinical Psychology Group)

Course No. 652 (B)-A Credit Hours: 1.5

34. Psychological Assessment-II (Industrial Psychology Group)

Course No. 652 (B)-B Credit Hours: 1.5

35. Psychological Assessment-II (Educational Psychology Group)

Course No. 652 (B)-C Credit Hours: 1.5

36. Psychological Assessment-II (Investigative Psychology Group)

Course No. 652 (B)-D Credit Hours: 1.5

Standard 2-1: The Curriculum must be consistent and support the Programme's documented objectives

The following table manifests how the Programme content (Courses) meets the Programme Objectives.

Courses	Programme's Objectives				
	1	2	3	4	5
Compulsory Courses	511, 521, 522	541	542, 551, 552, 611, 612, 651 (A, B), 652 (A, B)	512, 531, 532, 551, 552, 611, 612, 651 (A, B), 652 (A, B)	542, 551, 552, 611, 612, 651 (A, B), 652 (A, B)
Elective Courses	621(A), 631 (A), 632 (A)	621	621, 622, 631, 632, 641, 642, 651 (B), 652 (B)	621, 622, 631, 632, 641, 642, 651 (B), 652 (B)	621, 622, 631, 632, 641, 642, 651 (B), 652 (B)
Research Project			551, 552, 651 (A), 652 (A)	551, 552, 651 (A), 652 (A)	551, 552, 651 (A), 652 (A)

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

Elements	Courses
i) Theoretical Background	All courses offered by the Department.
ii) Problem Analysis	All courses of the Department
iii) Solution Design	All courses of the Department

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

&

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

As per University Regulations

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

Programme	Basic Sciences	Chemistry Topics	General Education	Others
Masters	N.A			
Note: Number of courses are given in parenthesis.				

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

The department is planning to incorporate the course.

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

The students are required to present their work as per course requirements in the form of supervised written research reports, clinical case studies, psychological assessment reports, psycho-diagnostic reports, critiques, literature reviews, and oral presentations. As most of the students lack a proficiency in English Language, they are encouraged to join language courses and practice by giving bi-lingual presentations. The department is focused on providing more intense supervision to further develop scholarly writing in its students.

CRITERION-3

LABORATORY AND COMPUTING FACILITIES

CITERION-3: Laboratory and Computing Facilities

Laboratory Facilities

The department has 5 labs; 3 experimental and 2 testing labs. The testing labs are equipped with the relevant psychological assessment tools, scoring sheets and manuals. Full-time staff (2) is employed to maintain them in both morning and evening Programmes. It, however, needs more recent and updated versions of the tests, more copies of score sheets and manuals, and psycho-neurological and forensic assessments. The experimental labs although functioning, also need to be updated with latest experimental equipment like the psychophysiology kits, chart recorders, graph generators, etc.

Computer Facilities

The department has 6 PCs; 1 for the office staff, 1 in the library, and 4 for faculty. There is no computer lab for students who therefore, have no choice but to utilize the main library's digital facilities or LEJ's facilities. A fully-equipped computer lab with internet access is a NEED of the department.

Internet Facility

The office staff and some of the faculty have access to internet. Access to digital library is a major NEED since HEC has placed emphasis on research.

Standard 3-1: Laboratory manuals/ documentation instruction for experiments must be available and readily accessible to faculty and students

The testing labs are equipped with them. The students and faculty have direct access to whatever material they need.

Standard 3-2: There must be adequate support personnel for instruction and maintaining the laboratories.

Full time competent staff (2) is present for both morning and evening Programmes.

Standard 3-3: The University computing infrastructure and facilities must be adequate to support Programme's objectives

i) Computing Facilities

The department is managing with the available limited facilities (6 PCs, a printer and a scanner). A fully-equipped computer lab with more trained (existing) staff is needed.

ii) Multimedia

The department has 2 multimedia (not functional at the moment), two screens, and four overhead projectors.

iii) Website

The department has a link with the Karachi University website i.e.,
<http://www.uok.edu.pk/faculties/psychology/index.php>

iv) Internet

Limited internet facility is available in the department.

CRITERION-4
STUDENT SUPPORT AND ADVISING

Criterion-4 Student Support and Advising

The students have adequate departmental support to complete the Programme in a timely manner. They have ample opportunities to interact with their teachers of respective courses and receive timely advice about Programme requirements and career development.

Standard 4-1: The course must have been offered with sufficient frequency and number for students to complete the Programme in a timely manner.

Departmental Strategy for Course Offering

The department offers the following Programmes:

- Honors
- Masters
- M.S. / Ph.D.

The eligibility for the Programmes and allocated seats are:

BS & Honors:

- Intermediate Arts / Science (with Psychology) - 25 Seats
- Intermediate Arts/ Science/ Commerce/ Home Economics/ Computer Science/ A-Level (with First division) - 18 Seats
- DAE (with First Division) - 02 Seats

Masters:

- B.A./B.Sc. (with Psychology) - 30 Seats
- B.A./ B.Sc./ B.Com./ B.Sc. (Home Economics) / BBA/BPA/BS (Computer Sciences) with 1st division - 23 Seats
- MBBS/B.E. (with 1st Division) - 02 Seats

In case of vacant seats, allocation can be interchanged.

Programme	Classes per Week	Practical Classes per Week	Research Guidance
BS	12	6	6 - 8 hours/week
Masters	12	6	6 - 8 hours/week
MS / Ph.D	12 / 6	---	6 hours/week

Standard 4-2: Course in the major must be structured to ensure effective interaction between students, faculty and teaching assistants.

Course allocation is made in the meeting of the faculty members. The chairperson presides over the meeting. All the courses are designed such that they maximize the student-teacher interaction. Faculty frequently communicates with students as well as other faculty members. There are regular workshops, seminars, presentations and conferences which provide opportunity for all to gather at a place and get maximum benefit from this interaction.

Standard 4-3: Guidance on how to complete the Programme must be available to all students and access to academic advising must be available to make course decisions and career choices

The chairperson of the department nominates a faculty member as 'Students' Advisor' who is available to all students for academic advising and professional guidance. The chairperson, the student advisor and faculty members also help students through referrals. The chairperson further takes special care in displaying the professional opportunities available on the department's notice board for easy access by the students.

CRITERION-5
PROCESS CONTROL

Criterion-5: Process Control

Standard 5-1: The process by which students are admitted to the Programme 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.

Eligibility

As per approved by the Academic Council.

EVALUATION & GRADING SYSTEM:

As per University Rules.

Rules Concerning the Promotion and Repetition

As per University Rules.

Standard 5-2: The process by which students are registered in the Programme and monitoring of students progress to ensure timely completion of the Programme must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

The Central Admission Committee admits the students as eligibility criteria.

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 institutional mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

HEC rules with approval by the University Syndicate are applied for appointment.

Appointments/ Promotion Procedure

Basic Pay Scale (BPS)

Appointments are based on HEC rules given below:

a. Lecturer (BPS- 18):

Minimum Qualification

Master's Degree (first Class) in the relevant field with no 3rd division in the Academic Career from HEC recognized University/Institution. During the next two years (i.e. until June 30th, 2008) if no candidate is available without 3rd division in the academic record, then the University may forward the case for appointment of a selected candidate to the HEC for consideration and approval.

No experience required

b. Assistant Professor (BPS- 19):

Minimum Qualification

Ph.D. in the relevant field from HEC recognized University/Institution, No experience required.

OR

Master's Degree (foreign) or M.Sc (Hons). (Pakistan) in the relevant field from HEC recognized University/Institutions, with 4 years teaching/research experience in a recognized university or a post-graduate Institution.

c. Associate Professor (BPS- 20)

Minimum Qualification

Ph.D. in relevant field from HEC recognized University / Institution.

Experience

10-years teaching / research in HEC recognized University or a post-graduate Institution or professional experience in the relevant field in a National or International Organization.

OR

5-years post Ph.D. teaching/research experience in HEC recognized University or a post-graduate Institution or professional experience in the relevant field in a National or International Organization.

Minimum Number of Publications

8 research publications (with at least 2 publications in last 5 years) in internationally abstract Journals recognized by the HEC.

d. Professor (BPS-21)

Minimum Qualification

Ph.D. from HEC recognized Institution in relevant field.

Experience

15-years teaching / research experience in HEC recognized University or post-graduate Institution or professional experience in the relevant field in a National or International Organization.

OR

10-years post-Ph.D teaching/research experience in a recognized University or a post post-graduate Institution or professional experience in the relevant field in a National or International Organization.

Minimum Number of Publications

12 research publications in internationally abstracted Journals recognized by the HEC.

Bases for Appointments / Promotions

Four main areas where a candidate is evaluated for Tenure Track Scheme;

- Teaching
- Research
- Service
- Personal Characteristics

General Criteria for Appointment on TTS

All faculty members in any discipline are eligible to apply for appointment provided they fulfill the following minimum eligibility conditions:

a. Assistant Professor

Minimum Qualification

PhD from a recognized University with excellent communication/presentation skills.

b. Associate Professor

Minimum Qualification

PhD with 6 years post - PhD teaching / research experience in a recognized University.

Minimum Number of Publications

10 research articles published in journals having impact factor.

c. Professor: Minimum Qualification

PhD with 11 years post-PhD teaching / research experience from a recognized University.

Minimum Number of Publications:

15 research articles published in journals having impact factor.

Faculty Evaluation Process

University rules are adopted.

Standard 5-4: The process and procedure 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.

Process to ensure teaching and delivery of course material:

- a. Time table is strictly followed by all faculty members
- b. Chairperson of the department frequently gets feed back from the students during the semester.
- c. Chairperson also holds regular meetings with faculty members to discuss student-related matters.

Standard 5-5: The process that ensures that graduates have completed the requirements of the Programme must be based on standardized, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

- a) The department ensures that the graduates are punctual and fulfill the attendance requirement i.e., 75%.
- b) Regular submission and evaluation of written and oral work is done.
- c) Quarterly graded quiz and mid-term exams are held.
- d) Individual supervision is provided where needed.
- e) Regular feedback is given to students about their progress.

CRITERION-6

FACULTY

Criterion-6 Faculty

Standard 6-1 & Standard 6-2: There must be enough full time faculty who are committed to the Programme to provide adequate coverage of the Programme areas/ courses with continuity and stability. The interest of all faculty members must be sufficient to reach all courses, plan, modify and update courses. The majority must hold a Ph.D. degree in the discipline. All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective Programmes for faculty development must be in place.

1. The department has a competent and dedicated faculty working to maintain its standard in academics, research and sub-specialities of psychology.
2. All the faculty members are qualified to teach the offered courses. There are currently '6' regular PhD faculty members, 1 visiting PhD faculty, and 5 regular faculty members enrolled in M. Phil / PhD Programme.
3. All the faculty members meet HEC criteria for appointments in their respective cadre.
4. Faculty is actively participating in seminars and conferences both at national/ international levels. They are involved in scholarly pursuits, developing their students as next generation researchers.
5. The faculty members are actively involved in pursuing important areas in research. Some research topics include: women studies, child development, gender issues, community psychology, therapeutic techniques and effective diagnosis, organizational behavior, consumer behavior.
6. They are members of professional bodies and actively participate in their sessions.
7. The department organizes training workshops for faculty with respect to their specialized fields.

Standard 6-3: All faculty members should be motivated and have job satisfaction to excel in their profession

The department offers a good working environment to its faculty members. The chairperson is very considerate. She holds regular meetings with the faculty, provides them with constructive feedback, listens to their concerns and makes special effort to timely address them. She focuses on the professional development of her faculty members and highly appreciates their efforts in maintaining the standard of the department. The office staff is also very co-operative. Nearly all of them are available whenever needed.

CRITERION-7
INSTITUTIONAL FACILITIES

Criterion-7 Institutional Facilities

Institutional facilities, including library, class rooms and offices are adequate to some extent to support the objectives of the Programme but still need improvement.

Standard 7-1: The Institution must have the infrastructure to support new trends in learning such as E-learning.

Departmental library and Internet Facility

The department's library has a collection of over 800 books. This large collection includes course books, latest publications, journals, encyclopedias, newsletters, and magazines. As it does not have computers and internet facility, the students can't access digital library.

Standard 7-2: The library must possess up-to-date technical collection relevant to the Programme and must be adequately staffed with professional personnel.

The library is maintained with the help of two qualified and dedicated staff.

Standard 7-3: Class rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibility

a) Class Rooms

The department needs more classrooms to accommodate the growing number of postgraduate students. Currently the labs are used to conduct their classes that often hinders the experimental work. The rooms are equipped with white boards, black boards, overhead projectors but no multi-media.

b) Offices

The department is short of space to adequately accommodate its faculty and administrative staff. Further plans for the development are under consideration. At present, there is:

1. 1 office for all non-teaching staff
2. 3 faculty offices accommodate 2 assistant professors each
3. 1 faculty room accommodates 3 lecturers
4. 2 faculty rooms accommodate an associate professor & a professor each
5. 1 room for the chairperson

c) Faculty Offices

Each faculty needs a separate room to meet the growing demands of their profession. The current faculty offices require PCs with internet connection and access to digital library.

CRITERION-8
INSTITUTIONAL SUPPORT

Criterion-8 Institutional Support

Although there are financial resources for the Programme but more resources are required to provide an environment in which the Programme can achieve its objectives and retain its strength.

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 teacher and scholars.

The University pays the teachers for their active participation in conferences and seminars as per its rules.

Standard 8-2: There must be an adequate number of high quality graduate students, research assistants and Ph.D. Students

S. No	Year	Degree			
		B.A (Hons.)	MA	MS/MPhil	PhD
1	2013	55	64	17	01
2	2012	BS	MA	13	01
		45	71		
3	2011	BS (1st Yr.)	BS (3rd Yr.)	11	01
		44	74		

Student/Faculty Ratio (for the last three years) ----- 30:1

Standard 8-3: Financial resources must be provided to acquire and maintain library holding, laboratories and computing facilities.

The University of Karachi provides financial resources (an approximate 1.5 lac PKR per annum) to maintain the department, its library and computing facilities. The department does not have a separate fund of its own to maintain and upgrade its library and computing facilities.

Faculty

Professor

- Dr. Anila Amber Malik
- Dr. Farah Iqbal

Associate Professor

- Ms. Rubina Feroz
- Dr. Zi Asma Haneef Khan
- Dr. Qudsia Babar
- Dr. Amina Zehra Ali

Assistant Professor

- Ms. Anila Mukhtar
- Dr. Bushra Khan
- Dr. Rabia Riaz

Lecturer

- Ms. Saima Masoom Ali
- Mr. Farhan Kamrani
- Ms. Zahra

Survey Results

TEACHER & COURSE EVALUATION PROFORMA

Filled in by the Students: level of agreeability stated on a scale of 1—5
(1 being the lowest & 5 the highest)

Course: Psychological Testing

(i) Course Evaluation

S.No.	Particulars	5	4	3	2	1	Total
1.	The course is well organized	92%	8%	--	--	--	100%
2.	The syllabus clearly states course objectives, requirements, procedures and grading criteria.	76%	19%	5%	--	--	100%
3.	The course integrates the theoretical concepts with real world applications	81%	14%	5%	--	--	100%
4.	The assignments, quizzes and exams cover the materials presented in the course	81%	8%	8%	--	3%	100%
5.	The course material is updated	71%	29%	--	--	--	100%
6.	The content presented in the course has increased my knowledge of the subject	87%	13%	--	--	--	100%
7.	The course content has stimulated my intellectual curiosity	70%	30%	--	--	--	100%

(ii) Teacher Evaluation

S.No.	Particulars	5	4	3	2	1	Total
1.	The Instructor provides lesson plan in the first lecture	84%	11%	5%	--	--	100%
2.	The Instructor arrives and leaves on time	86%	8%	6%	--	--	100%
3.	The Instructor comes prepared for each lecture / practical	95%	5%	--	--	--	100%
4.	The Instructor demonstrates knowledge of the subject	87%	11%	2%	--	--	100%
5.	The Instructor provides additional material apart from the text book	70%	19%	8%	--	3%	100%
6.	The Instructor creates an environment that is conducive for learning	78%	19%	3%	--	--	100%
7.	The Instructor has completed the entire course	92%	8%	--	--	--	100%
8.	The Instructor is fair in evaluation	95%	5%	--	--	--	100%
9.	The Instructor returns the graded assignments, quizzes answer sheets etc. within specified time period	62%	11%	19%	8%	--	100%
10.	The Instructor remains available for consultation during specified office hours	89%	5%	--	6%	--	100%
11.	The Instructor follows moral and ethical norms	92%	8%	--	--	--	100%

Course: Clinical Psychology & Assessment**(i) Course Evaluation**

S.No.	Particulars	5	4	3	2	1	Total
1.	The course is well organized	64%	21%	8%	7%	--	100%
2.	The syllabus clearly states course objectives, requirements, procedures and grading criteria	62%	28%	7%	3%	--	100%
3.	The course integrates the theoretical concepts with real world applications	64%	28%	5%	3%	--	100%
4.	The assignments, quizzes and exams coverd the materials presented in the course	60%	31%	6%	3%	--	100%
5.	The course material is updated	61%	23%	10%	6%	--	100%
6.	The content presented in the course has increased my knowledge of the subject	77%	18%	5%	--	--	100%
7.	The course content has stimulated my intellectual curiosity	77%	15%	5%	3%	--	100%

(ii) Teacher Evaluation

S.No.	Particulars	5	4	3	2	1	Total
1.	The Instructor provides lesson plan in the first lecture	64%	21%	7%	8%	--	100%
2.	The Instructor arrives and leaves on time	50%	44%	6%	--	--	100%
3.	The Instructor comes prepared for each lecture / practical	74%	13%	8%	5%	--	100%
4.	The Instructor demonstrates knowledge of the subject	87%	10%	3%	--	--	100%
5.	The Instructor provides additional material apart from the text book	60%	21%	9%	5%	5%	100%
6.	The Instructor creates an environment that is conducive for learning	72%	18%	8%	2%	--	100%
7.	The Instructor has completed the entire course	51%	41%	8%	--	--	100%
8.	The Instructor is fair in evaluation	67%	26%	7%	--	--	100%
9.	The Instructor returns the graded assignments, quizzes answer sheets etc. within specified time period	44%	11%	21%	15%	9%	100%
10.	The Instuctor remains available for consultation during specified office hours	56%	28%	10%	3%	3%	100%
11.	The Instructor follows moral and ethical norms	80%	20%	--	--	--	100%

Course: Child Counselling**(i) Course Evaluation**

S.No.	Particulars	5	4	3	2	1	Total
1.	The course is well organized	54%	30%	16%	--	--	100%
2.	The syllabus clearly states course objectives, requirements, procedures and grading criteria	62%	23%	9%	6%	--	100%
3.	The course integrates the theoretical concepts with real world applications	64%	29%	5%	2%	--	100%
4.	The assignments, quizzes and exams covered the materials presented in the course	60%	26%	12%	--	2%	100%
5.	The course material is updated	55%	28%	10%	2%	5%	100%
6.	The content presented in the course has increased my knowledge of the subject	60%	33%	7%	--	--	100%
7.	The course content has stimulated my intellectual curiosity	55%	26%	7%	12%	--	100%

(ii) Teacher Evaluation

S.No.	Particulars	5	4	3	2	1	Total
1.	The Instructor provides lesson plan in the first lecture	53%	35%	--	12%	--	100%
2.	The Instructor arrives and leaves on time	53%	14%	26%	--	7%	100%
3.	The Instructor comes prepared for each lecture / practical	65%	19%	16%	--	--	100%
4.	The Instructor demonstrates knowledge of the subject	61%	30%	9%	--	--	100%
5.	The Instructor provides additional material apart from the text book	59%	9%	16%	16%	--	100%
6.	The Instructor creates an environment that is conducive for learning	50%	13%	21%	16%	--	100%
7.	The Instructor has completed the entire course	40%	42%	18%	--	--	100%
8.	The Instructor is fair in evaluation	56%	26%	18%	--	--	100%
9.	The Instructor returns the graded assignments, quizzes answer sheets etc. within specified time period	30%	28%	16%	14%	12%	100%
10.	The Instructor remains available for consultation during specified office hours	26%	23%	21%	12%	18%	100%
11.	The Instructor follows moral and ethical norms	72%	28%	--	--	--	100%

Course: Behavioural Neuroscience**(i) Course Evaluation**

S.No.	Particulars	5	4	3	2	1	Total
1.	The course is well organized	65%	23%	12%	--	--	100%
2.	The syllabus clearly states course objectives, requirements, procedures and grading criteria	55%	37%	8%	--	--	100%
3.	The course integrates the theoretical concepts with real world applications	68%	28%	--	4%	--	100%
4.	The assignments, quizzes and exams covered the materials presented in the course	74%	19%	7%	--	--	100%
5.	The course material is updated	66%	17%	17%	--	--	100%
6.	The content presented in the course has increased my knowledge of the subject	77%	15%	--	8%	--	100%
7.	The course content has stimulated my intellectual curiosity	70%	17%	11%	--	2%	100%

(ii) Teacher Evaluation

S.No.	Particulars	5	4	3	2	1	Total
1.	The Instructor provides lesson plan in the first lecture	68%	21%	11%	--	--	100%
2.	The Instructor arrives and leaves on time	79%	21%	--	--	--	100%
3.	The Instructor comes prepared for each lecture / practical	98%	--	2%	--	--	100%
4.	The Instructor demonstrates knowledge of the subject	87%	13%	--	--	--	100%
5.	The Instructor provides additional material apart from the text book	81%	17%	2%	--	--	100%
6.	The Instructor creates an environment that is conducive for learning	70%	30%	--	--	--	100%
7.	The Instructor has completed the entire course	87%	11%	2%	--	--	100%
8.	The Instructor is fair in evaluation	70%	23%	7%	--	--	100%
9.	The Instructor returns the graded assignments, quizzes answer sheets etc. within specified time period	77%	19%	4%	--	--	100%
10.	The Instructor remains available for consultation during specified office hours	70%	26%	4%	--	--	100%
11.	The Instructor follows moral and ethical norms	89%	7%	5%	--	--	100%