KHUSHAL KHAN KHATTAK UNIVERSITY, KARAK, PAKISTAN

SELF ASSESSMENT REPORT
Fall-2022

BS Psychology

Department of Psychology

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EXECUTIVE SUMMARY

The Department of Psychology, Khushal Khan Khattak University, Karak, is a department of higher studies and research in Psychology. It was established in 2019 with an aim to offer students learning psychology education with strong theoretical and practical ground to train and develop many professionals. The Department of Psychology aims to aspire to become a reputable department with highly qualified faculty and facilities by providing excellence through psychology education and research in emerging fields. The main focus of the Department is to establish a well-equipped and well reputed Psychology Institute.

Currently, the department offers only BS program in Psychology with fresh admissions advertised every September (Fall). The enrolled students count is 26, 31, 31, 28 students in 2nd, 4th, 6th and 8th Semesters respectively.

It is a matter of satisfaction that the Department has been successful in the pursuit of the aims and objectives for which it was established. The curriculum was designed by the faculty members of the department. The curriculum and course contents of the degree were then shared with Psychology experts working in different universities. A few suggestions were put by experts, and the curriculum was designed accordingly. Departmental Board of Studies comprises of Head of the Department as convener and two senior faculty members.

The Department of Psychology is in the phase of development and the BS program focuses to explore the new theories both from the perspective of health and society, the BS program emphasize particularly on the core subject of clinical, organizational and educational psychology to enable students to work effectively in specialized fields.

Curriculum updating is based upon approved criteria. The university Examinations and academic are annually scheduled in the form of academic calendar. The basic facilities are available for students and faculty but the experimental lab and some latest technology in order to keep in pace with the advance research techniques around the world is required. Student's affair Incharge has taken very active actions

related to extra curriculum activities like sports, speech competition etc. Currently tutorial classes are also arranged on weekly basis.

Institutional facilities were measured through labs, library, administration, infrastructure, class rooms and faculty offices. The Psychology Department of the university can be advanced if the following suggestions are fulfilled.

- The department of Psychology needs experimental lab with latest equipment for advance research in order to keep in pace with the kind of research in advanced countries.
- The latest psychological research software should be acquired with academic license in order to get students trained in the field of research.

(Chapter 01)

Criterion - 1

Program Mission, Objectives and Outcomes

1.1 About Khushal Khan Khattak University, Karak

Khushal Khan Khattak University is a public sector university, which is situated in District Karak, 123 kilometers away from provincial capital Peshawar. It was established in the year 2012. It was named after the legendary Pashto poet Khushal Khan Khattak. The current Vice Chancellor of Khushal Khan Khattak University is Prof. Dr. Sardar Khan. Khushal Khan Khattak University has total thirteen departments, i.e., Department of English, Department of Management Sciences, Department of Communication & Media Science, Department of Library and Information Science, Department of Physics & Nanotechnology, Department of Education & Research, Department of Computer & Bioinformatics, Department of Chemistry, Department of Mathematics, Department of Psychology, Department of Zoology, Department of Botany and Department of Geology. This university offers both undergraduate and postgraduate programs. The undergraduate programs are mostly BS (Hons), while the postgraduate programs include Masters, MPhil and PhD programs. Achievement of standards, distinctions and brilliance in education is the dictum of Khushal Khan Khattak University. Khushal Khan Khattak University endeavor to equip the youth with the latest knowledge and skills, molding them into morally upright and responsible human resource.

1.2 University Vision Statement

Competitive and conducive environment for research, discovery and learning.

1.3 University Mission Statement

To make university a place emanating knowledge, exhibiting liberty of thought and coveted seat of learning.

To infuse spirit of excellence, creativity, innovation and scholarship into the life of the university.

To offer competitive and nationally recognized opportunities for research, discovery, learning and engagement to a diverse population of students in a conducive environment.

1.4 About Department of Psychology

Department of Psychology was established in the year 2019. It started its function in August, 2019. The department started four years Bachelor in Psychology (BS) program. The BS program at Khushal Khan Khattak University, Karak focuses to explore the new theories both from the perspective of health and society. The BS program emphasis particularly on the core subjects of Human, clinical, organizational and educational psychology to enable students to work effectively in specialized fields. This unique program of BS Psychology at the Department of Psychology at Khushal Khan Khattak University offers its students experience of learning Psychology education with strong theoretical and practical grounds.

This department has advertised the positions of Professor, Associate Professors, Assistant Professor and Lecturers. Currently two assistant professors and three lecturers are teaching courses of psychology. Board of Studies has recommended internship for the students of BS Psychology in the areas of Clinical, Organizational and Educational Psychology. There is an active Research Cell in the University which has been assigned the task of training of faculty and students, for writing research papers and developing research proposals. Field research has been a major focus of the department. The goal of the Department of Psychology is to aspire to become a reputable department with highly qualified faculty and facilities by providing excellence through psychology education and research in emerging fields. The future goals of the department are to train and develop professionals in many new fields. The Department of Psychology emphasizes on uniqueness and creativity in its programs.

The Department of Psychology strives to contribute to the broader social role in providing high quality academic programs characterized by cutting edge technologies and modern practices in the field of psychology. This department has emerged as the most dynamic and vibrant department and its current enrollment is among the highest in KKKUK. The Department of Psychology is committed to the objective of preparing students at par with the market trends.

1.5 Vision Statement of Department of Psychology

The department of Psychology is intended for providing students with knowledge and skills about mind, brain, and behavior through innovative and rigorous courses. This

department aims to be the best department of Pakistan by providing rich experiential learning opportunities, comprehending and sharing knowledge by enabling the best tools of learning for students who seeks excellence in human behavior, thoughts and emotions.

1.6 Mission Statement of Department of Psychology

1.   The meticulous and contemporary channels of learning benefits students to attain knowledge and deftness more effectively.

2.   Promote mental well-being by sharing knowledge and participating in the awareness programs of Psychology.

3.   Through scientific techniques, department works for students to become intellectually competent.

4.   Encourages and promotes a positive environment, diversity, ethical principles and professional development.

5.   Pursue a proportion between conceptual and hands on perspectives of Psychology while retaining outstanding scholarly precept.

1.7 Programs offered at Department of Psychology

Department of Psychology offers the following programs:

   i.   BS Psychology

 Department intends to offer the following courses in the near future which has already been approved by the Board of Studies.

i.   Associate Degree in Psychology

ii.   MPhil in Psychology

iii.   PhD in Psychology

1.8 Program Selected at Department of Psychology

The BS Psychology at Khushal Khan Khattak University, Karak is selected as the model program for Self Assessment Report (SAR) for the year 2022-2023 on the directives of Higher Education Commission.

Our mission is to become a reputable department with highly qualified faculty, providing excellence through psychology education and research in emerging psychology fields. The future goals of the department are to train and develop students in psychology fields. The Department of Psychology emphasizes on uniqueness and creativity in its programs. Therefore we are always on the lookout for

the latest academic and professional programs which are being sought out by the psychology students and professionals.

1.10 Programs Evaluation

The program is being evaluated based on 08 criterion and 31 standards as given in the Self Assessment Manual provided by Higher Education Commission (HEC).

Standard 1-1

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

Department of Psychology provides students with a unique and innovative learning experience in a vibrant environment, combining critical reflection and practical skills. Department of Psychology advances knowledge and develop leaders so as to serve the community and the nation.

1-1.1   Program Objectives

The BS program aims to accomplish following objectives:

1. To serve the needs of young students who have completed their twelve years of college education and are looking for formal education in the field of Psychology.

2. To provide students with concrete foundation in Psychology Education by delivering them the theoretical knowledge of functional areas of Psychology. Such theoretical knowledge has been supplemented with current health practices in the field of psychology.

3. To equip students with the necessary knowledge and skills i.e. professional and practical.

4. To help students to develop their analytical & quantitative abilities. And to develop their ability to predict, to analyze, think critically and demonstrate good communication skills, both in report writing and in technical presentations with the use of Information Technologies.

5. To develop the necessary skills of the students for managing real-life work situations in future, such as decision-making skills, teamwork, and leadership.

6. To foster an aptitude for continuous learning and provide a sound base to graduates to pursue higher education and research with confidence.

1-1.2 Alignment of Program Objectives with Department & University Mission Statements

The program objectives were developed in alignment with the Department and University mission statements which emphasizes to offer need-based education and training program in order to produce highly qualified professionals and leaders in their respective fields. The goals and objectives of BS program state that it will produce graduates who will identify, formulate, and solve psychological problems using appropriate methodologies and tools.

1-1.3 Main Elements of Strategic Plan

Strategic plan for BS program not only covers the different program contents offered in this program but also covers the curriculum development, concept building by different methods including the practical field exposure. The program is designed in a special strategic way that will enable the passing graduates to perform their duties with confidence. Moreover, this program will enable the successful graduates to undertake higher studies and research. For this purpose the following steps are taken to achieve the desired objectives of the program:

1-1.4 Curriculum design

The different subjects which are offered in this program vary in its nature to prepare students for every area of the Psychology. Students are offered fundamental levels in the initial semester of the degree program while they are offered specialization courses in last semester. This program is comprised of 135 credit hours in which 27 credit hours are for compulsory courses, 18 credit hours for General courses, 42 credit hours for discipline specific foundation courses, 36 credit hours for major courses and 12 credit hours for elective courses while 03 credit hour is for final internship. The same is summarized in below table.

Table1. 1: Course Type and Credit Hours

Compulsory Requirements (the student has no choice)		General Courses to be chosen from other departments		Discipline Specific Foundation Courses	
9 courses		7-8 courses		9-10 courses	
25 Credit hours		21-24 Cr. Hours		30-33 Credit hours	
Subject	Cr. Hr	Subject	Cr. hr	Subject	Cr. hr
1. Reading and Writing Skills (English-I)	3	1. Sociology	3	1. Introduction to Psychology	3
2. Composition Writing (English II)	3	2. Biology	3	2. History and Schools of Psychology	3
3. Communication and Presentation Skills (English-III)	3	3. Micro-Economics	3	3. Experimental Psychology	3
4. Academic Reading and Writing (English-IV)	3	4. Consumer Behavior	3	4. Introduction to Social Psychology	3
5. Pakistan Studies	3	5. Introduction to HRM	3	5. Personality Theories – I	3
6. Islamic Studies / Ethics	3	6. Introduction to Statistics	3	6. Personality Theories – II	3
7. Mathematics -I	3			7. Sports Psychology	3
8. Mathematics-II	3			8. Community Psychology	3
9. Introduction to Computer	3			9. Neurological Bases of Behavior	3
				10. Developmental Psychology	3
				11. Psychology of Gender	3
				12. Environmental Psychology	3
				13. Practicum	6
	27		18		42

Major courses including research project/internship		Elective Courses within the major	
11-13 courses		4 courses	
36-42 Credit hours		12 Credit Hours	
Subject	Cr. hr	Subject	Cr. hr
1. Psychological Testing – I	3	**(Any four of the courses may be opted from the following elective courses)**	
2. Psychological Testing - II	3		
3. Research Methods – I	3		
4. Research Methods – II	3	1.Mental Health and Psycho-pathology – I	3
5. Applied Statistics	3	2.Mental Health and Psycho-pathology – II	3
6. Applied Behavioral Analysis	3	3.Counseling Psychology	3
7. Positive Psychology	3	4.Disaster and Trauma Management	3
8. Educational Psychology	3	5.Organizational Behavior	3
9. Cross Cultural Psychology	3	6.Organizational Psychology	3
10. Cognitive Psychology	3	7.Psychology of Leadership	3
11. Clinical Psychology	3	8.Military Psychology	3
12. Internship	3	9.Teaching and Learning	3
		10. Classroom Assessment and Learning Achievement	3
		11. Educating Special Children	3
		12. Child Psychology	3
	36		12

1-1.5 Program Delivery Methodology

Program delivery methodology includes lectures, practical work, tutorials, assignments, hospital visits and internship. Tutorial classes which are non-credited are also arranged for the students of BS program. A notified calendar is followed in these tutorial classes. Students are given an opportunity of group discussions, enhancing communication skills, poetry and guest speaker's seminars. In a more technical term, the courses will be delivered through a pre planned procedure that comprised of course outline, class timetable, lecture notes, slides and other ancillary materials. This section will explain the methodology components one by one.

1-1.1.1 Course Outline:

The course outline is a statement of educational intent and direction, providing every student and learner with clear, concise, accurate, and readily available information related to course content and administration. Course outlines are retained by the Institute for several reasons:

- Learner and instructor reference Student appeals (including legal challenges)
- Course transferability and program admission to other institutions
- Curriculum development, review, and change Program accountability and review

Program goals are normally achieved by students through a combination of courses. However, each course within the program should align with one or more of the stated program goals. A Course Outline documents: the course description, goals, learning outcomes, evaluation, required texts/ resources, and course policies. Additional elements such as a weekly schedule, details of assignments, or, assessment rubrics are useful but optional. Moreover, prepare the course outline using a standardized Course Outline Template (Annex: A).

Course numbers are alpha and numeric in form, e.g., Psy 101, where Psy stands for Psychology indicates a core subject. Numbering simply shows the relative position of a course within a particular program. The higher the initial number, the higher level the course. The program leader should check with the registrar for a numbering scheme for new or modified (i.e., re-purposed) courses.

Course credits are based on a system of 1 credit = 1 hour. For curriculum purposes, credits represent the relative weight of a course within a program. While credits should be assigned to your course based on outcomes, the reality is you may have to

trim your expectations to fit the overall curriculum balance. Your program leader, in consultation with other faculty, should help determine credit values. Evaluation of students must be based on the learning outcomes as set out in the course outline. Final examinations for a course must not exceed 50% of the grade for course evaluation. Required textbooks and materials list only those that are absolutely essential for course work. Cost and availability should be considered when including items on the required list. References are generally considered to be optional and may even include URLs. For purposes of a new program proposal, all course outlines are considered drafts. Upon program approval and implementation, course outlines are considered binding until a change is requested or required.

1-1.1.2 Time Table:

Time table is an integral element of any class work. The timetable should be flexible and over the course of BS program and could encompass various planning periods, e.g. a week, four weeks, twelve weeks or a more extended period. Thus, rather than setting out a fixed timetable for the class at the beginning of the year, a teacher may have a number of timetables as the school year progresses. A timetable should be made according to semester as an academic year consists of two semesters, Spring semester and Fall Semester.

Each academic course has its own course number, which is assigned by subject areas or fields. Each course is registered with the course numbers. The timetable is constructed on the basis of accurate and up-to-date data, in the knowledge of students' class choices where possible and based on predictions of class choices (for new students). Each year the timetable is constructed from scratch from updated data regarding teaching events. The teachers prepare the class timetable using a standardized Template (Annex: B).

1-1.1.3 Lecture Notes

A lecture handout can be defined as an instructional tool that complements a lecture resulting in improved understanding of information and test performance. Lecture notes are the works consisting of notes taken at the delivery or reading of a speech before an audience or class, usually given to instruct. Various formats for lecture handouts exist. The use of a particular format depends on its intended use or implementation. This resource is to help faculty reflect on how to create lecture handouts to meet their educational goals. It is also important to discuss your approach

to teaching and ideas for developing teaching materials with other faculty. Brainstorming with others, especially with experienced faculty, results in a greater likelihood that your teaching encounters will be successful. In talking with others, you'll express your enthusiasm for teaching and be more satisfied with your teaching efforts.

The instructor, who is the educator and content expert, is in the best position to determine how to design the handout to accomplish his or her learning objectives. It is important to put time into developing your lecture handout – don't treat it as an afterthought to your lecture. Faculty can spend up to 40 hours of time to develop a new, one-hour lecture. This amount of effort reflects the dedication faculty have to teaching and student learning. Don't sell this effort short by putting minimal time into the handout. A well-developed lecture handout augments the lecture and enhances student learning and interest in a topic. A poorly developed handout usually results in poor student learning and consequently poor faculty and course evaluations. For some students, they deal with poor lecture handouts by not attending the lecture and video streaming it instead. The ability of these students to start and stop a lecture and look up information allows them to better organize the material and guide themselves through a lecture. This suggests that student attendance at lectures may increase as the quality of lecture handouts improves. A sample of "lecture notes" is given in Annex: C.

1-1.6 Summer internships

Students are bound to go through eight (08) week summer internship to get hands-on experience in the real work environment. These internship programs also give students an ample opportunity to apply their theoretical knowledge in the real work environment. It also provides them to explore different employment opportunity and potential employer.

1-1.7 Co-curricular activities

The students of BS program are encouraged to actively participate in the Co-curricular activities which not only enhance their physical well being but also give them the opportunity to work in a team and enhance their emotional intelligence as well.

1-1.8 Program Output Evaluation

Program output is regularly evaluated and measured through regular examinations, assignment's results and final project's results. The marks distributions are as follows:

Table1. 2: Subject Marks Distribution

S.NO	Marks	Weightage
1	Mid-term	30
2	Session internal marks	20
3	Final Examination	50
Total		100

The program output evaluation is ensured by a systematic procedure, which comprised of a series of different kinds of evaluation techniques to be used by the instructor at different stages. Like for example, initially the instructor will evaluate the performance of students by internal quiz and assignments, while at the end of semester the instructor will conduct a comprehensive written examination. This section will explain the evaluation components one by one.

1-1.1.4 Quizzes

A quiz is a form of activity in which the students attempt to answer questions correctly. A quiz is also a brief assessment used in education and similar fields to measure growth in knowledge, abilities, and/or skills. Quizzes are usually scored in points and many quizzes are designed to determine a winner from a group of participants – usually the participant with the highest score.

The quizzes can be in following shapes Short questions, short phrases, spelling tests. Paragraph - this question type works well for longer, written text responses. Essay responses; responses to writing prompts; summaries. Multiple Choice - responders pick one option from choices, or add an option using the "other" field. Multiple choice question type can also be used to create true/false responses by labeling one choice true and one choice false. Checkboxes: this question type lets responders pick as many options as they'd like, in other words, when there may be more than one answer. An example of the use of this question type could be "choose all that apply". Dropdown - this question type lets the responder select one option from a drop-down menu list. This question type works well when there is a long list of choice options.

This question type also works well for sequencing. A sample quiz is given in Annex: D

1-1.1.5 Assignment

An assignment is simply a homework given to students as an activity done outside class. However, it is not just confined to outside class, assignment can be done within class as part of class activity. One should keep in mind that lecture notes will give the student the basic framework only of the ideas, theories and concepts they will need to understand things. But these lecture notes will therefore NOT be sufficient for full understanding of concepts, therefore, teachers give assignment to the students. An assignment can be in any shape, either written or verbal. It can be given online or manually.

1-1.1.6 Mid Term & Final Examination

Mid and final examination is a comprehensive test of student knowledge and understanding about any course. All of the universities have a formal setup about conducting examination. The detailed procedure of mid and final examination is already formulated by the examination section of Khushal Khan Khattak University. Here only sample example paper is attached in Annex: E.

1-1.1.7 Provide for each objective how it was measured, when it was measured and improvements identified and made.

The Table 3 shows the program objective assessment details. There are total six objectives of the program. These objectives are measured or assessed through different ways, like for example; objective one is assessed by Selection Interviews and GAT Test. Similarly, these objectives are assessed at different point of time, like for example; objective one is measured at the start of the BS program. Each program objective has columns related to improvements identified (if any) and improvement already made (if any), as clear from table 3.

Table1. 3. Program Objectives Assessment

Objective	How measured	When measured	Improvement identified	Improvement made
Objective 01	Selection Interviews	At the start of program	Incumbents with previous degree/certificates in Psychology may be inducted	Department is more focusing on inducting relevant and high GPA students
Objective 02	Final Examination (With GPA achieved). Employment of Students and Feedback from Employers	At the end of program and post-graduation feedback	There should be more linkages between Psychology field and university	Nil
Objective 03	Schools visit regarding data collection from students and internship	On-going	Mentoring, guidance is to be given by faculty and administration of the university	Nil
Objective 04	Through ongoing quizzes, assignments, presentations, Internship report, mid and final exams	During each spring and fall semester	Need to be a fair assessment	Nil
Objective 05	On campus team based activities and projects	During each spring and fall semester	Need to be socially responsible activities and projects	Nil
Objective 06	Graduation and Acceptance in other universities for higher Studies, Locally and	At the end of program and post-graduation feedback	Need to develop long lasting connections with Alumni	Nil

	Internationally (Alumni Feedback)			

Standard 1-2

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

1-2.1 Program Outcomes

The BS PSYCHOLOGY program is designed to produce following outcomes:

1. The program will enable students to grasp strong theoretical concepts in Psychology education that will prepare them for higher education (MS/PhD).

2. The program will enable students to have an updated knowledge of the emerging issues in the field of Psychology.

3. The graduates will be able to apply their knowledge and skills in Psychology and allied disciplines.

4. The graduates will be able to analyze psychological problems and design suitable solution to the problems in the field of psychology.

5. The graduates will be able to handle complex nature psychological problems and exhibit professional attitude.

6. The program will enable students to work in hospitals, clinics and rehabilitation centers, since they will have knowledge of psychological issues and suggest remedial measures.

7. The Students will be able to use information technology in psychological testing in order to provide solutions. Moreover, the Graduates will be able to understand computer-based information systems and will also be able to use end-user computing tools and infrastructures to apply and interpret functional psychological knowledge.

8. The Graduates will be able to select, use and integrate communication skills to develop informative, explanatory and persuasive presentations using oral and written communication. The Students will be able to communicate effectively and professionally and demonstrate the ability to create coherent written and oral statements with the diverse audience across the cultures replicating skills to analyze and synthesize information.

9. The graduate will have team working and leadership skills.

10. Students shall have an ability to get higher education through their research skills and theoretical knowledge.

1-2.2 Program Objectives and Outcomes Matching

The table 3 is showing the matrix presenting the match between program objectives and outcomes of the program.

Table1. 4: Outcomes versus Objectives

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

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

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

1-3.1 Course Evaluation
Course evaluation is shown in the following graphical chart. The data were collected from students of BS Psychology enrolled in different semesters. The data were analyzed on a five point Likert Scoring procedure. Students have graded the courses against the course structure, teaching methodology, learning objectives and outcomes and practical implementation of the theory. The bars in Figure 1 are showing the mean scores of each course.

Courses Evaluation Survey

ENG-101	English-I (Reading & Writing Skills)	4.60
IS-101	Islamic Studies / Ethics	4.45
MATH-101	Math – I	4.65

| STAT-101	Introduction to Statistics	4.55
SOC-101	Sociology	4.45
PSY-111	Introduction to Psychology	4.36
ENG-103	English-III (Communication and Presentation Skills)	4.58
CS-101	Introduction to Computer	4.65
ECO-101	Micro-Economics	4.48
BBA-321	Consumer Behavior	4.35
PSY-211	Experimental Psychology	4.5
PSY-212	Personality Theories – I	4.55
PSY-311	Practicum	4.7
PSY-312	Neurological Basis of Behavior	4.8
PSY-313	Psychological Testing – I	4.8
PSY-314	Research Methods in Psychology- I	4.67
PSY-315	Community Psychology	4.68
PSY-316	Cognitive Psychology	4.7
PSY-411	Positive Psychology	4.8
PSY-412	Educational Psychology	4.4
PSY-413	Sports Psychology	4.15
SPEC-I	Counseling Psychology	4.8
SPEC-II	Mental Health and Psychopathology-I	4.75

Figure
Courses Evaluation Survey
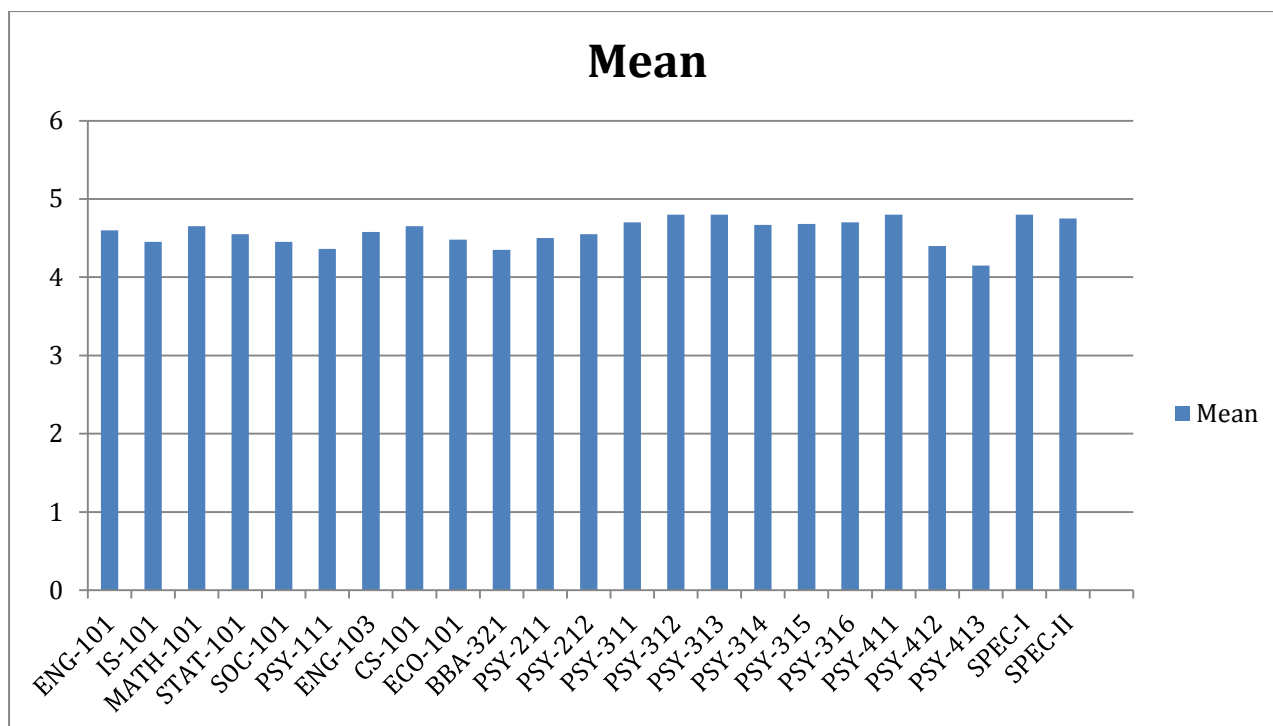
Survey of Graduating students.

Groups	n	Mean	Var
The work in the program is educative.	28	4.85	0.35
The program is effective in enhancing team-working abilities.	28	4.96	0.36
The program administration is effective in supporting learning.	28	4.87	1.04
The program is effective in developing analytical and problem-solving skills.	28	4.35	0.86
The program is effective in developing independent thinking.	28	4.44	0.83
The program is effective in developing written communication skills.	28	4.57	1.202
The program is effective in developing planning abilities.	28	4.84	1.04
The objectives of the program have been fully achieved	28	4.30	0.62
Whether the contents of curriculum are advanced and meet program objectives	28	4.38	0.77
Faculty was able to meet the program objectives	28	4.41	0.93
Environment was conducive for learning	28	4.37	0.91
Whether the Infrastructure of the department was good.	28	4.35	1.02
Whether the program was comprised of Co-curricular and extra-curricular activities	28	4.42	1.21
Whether scholarships/ grants were available to students in case of hardship	28	4.20	1.52
The internship experience is effective in enhancing [a. Ability to work in teams	28	4.38	0.61

15. The internship experience is effective in enhancing [independent thinking	28	4.39	0.52
The internship experience is effective in enhancing [c. Appreciation of ethical Values	28	4.32	0.60
Answer question 15 if applicable. 15. The internship experience is effective in enhancing [d. Professional development]	28	4.42	1.06
The internship experience is effective in enhancing [e. Time management skills]	28	4.62	0.89
The internship experience is effective in enhancing [f. Judgment]	28	4.78	0.75
The internship experience is effective in enhancing [g. Discipline]	28	4.82	1.18
The internship experience is effective in enhancing [h. The link between theory and practice]	28	4.20	1.22

Survey of Graduating students.
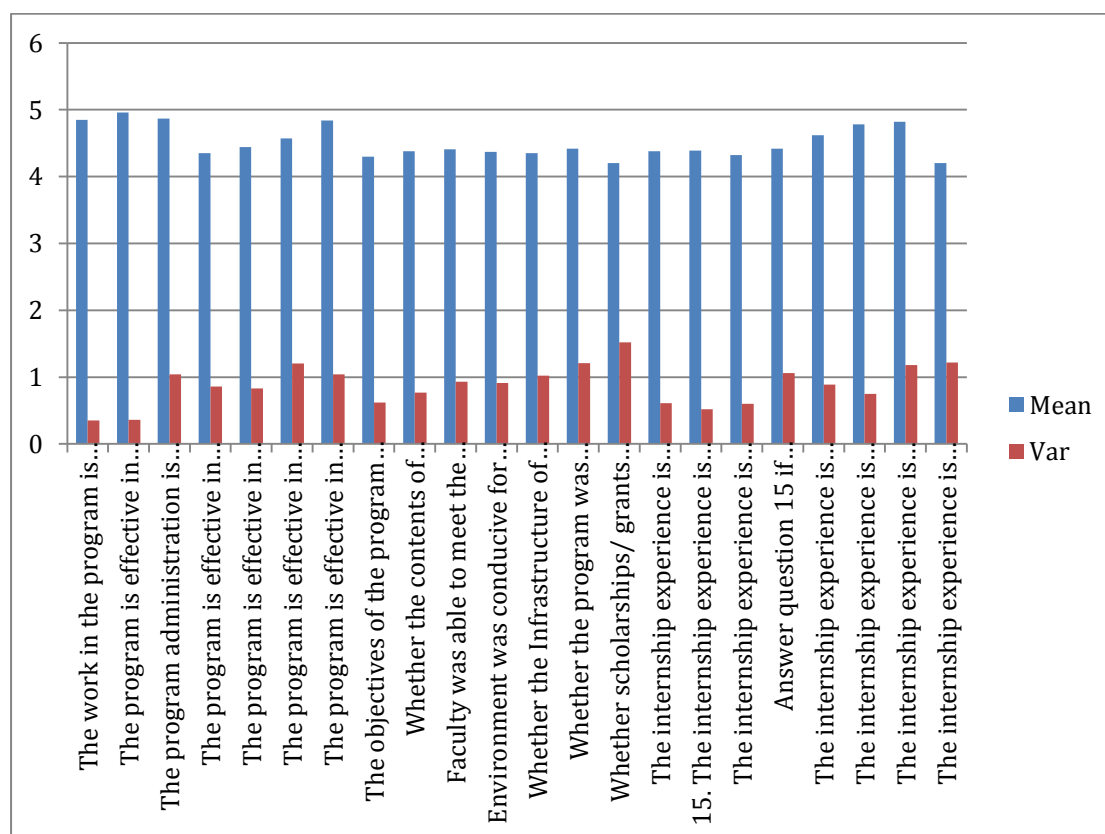
1-3.2 Teachers Evaluation

Teacher's evaluation is shown in the following graphical chart: The data were collected from students of BS enrolled in different semesters. The data were analyzed on a five point Likert Scoring procedure. Students have graded the courses against their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The bars in Figure 2 are showing the mean scores of each course.

Teachers Evaluation Survey

Groups	Count	Average	Variance
Miss. Irum Saba	70	4.55	0.0536241
Miss Bibi Shafia	45	4.5	0.173203
Miss. Mehwish Suleman	70	4.6	0.052941
Mr. Hassan Ahmad Shah	25	4.5	0.083779
Dr. Anwar Khan	45	4.35	0.0784523

Figure
Teachers Evaluation Survey
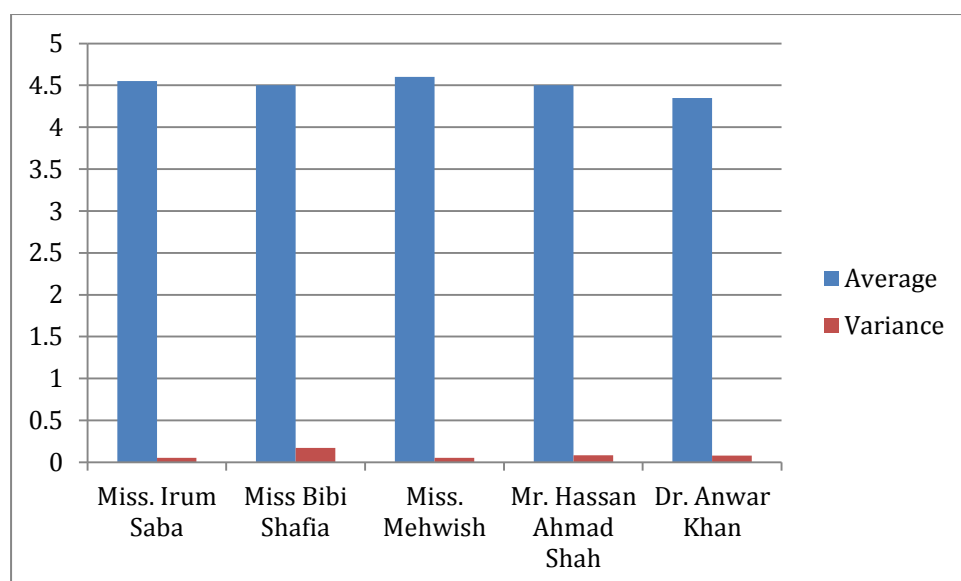
1-3.3 Faculty Survey

Groups	Count	Sum	Mean	Var
Your mix of research, teaching, and community service.	85	365	4.29	0.56

The intellectual stimulation of your work.	85	354	4.16	0.85
Type of teaching / research you currently do.	85	368	4.32	0.55
. Your interaction with students.	85	387	4.55	0.46
Cooperation you receive from colleagues.	85	372	4.37	0.47
The mentoring available to you.	85	349	4.10	0.92
Administrative support from the department.	85	357	4.2	1.06
Providing clarity about the faculty promotion process.	85	290	3.41	1.95
Your prospects for advancement and progress through ranks.	85	305	3.58	1.76
Salary and compensation package.	85	303	3.56	1.93
Job security and stability at the department.	85	329	3.8	1.5
Amount of time you have for yourself and family.	85	340	4	0.83
The overall climate at the department.	85	353	4.15	0.94
Whether the department is utilizing your experience and knowledge	85	354	4.166	1.04

Faculty Survey

Faculty Survey

Legend: ■ Mean ■ Var

Categories (left to right):
- Your mix of research, teaching, and…
- The intellectual stimulation of your…
- Type of teaching / research you…
- . Your interaction with students.
- Cooperation you receive from…
- The mentoring available to you.
- Administrative support from the…
- Providing clarity about the faculty…
- Your prospects for advancement and…
- Salary and compensation package.
- Job security and stability at the…
- Amount of time you have for yourself…
- The overall climate at the department.]
- Whether the department is utilizing…

1-3.4 The Strong and Weak points of BS Psychology Program

BS program is designed to educate students to meet the challenges of the modern world and present market needs. During the execution of the program several observations were made that can be categorized as strong and weak points of the program. These points are listed below:

1-3.5 The Strong points of BS PSYCHOLOGY Program

Following are the strong points of BS PSYCHOLOGY program at KKKUK:
  I.   Well qualified faculty.
  II. Market Based Courses.
  III. Affordable fee structure.
  IV. Recognized degree

1-3.6 The Weak points of BS Program

Following are the week points of BS program at KKKUK:
  i.   Lack of infrastructure i.e. classrooms for students.
  ii. The weak academic background of the students.
  iii. Lack of experimental lab for students.

1-3.7 Significant Future Development Plans

The Department of Psychology plans to undertake the following future development plans.
  i.   Selection criteria for the students to be set from next semester.
  ii. Addition of more learning resources for the students.
  iii. Improvement in infrastructure facilities.

Standard 1-4

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

1-4.1 Graduates/Undergraduates enrolled in last three years

A total of 116 students of BS program have been enrolled since the start of the program in August, 2019, as clear from Table 1.4. As the university is still in its initial stage therefore, the number of students has not increased at bigger level, however, a gradual increase in the number of students has been observed over passage of time, as clear from figure 3.

Table 1.4: Detail of Student Enrollment

Semester	No of Student
Fall 2019	28
Fall 2020	31
Fall 2021	31
Fall 2022	26
Total	116

Figure 3. Gradual increase in number of students with passage of time

No of Students
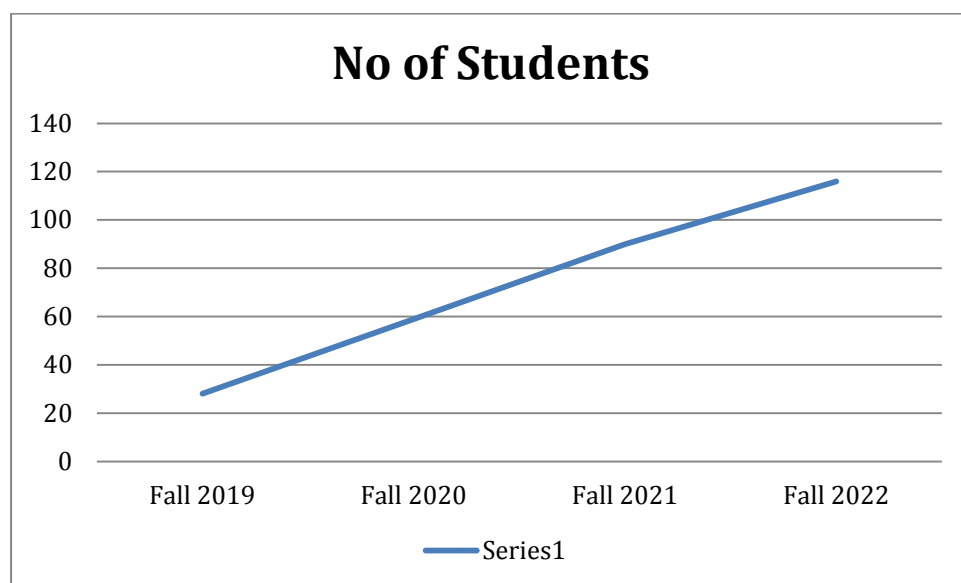
1-4.2 Student Faculty Ratio

The students to faculty ratio lies within the range of 1:13.

1-4.3 Existing Students' Result:
Below is given the grading criteria/policy:

Grading Policy

Marks % age	Letter grades	Grade point
100	A	4.00
90	A	3.78
85	A	3.67
80	A-	3.34
75	B+	3.01
70	B-	2.66
65	C+	2.13
60	C-	1.66
55	D+	1.11
50	D	0.10
50 below	F	0.00

1-4.4Average Completion Time

The completion time for BS program is four years, but a maximum of two extra semesters are allowed.

1-4.5 Students Course Evaluation Rate

Student's course evaluation is done every year, but so far no faculty has got the best teacher award awarded by HEC.

1-4.6 Students' Faculty Evaluation

QEC staff conducted the teachers' evaluation to ensure unbiased feedback. The results show the evaluation lies between the graded score of 3.75 to 4.72 at maximum graded score of 5.0

1-4.7 Research

The faculty of department of Psychology gives adequate time to research activities to enhance their knowledge and skills beside their assigned workload. Moreover, the faculty is attending research seminar, workshops and conferences at national and international level to fully equipped with the latest trend in the discipline. So far the faulty of Psychology has published more than 10 research papers.

1-4.8 Community Service

The Faculty of Psychology is always motivating its students and staff to constantly engage in community services. Donations are collected for any calamity which hits the Pakistani areas. Recently plantation of trees and cleanliness campaign has been done by the department in Karak.

1-4.9 Students/Teachers Satisfaction

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

Chapter 02
Criterion 2:

Curriculum Design and Organization

Criterion 2: CURRICULUM DESIGN AND ORGANIZATION

2.1 Title of Degree Program

BS Psychology

2.2 Definition of Credit Hours

One (1) Credit hour is one (1) hour of theory lecture or Three (3) hours of

practical/field assignment in a week.

2.3 Degree Plan

Table2. 1: Following is the list of Foundation and Major Courses taught in the selected program.

Course Name	Credit Hours
1. Introduction to Psychology	03
2. History and Schools of Psychology	03
3. Experimental Psychology	03
4. Introduction to Social Psychology	03
5. Personality Theories – I	03
6. Personality Theories – II	03
7. Sports Psychology	03
8. Community Psychology	03
9. Neurological Bases of Behavior	03
10. Developmental Psychology	03
11. Psychology of Gender	03
12. Environmental Psychology	03
13. Psychological Testing – I	03
14. Psychological Testing - II	03
15. Research Methods – I	03
16. Research Methods – II	03
17. Applied Statistics	03
18. Applied Behavioral Analysis	03
19. Positive Psychology	03
20. Educational Psychology	03
21. Cross Cultural Psychology	03
22. Cognitive Psychology	03
23. Clinical Psychology	03

Table2. 2: Following is the list of Overall Elective Courses in the selected program. In BS program, we offer total four elective subjects "12 credit hours")

Course Name	Credit Hours
1. Mental Health and Psycho-pathology – I	03
2. Mental Health and Psycho-pathology – II	03
3. Counseling Psychology	03
4. Disaster and Trauma Management	03
5. Organizational Behavior	03
6. Organizational Psychology	03
7. Psychology of Leadership	03

	8. Military Psychology	03
	9. Teaching and Learning	03
	10. Classroom Assessment and Learning Achievement	03
	11. Educating Special Children	03
	12. Child Psychology	03

2.4. Curriculum Breakdown:

The curriculum breakdown consists of detail of courses semester wise. It should be kept in mind that there are total 135 credit hours in the BS program. From 1st semester till 6th semester there are 105 credit hours (18 credit hours first three semesters and 17 credit hours next semesters). Whereas from 7th till 8th semester there are 30 credit hours (15 credit hours each semester)

Table2. 3: Curriculum Break Down for 1st Semester

No	Course Code	Course Title	Cr/H
		First Semester	**18**
1	**ENG-101**	English-I (Reading & Writing Skills)	3
2	**IS-101**	Islamic Studies / Ethics	3
3	**MATH-101**	Math – I	3
4	**STAT-101**	Introduction to Statistics	3
5	**SOC-101**	Sociology	3
6	**PSY-111**	Introduction to Psychology	3 (3+0)

Table2. 4 Curriculum Break Down for 2nd Semester

No	Course Code	Second Semester	18
1	**ENG-102**	English-II (Composition Writing)	3
2	**PS-101**	Pakistan Studies	3
3	**MATH-102**	Math-II	3
4	**BIO-101**	Biology	3
5	**STAT-102**	Applied Statistics	3
6	**PSY-121**	History and Schools of Psychology	3(3+0)

Table2. 5: Curriculum Break Down for 3rd   Semester

No	Course Code	Third Semester	18
1	**ENG-103**	English-III (Communication and Presentation Skills)	3
2	**CS-101**	Introduction to Computer	3
3	**ECO-101**	Micro-Economics	3
4	**BBA-321**	Consumer Behavior	3
5	**PSY-211**	Experimental Psychology	3 (3+0)
6	**PSY-212**	Personality Theories – I	3 (3+0)

Table2. 6: Curriculum Break Down for 4th Semester

No	Course Code	Fourth Semester	17
1	ENG-104	English-IV (Academic Reading and Writing)	3
2	PSY-220	Practicum	2(0+2)
3	BBA-213	Introduction to Human Resource Management	3(3+0)
4	PSY-221	Introduction to Social Psychology	3(3+0)
5	PSY-222	Personality Theories – II	3(3+0)
6	PSY-223	Clinical Psychology	3(3+0)

Table2. 7 Curriculum Break Down for 5th Semester

No	Course Code	Fifth Semester	17
1	PSY-311	Practicum	2(0+2)
2	PSY-312	Neurological Basis of Behavior	3(3+0)
3	PSY-313	Psychological Testing – I	3(3+0)
4	PSY-314	Research Methods in Psychology- I	3(3+0)
5	PSY-315	Community Psychology	3(3+0)
6	PSY-316	Cognitive Psychology	3(3+0)

Table2. 8: Curriculum Break Down for 6th Semester

No	Course Code	Sixth Semester	17
1	PSY-321	Environmental Psychology	3(3+0)
2	PSY-322	Developmental Psychology	3(3+0)
3	PSY-323	Psychological Testing – II	3(3+0)
4	PSY-324	Research Methods in Psychology– II	3(3+0)
5	PSY-325	Applied Behavioral Analysis	3(3+0)
6	PSY-326	Practicum	2(0+2)

Table2. 9: Curriculum Break Down for 7th Semester

No	Course Code	Seventh Semester	15
1	PSY-411	Positive Psychology	3(3+0)
2	PSY-412	Educational Psychology	3(3+0)
3	PSY-413	Sports Psychology	3(3+0)
4	SPEC-I	SPEC-I (Clinical/Organizational/Educational)	3(3+0)
5	SPEC-II	SPEC-II (Clinical/Organizational/Educational)	3(3+0)

Table2. 10: Curriculum Break Down for 8th Semester

No	Course Code	Eighth	15
1	PSY-421	Cross Cultural Psychology	3(3+0)
2	PSY-422	Psychology of Gender	3(3+0)
3	SPEC-III	SPEC-III (Clinical/Organizational/Educational)	3(3+0)
4	SPEC-IV	SPEC-IV (Clinical/Organizational/Educational)	3(3+0)
5		Internship	3

Standard 2-1:

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

2-1.1 Group 1: Technology

Introduction to Computer (CS-101)

2-1.2 Group 2: Psychology

Experimental Psychology (Psy-211), Personality Theories – I (Psy-212), Personality Theories – II (Psy-222), Clinical Psychology (Psy-223), Neurological Basis of Behavior (Psy-312), Psychological Testing – I (Psy-313), Community Psychology (Psy-315), Cognitive Psychology (Psy-316), Environmental Psychology (Psy-321), Developmental Psychology (Psy-322), Psychological Testing – II (Psy-323), Applied Behavioral Analysis (Psy-325), Positive Psychology (Psy-411), Educational Psychology (Psy-412), Sports Psychology (Psy-413), Cross Cultural Psychology (Psy-421), Psychology of Gender (Psy-422)

2-1.3 Group 3: General Psychology, Humanities and Social Sciences

Introduction to Psychology (Psy-111), History and Schools of Psychology (Psy-121), English-I (Reading & Writing Skills)(Eng-101), English-II (Composition Writing) (Eng-102), English-III (Communication and Presentation Skills) (Eng-103), English-IV (Academic Reading and Writing) (Eng-104), Sociology (Soc-101), Biology (Bio-101), Micro-Economics (Eco-101), Consumer Behavior (BBA-321), Introduction to Human Resource Management, Introduction to Social Psychology (Psy-221), Islamic Studies / Ethics (Is-101), Pakistan Studies (Ps-101)

2-1.4 Group 4: Mathematics and Analytical Subjects

Math – I (Math-101), Math-II (Math-102), Introduction to Statistics (Stat-101), Applied Statistics (Stat-102)

2-1.5 Group 5: Research and Projects

Research Methods in Psychology- I (Psy-314), Research Methods in Psychology– II (Psy-324), Practicum, Research Project/Internship

Courses/Groups of Courses	Objectives			
	1	2	3	4
Group 1			*	
Group 2	*	*		

Group 3	*	*		*
Group 4		*		
Group 5		*		

Standard 2-2:

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

Table2. 11: Matching the elements and courses

Elements	Courses
Theoretical background	Introduction to Psychology (Psy-111), History and Schools of Psychology (Psy-121), Experimental Psychology (Psy-211), Personality Theories – I (Psy-212), Personality Theories – II (Psy-222), Clinical Psychology (Psy-223), Neurological Basis of Behavior (Psy-312), Psychological Testing – I (Psy-313), Community Psychology (Psy-315), Cognitive Psychology (Psy-316), Environmental Psychology (Psy-321), Developmental Psychology (Psy-322), Psychological Testing – II (Psy-323), Applied Behavioral Analysis (Psy-325), Positive Psychology (Psy-411), Educational Psychology (Psy-412), Sports Psychology (Psy-413), Cross Cultural Psychology (Psy-421), Psychology of Gender (Psy-422)
Problem analysis	Math – I (Math-101), Math-II (Math-102), Introduction to Statistics (Stat-101), Applied Statistics (Stat-102)
Solution design	Research Methods in Psychology- I (Psy-314), Research Methods in Psychology– II (Psy-324), Practicum, Research Project/Internship

Standard 2-3

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

BS (Psychology) program fulfills the requirement of Higher Education Commission (HEC).The courses taught in the program is according to the guidelines of HEC. The following table shows credit hours assigned to each category.

Table2. 12: Allocation of credit hours to respective courses

Program	General Education Arts & Humanities	Psychology Topics	Social Sciences	Math & Basic Sciences	Elective	Others / Technical
BS Psychology	12 cr.hr	72 cr.hr	12 cr.hr	15 cr.hr	12	03*

*Introduction to Computer

Standard 2.4

The curriculum must satisfy the major requirements for the program as specified by the respective accreditation body.
Same as Standard 2.3

Standard 2.5

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

Same as Standard 2.3 and Standard 2.1

Standard 2-6

Information technology component of the curriculum must be integrated throughout the program
Information Technology (IT) plays vital role in higher education. Therefore, it is given due importance in the curriculum. The IT related courses are taught in the program to fully equip the students with new technologies in the market.

Table2. 13: Detail of IT related courses

S.No	IT Courses	Credit hours
1	Introduction to Computer (CS-101)	03

Standard 2-7

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

The oral and written communication skills of the students have been given importance in the program curriculum. The following courses are included in the program curriculum:

Table2. 14: Courses for written communication

S.No	Subjects for oral written communication skills	Credit hour
1	English-I (Reading & Writing Skills)	03
2	English-II (Composition Writing)	03
3	English-III (Communication and Presentation Skills)	03
4	English-IV (Academic Reading and Writing)	03

Chapter 03
Criterion 3:

Laboratories and Computing Facilities

Criterion 3: Laboratories and Computing Facilities

The students of BS Psychology are provided with a lab named Computer lab 1. The courses offered at BS Psychology program consists both of theoretical as well practical sessions, so the students need practice session for these courses like introduction to computing, Research Method and Applied statistics courses. The Details of these laboratories are as follows:

Table3. 1: Details of these laboratories

Laboratory Title	Computer Lab 1
Location	Academic Block, Main Campus
Objectives	To provide students the opportunity to learn basics of Computers and information technology and to learn the soft ware's related assignments.
Adequacy for instruction	Proper instructions are provided inside the lab for the usage of computer systems.
Courses taught	- Introduction to computing - Research Method - Applied statistics
Software available if applicable	- MS Word - MS Excel - MS Access - MS Power Point - Inpage - SPSS
Major Equipment	- Laptops - Desktops - Printers - Scanners - Multimedia
Safety regulations	**Safety regulations are followed and are regularly reminded to the students**

Standard 3-1

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

This lab is being maintained by the department of computer sciences and in-charge lab is responsible for preparing, updating and maintaining the labs manuals, documentations and instructions. The copies of these manuals can be obtained from the in-charge lab after showing the proof of studentship for which proper record is maintained.

The students of BS Psychology program are in a dire need of language lab where Oral communications and foreign languages can be taught. Similarly a multimedia lab is also required in the department for the students of BS Psychology program.

Standard 3-2

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

The computer lab 1 has two staff, one incharge lab who is overall responsible for the smooth functioning and network related issues of the internet etc while another is the lab assistant who is responsible for the day to day activities of the lab. They are also responsible to maintain the lab in working condition and ensure that each PC in the lab meets the requirements of the students by providing them with the latest technologies and software. These staff members also ensure to maintain the record of the students who are issued lab manuals etc.

Standard 3-3

The university computing infrastructure and facilities must be adequate to support program objective.

The computer laboratories have the latest computers & equipment. The program objectives are that students shall be equipped with IT skills at the end of the program and, facilities (equipment and software) provided in the computer laboratories are adequate enough to achieve defined goals. Wifi internet facility is available throughout the university under the SMART university project.

The computer laboratories have the latest computers & equipment. During each financial year, university allocates a reasonable amount for the maintenance and up-gradation of its library, laboratories, and computing facilities. The two computer laboratories in the faculty of computer sciences are accessible to the students of all

programs which consist of over 60 computer terminals with broadband internet connection and Wifi facilities.

Chapter 04

Criterion 4:

Student Support and Advising

Criterion 4: Student Support and Advising

The Bachelors of Psychology (BS) Program at Khushal Khan Khattak University, Karak University is a four year program and so far no students have been graduated as program was initiated in 2019. The first batch of the Bachelors of Psychology (BS) at Khushal Khan Khattak University will graduate in the Spring Semester 2023. However, so far the students are going smoothly in covering their degree requirements. The University provides a conducive environment for students' learning and free interaction inside and outside the class room. The Faculty and staff are required to be present in their office timings to provide consultation to students in different academic and psychological matters.

Standard 4-1

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

The courses being offered at the Bachelors of Psychology (BS) Program at Khushal Khan Khattak University, Karak University is a mix of basic, core, specialized and allied areas which are offered to the students in a specific logical order, causing no delay in the completion of the degree program. Elective coursed are offered after sixth semester of the degree program for which the students need to pass all the pre-requisite courses first. Cross departmental courses are offered with the help of Computer Science department, Islamic studies department, English department, or by visiting instructors. Apart from this, summer semesters are offered according to the needs of students.

Standard 4-2

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

The courses being offered in the Bachelors of Psychology (BS) Program at Khushal Khan Khattak University, Karak University are taught by concerned faculty members; however, guest speakers are invited once in a semester who are specialized in their respective areas. The students' feedback is constantly sought during and after the end of each semester about each course and their feedback is properly evaluated.

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 of the (BS) Program at Khushal Khan Khattak University, Karak are informed about the program requirements at the start of the session during orientation week by the Head of the Department and by the exam cell with the consultation and collaboration of the QEC staff. The Head of the Department acts as advisor to guide students to choose appropriate courses and also provide guidance on different issues.

The concerned faculty members will provide professional counseling to students when needed. Students can get in touch directly with him for any advice. One faculty member is acting as In charge Student Liaison who is responsible for arranging visit to their relevant specialization areas once in each semester for students to improve their subject vision and technical know-how. The Head of the Department also invites professionals from different entities to conduct interactive sessions with students for advice on professional matters/future career planning.

The department is also arranging interaction sessions of the students with professionals from different sectors to acquaint them with the changing working environment and to prepare them for the future planning of their careers.

Chapter 05

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.

The admission criterion is set by the university and it is revised periodically. The admission is done once a year, in fall semester.

5-1.1 Admission Procedure:

1. The admission to Bachelor in Psychology (BS) program is advertised once in a year soon after the result declaration of FA/FSc/Intermediate examination. The admission is advertised in all known daily newspapers of the country. All the eligible candidates fulfilling the requirement can apply for the program within the specified date mentioned in advertisement.

1. Prospectus and admission forms can be obtained from the Admission Office. Departmental Admission Committee is formed for the initial scrutiny and verification of documents of the candidates. After a thorough scrutiny and sorting, the names of eligible candidates are notified.

2. The admissions to all degree programs are conducted on merit based on academic performance in intermediate examination and other factors as may be prescribed by the competent authority.

3. Once submitted, no changes/modifications are acceptable in the admission form.

4. A candidate gets to lose his/her right for admission, if he/she provides false information in the admission form. Moreover, if the documents attached were found fake they would be considered guilty of gross misconduct and such act is highly condemned.

5. The applicant having 3rd division or having obtained marks less than 45% are not eligible to apply.

6. Any candidate who was punished (major penalty) by his parent institution/university, for the act of indiscipline and objectionable activities, is not allowed admission in the University.

7. A student at the time of first admission/enrolment with any physical disability is provided scholarship and all allied facilities are provided to him.

8. The candidates and their parents have to give an undertaking to the effect that they will abide by the Rules and Regulations of the University and such other instructions as may be issued by the competent authority from time-to-time.

9. Each student has to submit an affidavit not to take part in political activities detrimental to the academic environment of the University.

10. The final authority of admission is with the respective Dean / Head of the Department or the Registrar. The admission committee is a recommendatory body.

5-1.2 *Admission to International Students:*

The credentials of a foreign student who seeks admission in the University are evaluated in accordance with the general regulations related to admission of foreign students as approved by the Ministry of Foreign Affairs and the Ministry of Education, Government of Pakistan. The applications for admission of foreign nationals should come through their embassies in Islamabad to Ministry of Education, Government of Pakistan, and to the University. Foreign students will be admitted only after proper verification of their applications and documents by the University.

5-1.3 *Eligibility Criteria for Admission:*

FA/ FSc /Intermediate or equivalent examination with at least 45% marks. The selected candidates for admission must present their original documents before the committee on the announced date.

5-1.4 *Allocation of Seats:*

Table 5. 1: Distribution of seats in department is given as under:

Category	Allocation of Seats
Open Merit	40
Reserved Seats	
Other Province	01 each
Disabled Quota	01
FATA	02
Baluchistan	02
Hafiz-ul-Quran	01
Sports	02
Gilgit Baltistan	02
Chitral	02
Overseas	1
Total	55

5-1.5 Migration Policy:

A student from another educational institution, who intends to migrate to the University, shall meet the following requirements:

1. A genuine and plausible reason for migration.
2. Production of a certificate of good character from his/her parent institution.
3. Production of detailed marks certificate and syllabi of courses he/she studied for equivalence purposes.
4. Migration certificate from the institution/University last attended.

5-1.6 Credit Transfer Policy:

1. Students desiring to transfer their credits, earned at other institutions, will be accepted under the following conditions:
2. Credits have been earned from institutions recognized / accredited by HEC.
3. Original transcript is produced along with photocopy.
4. Course outlines, duly signed by the institute, should be produced for evaluation.
5. Credits will be acceptable for undergraduate courses passed with at least 'C' grade / 2.0 out of 4.0 GP or equivalent.
6. Credits from other institution will be evaluated by the equivalence/evaluation committee on a course-to-course basis with the courses offered by the University.
7. Letter grades / grade points of the transferred courses will not be counted towards CGPA of courses of the University.
8. The transferred courses will appear in the full transcript of the University.
9. Character certificate, from the last attended institution, stating that the student has not been expelled on misconduct, indiscipline, undesirable activities, may be produced.
10. Students should not assume that their academic qualifications will allow them transfer of credits till written confirmation has been given.
11. In case of acceptance and willingness of the student for admission, he will have to produce migration certificate from the last attended institution.

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

5-2.1 Registration of the Students in Department

Registration of the students is done once at the time of the admission to the program. The academic section of the university is responsible to maintain the record of all registered students in the department. The office of examination issued registration slips to all the registered students, no student is allowed to sit in the semester exams without registration slips.

5-2.2 Students Monitoring and Progress Evaluation

Students are evaluated through assignments, quizzes, presentations, mid-term exam and final examination at the end of each semester. Moreover, 75% attendance is mandatory for every student to sit in semester final examination.

Table 5. 2: Internal Evaluation

Attendance	% of Marks
1. Class Presentation 2. Home Assignment 3. Quizzes, etc 4. Attendance	20
Mid term	30
Final Term	50
Total	100

Student Progress Monitoring is carried out by quantifying the final GPA. The department takes different measures if a student failed to achieve the desired CGPA 2.0. Only qualified students in each semester are allowed to join the next semester.

Standard 5-3

The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

Vacant and newly created positions are advertised in the national newspapers, applications are received by the Registrar office, scrutinized by the Scrutiny Committee, and call letters are issued to the short-listed candidates on the basis of

experience, qualification, publications and other qualities/activities as determined by the University in the light of HEC guidelines.

Written screening test is conducted through third party testing services like Educational Testing and Evaluation Agency (ETEA) for short listing of applicant for the post of lecturer in BPS-18. The candidates are required to appear before the Selection Board for interview. The names of selected candidates are recommended to syndicate for approval. After the approval, the registrar issues offer letters for appointment.

Table 5. 3: Faculty's Recruitment, Training, and Evaluation

Faculty	Policy	Process
Recruitment	As per HEC guidelines	Through selection board (for permanent seats) and approval by the University Syndicate. Through HOD & VC (on contract basis).
Evaluation	As per HEC guidelines (Periodically	Evaluation by students through Quality Enhancement Cell (QEC) and Self-assessment by the faculty. (At the end of each semester).
Promotion	As HEC criteria for faculty promotion and service statute of KKKUK University.	Through selection board and approval by the University Syndicate.

The performance of each faculty member is monitored regularly and continuously by the Chairman/HoD of the department, and it is evaluated annually through ACRs (Annual Confidential Report). There was no systematic process before to evaluate the faculty members, now after establishment of QEC each faculty member is evaluated by the students via "Teacher Evaluation Questionnaire". at the end of each semester.

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.

The faculty of Psychology plans the teaching and delivery of course material by observing the class timetable in its real sense in order to avoid any inconvenience of missing the classes. Each of the faculty members prepares course plan which is follow thought-out the year. This helps the faculty for time-bound completion of the course. Every faculty member provides the detailed course outline to the students as a break up of topics to be taught.

The students give feedback on Performa number 1 (Student Course Evaluation Questionnaire) regarding course contents and how it was delivered. Through Performa number 10 (Teacher Evaluation Form) students evaluate and comment on teacher's efforts, put in to deliver the course contents, his general conduct in the class, the environment, he, maintains and extra efforts, he makes to satisfy students, thirst for knowledge. Faculty feedback is also taken on HEC Performa number 2 (Faculty Course Review Report) and Performa number 5 (Faculty Survey) which is a very useful activity to evaluate the course contents, learning and teaching environments and overall teachers satisfaction level. Course evaluation by teachers also indicates what percentage of desired outcome has been achieved by the course contents and what needs to be improved or changed. The feedback is discussed with Dean and In charge program, who focus on making improvements in the weak areas, identified by the students

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

5-5.1 Requirement for Award of Degree:

The Students enroll in BS Psychology program must get 2.0 CGPA in order to complete BS P program by passing of all 45 courses including relevant specialization and Project in minimum FOUR years from the date of first admission. Besides this, it is the responsibility of each student to fulfill the following graduation requirements:
    1. The student has earned the requisite credit hours of the degree program.

2. The student has passed all the core, supporting and compulsory courses of the degree program.

3. The student has met his financial and material obligations towards the university and there is nothing outstanding against him.

4. The student produces clearance certificates from all concerned departments and sections.

5-5.2 *Award of Degree:*

1. A candidate who passes all the examinations with the prescribed CGPA shall be awarded degree which shall be conferred on him at the subsequent convocation, which will be normally held annually.

2. It is mandatory for all students to pay convocation fee and be present at the occasion.

3. The Controller of Examinations will issue Provisional Certificate till issuance of final degree.

4. The character certificate to students will be issued by the Head of the concerned department.

Chapter 06

Criterion 6:

Faculty

Standard 6.1

There must be enough full time faculty members 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 PhD in the discipline.

The interest and qualifications of faculty members are sufficient to plan, teach, modify, and update all offered courses and curriculum. Following are the brief details of the departments' faculty members.

Table 6. 1: Details of the departments' faculty members.

Program area of specialization	Numbers of faculty members in each area	Number of faculty with PhD degree
Clinical Psychology	2	
Applied Psychology	1	
Educational Psychology		
Organizational Psychology	2	2
Total	5	2

Table 6.1 Faculty Distribution by Program Area

S.No	Name	Designation	Qualification	Major Area of Interest
1	Dr.Siraj uddin	Assistant Professor	PhD	HRM, OB, Organizational Psychology
2	Dr. Anwar Khan	Assistant Professor	Post Doctorate	Introduction to Psychology, History and Schools of Psychology.
3	Ms. Mehwish Suleman	Lecturer	MSc, MS (in progress)	Personality Theories, Clinical Psychology, Experimental Psychology
4	Ms. Irum Saba	Lecturer	BS	
5	Ms. Bibi Shafia	Lecturer	BS, MS (in progress)	

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.

The faculty of Psychology gives enough time to research activities to enhance their knowledge and skills beside their assigned workload. Moreover, the faculty is attending research seminar, workshops and conferences at national and international level to fully acquaint with the latest trend in the discipline. Moreover, faculty development program is among top priorities of the university.

Standard 6-3:

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

Every year university awards Best University Teacher Award to faculty members for their outstanding performances. Outstanding Teachers are selected based on Students Teacher Evaluation Questionnaire, Peer Evaluation and HoD Evaluation. For job satisfaction the university ensures fair, timely selection, appointment/promotion as per HEC criteria. Good working environment exists for research on commercial issues.

Chapter 07

Criterion 7:

Institutional Facilities

Standard 7-1:

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

As the university is in the early stages and lacks modern infrastructure and adequate facilities of e-learning. The following facilities are available to the students in the university;

7-1.1 Internet Facility

Internet facility is available to students. The university has been connected to HEC through PERN (Pakistan Educational Research Network) which provides digital library access, E-conferencing and E-learning platform. Moreover, video conference room is functional.

7-1.2 Bus Facility

The university provides bus facility to the student and staff on payment.

7-1.3 Hostel Facility

The university provides hostel facility to the female students on payment.

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.

A well-managed central library has been setup at main campus to keep updated the students and faculty members with the latest trends in different Discipline. The university library has enough technical books to support the program learning outcomes. A qualified librarian with a well-trained supporting staff is responsible to manage the library in an efficient manner. Approximately 33200 books, subscription to adequate number of international journals, periodicals and magazines have been stocked in library.

Standard 7.3:

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

Majority of the class rooms are available with multimedia. Common rooms for girls are present but no common rooms for boys. The department lacks individual faculty offices. Mostly shared offices are available and class room facilities are also not sufficient. The faculty offices are equipped with adequate resources to accomplish their job responsibilities in efficient manner.

Chapter 08

Criterion 8:

Institutional Support

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.

The Khushal Khan Khattak University, Karak allocates enough resources for hiring of well qualified and competent faculty as shown in the previous sections. It is evident from the fact that last year alone almost thirty full time lecturers and Assistant Professors were hired in different department to meet the goals and objectives of the university. Faculty retention is given due importance and they are given attractive and market competitive salary packages, free medical, pension plan, permanent jobs, full administrative support, good working environment, conducive learning and career growth opportunities.

Despite constraints in space and other infrastructure, the management at Khushal Khan Khattak University, Karak strives it's hard to provide each faculty member offices, internet connections, and Faculty members have also access to library materials for academic and research activities. Professional training is also provided to faculty if required to enhance their capabilities. Regular workshops are being organized for the fresh faculty members to give them insight into new techniques in academic and research areas. As for as the level of adequacy of secretarial support, technical staff and office equipment is concerned, despite the many limitation, it is at presently meeting the need of the faculty and with the construction of new academic block, the situation will get better in the coming days.

Standard 8-2

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

The Khushal Khan Khattak University, Karak has no graduates so for in the BS Psychology program. However, the university has advertised the posts of Lecturers, Assistant Professor, Associate Professors and Professors. So for Eight Lecturers and two Assistant Professor including two PhDs are working in the Department of Psychology and the Teacher to students ratio is 1: 9.

Standard 8-3

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

The Khushal Khan Khattak University, Karak has three libraries and almost 8000 books, journals and other resources are available for use of faculty and students. The Seminar library has also computer terminals and laptops for the use of students. Library is organized to accommodate 150 students at one time. Separate common rooms for female students are available with internet facility in both the campuses.

Suggestions for future

The Department of Psychology doesn't have its own library. Resultantly, the research related outcomes of both faculty and students is negatively affected. Moreover, there is a shortage of space for faculty. The faculty has no access to HEC database or other soft-wares or websites. Therefore, the university should provide these facilities to the staff.

Annexure: A Sample Course Outline

Program	:	BS Psychology - III
Course Name	:	Personality Theories-I
Course Code	:	PSY-212
Credit Hours	:	03
Total Weeks	:	16
Total hours	:	48

Course Objectives

To examine, in depth, specific theories under each of the major psychological models of personality and examine each theories concepts and principles, their explanation of personality development, their assessment techniques, and their application to treatment of psychopathology. Students will be able to articulate the major concepts and principles of each personality theory discussed in the class and in the text. Students will be able to articulate each theories assessment techniques and the theories approach to the treatment and understanding of psychopathology.

Procedures for Accomplishing the Objectives

• Lectures on Multi Media
• Class Discussions
• Projects/Assignments
• Presentations by students
• Questions and Answers sessions
• Conduction of seminars and workshops
• Regularity and Punctuality on the part of students in classes.

Week wise Course Contents

Week1/2   **Psychology of Personality**

Introduction to the Discipline

Meaning of personality

Meaning of theory

Components of personality theory

Week3   **The Psychoanalytic Legacy; Sigmund Freud**

Biographical sketch

Basic concepts

Personality structure

Three interacting systems.

Week-4 **Personality development**
Five sequential stages.
Personality dynamics
instincts / anxiety / catharsis and anti-catharsis
Defense mechanisms

Week-5 **Application of psychoanalytic theory; Dream analysis paraphrases**
Psychotherapy
Critical evaluation

Week-6 **Personality's ancestral foundations: Carl Jung:**
Biographical sketch
Basic concepts: Conscious and unconscious; Archetypes, Personality
typology Personality development

Week-7 Further applications: Dream analysis; Psychopathology; Psychotherapy

Week-8 **Critical evaluation**

Week-9 **Overcoming inferiority and striving for superiority: Alfred Adler**
Biographical sketch
Basic concepts:
  I. Developing social feelings: society; work and love
  II. Style of life; future goals vs. past events; overcoming inferiority
       Striving for superiority and superiority complex; Family
       influences on personality development

Week-10 Further applications: Dream analysis; Psychopathology Psychotherapy
Critical evaluation

Week-11 **Neo Freudians**

   a. **Karen Horney**
      Basic anxiety
      Coping by way of 10 neurotic needs moving towards, or against,
      or away from people
      Development of an idealized vs. a real image of self
      Claims, should and Defense mechanisms.

Week-12 **Harry Stack Sullivan**
      Empathy
      Anxiety and security

3 modes of experience
6 stages of Development

Week-13   Henry A. Murray
Definition of need
variety of needs
Strength of needs and interactions Environmental press
Thema

Week-14   Erik Erikson
Psycho-social stages of personality development
Identity crises

Week-15   Erich Fromm
Existential needs
Individual and social characters

Week-16   Evolutionary Psychology

RECOMMENDED BOOKS:

1.   Feist, J., & Feist, G. J. (2009). *Theories of personality*. Boston, MA: McGraw Hill Higher Education.
2.   Schultz, D. P., & Schultz, S. E. (2016). *Theories of personality*. Cengage Learning.
3.   Ryckman, R. M. (2012). *Theories of personality*. Cengage Learning.
4.   Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality theory and research* (9th ed.). New York: John Wiley & Sons.

Annexure: B Time Table
KHUSHAL KHAN KHATTAK UNIVERSITY, KARAK
Department of Psychology
TIME TABLE Spring-2021
DEPARTMENT OF PSYCHOLOGY, KKKU, KARAK

Days	9:00-10:00	10:00-11:00	11:00-12:00	12:00-01:00	1:00-02:00	02::00-3:00	3:00-04:00
Monday	Applied Statistics (Psy-II) Clinical Psy (Psy-IV) Miss Mehwish	English-II(Psy-II) (Miss Anum) Clinical Psy (Psy-IV) Miss Mehwish	Pak Study (Psy-II) Social psy (Psy-IV) (Miss Irum)	Pak Study (Psy-II) English-IV Miss Anum	ABA (Psy-VI) Miss Mehwish Practicum (Psy-IV) (Miss Iram)	Practicum (Psy-VI) (Miss Mehwish)	Practicum (Psy-VI) (Miss Mehwish)
Tuesday	Biology (Psy-II) (Miss Rubi) Personality Theory-II (Psy-IV) Miss Mehwish	History and school (Psy-II) (Miss Shafia) Personality Theory-II(Psy-IV) Miss Mehwish	History & school of thought (Psy-II) (Miss Shafia) HRM (Psy-IV) (Dr Hassan)	Applied Statistics (Psy-II) ABA (VI) Miss Mehwish	Developmental psy (Psy-VI) (Miss Iram) Specialization-IV (psy-VIII) Miss Shafia	Env Psychology Miss Iram (Psy Mental health and Psychopathology-II (VIII) Miss Mehwish	Research Method-II (Psy-VI) (Miss Shafia) Cross cultural psy (VIII) (Miss Mehwish
Wednesday	English-II (Psy-II) (Miss Anum HRM (Psy-IV) (Dr Hassen)	Pak Study (Psy-II) HRM (Psy-IV) (Dr Hassan)	Applied Statistics (Psy-II) English-IV Miss Anum	Maths-II (Psy-II) (Mr. Zaheer) English-IV Miss Anum	ABA(Psy-VI) (Miss Mehwish) Psy of GEN (VIII) Miss Shafia	Psy Testing-II(Psy-VI) (Miss Shafia) Mental health and Psychopathology-II (VIII) Miss Mehwish	Psy Testing-II (VI) (Miss Shafia) Cross Cultural Psy (VIII) (Miss Mehwish
Thursday	Maths-II (Psy-I) (Mr. Zaheer) Social Psy (Psy-IV) (Mr Nasir)	Maths-II (Psy-II) (Mr. Zaheer) Personality Theory-II (Psy-IV) Miss Mehwish	Clinical Psy (Psy-IV) Miss Mehwish	English-II (Psy-II) (Miss Anum) Developmental psy (Psy-VI) Miss Iram	Psy of GEN (Psy-VII) Miss Shafia Env Psychology (Psy-VI) Miss Iram	Research Method-II (Psy-VI) (Miss Shafia) Mental health and Psychopathology-II (VIII) Miss Mehwish	Psy Testing-II (Psy-VI) (Miss Shafia) Cross cultural psy (VIII) (Miss Mehwish
Friday	Biology (Psy-II) (Miss Rubi) Social Psy (Psy-IV) (Mr Nasir	Biology (Psy-II) (Miss Rubi) Research Method-II (Psy-VI) (Miss Shafia)	History & school of thought (Psy-I) (Miss Shafia) Practicum-(Psy-IV) (Miss Iram)	Trauma Mgt-(VIII) (Miss Shafia)	Env Psychology (Psy-VI) Miss Iram Psy of GEN (VIII) (Miss Shafia)	Developmental psy (Psy-VI) (Miss Iram) (Trauma Mng-VI VIII) Miss Shafia	

Annexure: C Lecture Notes Sample
NOTES ON Personality Theory-I

By Ms. Mehwish Suleman

Contents

Group Therapy

Group therapy can help people improve their mental health. It involves at least one mental health professional and two or more people in therapy. Many use it to address a specific mental health concern. The group dynamic often helps people feel supported as they move forward. Whether your goal is growth, improving social skills, or something else, group therapy could help you achieve it.

Some of the topics addressed in group therapy include:

• Addiction
• Domestic violence or abuse
• Divorce
• Anxiety
• Communication issues
• Parenting
• Food and eating issues
• Anger management
• Grief and loss

What should I expect?

Group therapy involves one or more psychologists who lead a group of roughly five to 15 patients. Typically, groups meet for an hour or two each week. Some people attend individual therapy in addition to groups, while others participate in groups only.

Many groups are designed to target a specific problem, such as depression, obesity, panic disorder, social anxiety, chronic pain or substance abuse. Other groups focus more generally on improving social skills, helping people deal with a range of issues such as anger, shyness, loneliness and low self-esteem. Groups often help those who have experienced loss, whether it be a spouse, a child or someone who died by suicide.

Support While group members are a valuable source of support, formal group therapy sessions offer benefits beyond informal self-help and support groups. One or more psychologists with specialized training, who teach group members proven strategies for managing specific problems, lead group therapy sessions. If you're involved in an anger-management group, for instance, your psychologist will describe scientifically tested strategies for controlling anger.

That expert guidance can help you make the most of your group therapy experience. Joining a group To find a suitable group, ask your physician or your individual psychologist (if you have one) for suggestions. Also check with local hospitals and medical centers, which often sponsor a variety of groups.

When choosing a group, consider the following questions.

Is the group open or closed?
Open groups are those in which new members can join at any time. Closed groups are those in which all members begin the group at the same time. They may all take part in a 12-week session together, for instance. There are pros and cons of each type. When joining an open group, there may be an adjustment period while getting to know the other group attendees. However, if you want to join a closed group, you may have to wait for several months until a suitable group is available.

How many people are in the group?
Small groups may offer more time to focus on each individual, but larger groups offer greater diversity and more perspectives. Talk to your psychologist about which choice is better for you.

How alike are the group members?
Groups usually work best when members experience similar difficulties and function at similar levels.

Is group therapy enough?
Many people find it's helpful to participate in both group therapy and individual psychotherapy. Participating in both types of psychotherapy can boost your chances of making valuable, lasting changes. If you've been involved in individual psychotherapy and your progress has stalled, joining a group may jump-start your personal growth.

Psycho educational Versus Process-Oriented Group Therapy
There are many different types of therapeutic groups, but most therapy groups can be divided into two main approaches. These approaches are psycho-educational group therapy and process-oriented group therapy.

• Psycho-educational groups provide members with information about specific issues. They may also teach healthy coping skills. A qualified therapist who directs sessions and sets goals leads these groups. Bonds between group members are less important here, as the therapist provides most of the content through instruction. In this type of group therapy, the therapist takes on the role of teacher.

• Process-oriented groups focus on the group experience. While the therapist leads the group discussion, they act as a facilitator rather than an instructor. They are careful not to become the center of attention. Group members participate by engaging in group discussions and activities. Sharing in these kinds of activities can lead to a sense of belonging and increased self-confidence. In process-oriented group therapy, the group is in charge of their sessions.

Some people wish to gain skills such as parenting, care giving, or stress management. They may benefit from psycho-educational group therapy. Others seek personal growth to deal with a major life transition, such as divorce, retirement, or aging. These individuals could benefit from process-oriented group therapy.

When choosing a group, it can be helpful to consider:
• Group size
• What kinds of issues the group addresses

• How much you wish to share with your group members
• If group therapy should be used along with another type of treatment
• If the group is open or closed
• If the group is process-oriented or psycho-educational

Principles of Group Therapy
In The Theory and Practice of Group Psychotherapy, Irvin D. Yalom outlines the key therapeutic principles that have been derived from self-reports from individuals who have been involved in the group therapy process:1

1. Instills hope: The group contains members at different stages of the treatment process. Seeing people who are coping or recovering gives hope to those at the beginning of the process.

2. Universality: Being part of a group of people who have the same experiences helps people see that what they are going through is universal and that they are not alone.

3. Imparting information: Group members can help each other by sharing information.

4. Altruism: Group members can share their strengths and help others in the group, which can boost self-esteem and confidence.

5. The corrective recapitulation of the primary family group: The therapy group is much like a family in some ways. Within the group, each member can explore how childhood experiences contributed to personality and behaviors. They can also learn to avoid behaviors that are destructive or unhelpful in real life.

6. Development of socialization techniques: The group setting is a great place to practice new behaviours. The setting is safe and supportive, allowing group members to experiment without the fear of failure.

7. Imitative behaviour: Individuals can model the behaviour of other members of the group or observe and imitate the behaviour of the therapist.

8. Interpersonal learning: By interacting with other people and receiving feedback from the group and the therapist, members of the group can gain a greater understanding of themselves.

9. Group cohesiveness: Because the group is united in a common goal, members gain a sense of belonging and acceptance.

10. Catharsis: Sharing feelings and experiences with a group of people can help relieve pain, guilt, or stress.

11. Existential factors: While working within a group offers support and guidance, group therapy helps members realize that they are responsible for their own lives, actions, and choices.

How It Works

Groups can be as small as three or four people, but group therapy sessions often involve around eight to twelve individuals (although it is possible to have more participants). The group typically meets once or twice each week, or more, for an hour or two.

According to author Oded Manor in The Handbook of Psychotherapy, the minimum number of group therapy sessions is usually around six but a full year of sessions is more common. Manor also notes that these meetings may either be open or closed. In open sessions, new participants are welcome to join at any time. In a closed group, only a core group of members are invited to participate.

So what does a typical group therapy session look like? In many cases, the group will meet in a room where the chairs are arranged in a large circle so that each member can see every other person in the group.

> A session might begin with members of the group introducing themselves and sharing why they are in group therapy. Members might also share their experiences and progress since the last meeting.

> The precise manner in which the session is conducted depends largely on the goals of the group and the style of the therapist. Some therapists might encourage a more free-form style of dialogue, where each member participates as he or she sees fit. Other therapists instead have a specific plan for each session that might include having clients practice new skills with other members of the group.

> Group therapy can be effective for depression. In a study published in 2014, researchers analyzed what happened when individuals with depression received group cognitive behavioural therapy. They found that 44% of the patients reported significant improvements. The drop rate for group treatment was high, however, as almost 1 in 5 patients quit treatment.

> An article published in the American Psychological Association's Monitor on Psychology suggests that group therapy also meets efficacy standards established by the Society of Clinical Psychology (Division 12 of the APA) for panic disorder, bipolar disorder, obsessive compulsive disorder, social phobia, and substance use.

> Facts From the Surgeon General's Report on Alcohol, Drugs, and Health Benefits of group therapy Joining a group of strangers may sound intimidating at first, but group therapy provides benefits that individual therapy may not. Psychologists say, in fact, that group members are usually surprised by how rewarding the group experience can be.

> Groups can act as a support network and a sounding board. Other members of the group often help you come up with specific ideas for improving a difficult situation or life challenge, and hold you accountable along the way.

> Regularly talking and listening to others helps you put your own problems in perspective. Many people experience mental health difficulties, but few speak openly about them to people they don't know well. Oftentimes, you may feel like you are the only one

struggling — but you're not. It can be a relief to hear others discuss what they're going through, and realize you're not alone.

Diversity is another important benefit of group therapy. People have different personalities and backgrounds, and they look at situations in different ways. By seeing how other people tackle problems and make positive changes, you can discover a whole range of strategies for facing your own concerns.

The principal advantages of group therapy include:

• Group therapy allows people to receive the support and encouragement of the other members of the group. People participating in the group can see that others are going through the same thing, which can help them feel less alone.

• Group members can serve as role models for other members of the group. By observing someone successfully coping with a problem, other members of the group can see that there is hope for recovery. As each person progresses, they can, in turn, serve as a role model and support figure for others. This can help foster feelings of success and accomplishment.

• Group therapy is often very affordable. Instead of focusing on just one client at a time, the therapist can devote his or her time to a much larger group of people.

• Group therapy offers a safe haven. The setting allows people to practice behaviors and actions within the safety and security of the group.

• By working in a group, the therapist can see first-hand how each person responds to other people and behaves in social situations. Using this information, the therapist can provide valuable feedback to each client.

Annexure: D Sample Quiz

KHUSHAL KHAN KHATTAK UNIVERSITY, KARAK
Department of Psychology

Program   :   BS Psychology-IV
Course Name   :   Personality Theories - I
Name of Instructor :   Ms. Mehwish Suleman
Course Code   :   PSY-212
Total Marks   :   06
Passing Marks   :   03
Time Allowed   :   15 minutes

Multiple choice questions. Circle the correct option.

1 In classical conditioning learning occurs by _____.

1. Reinforcement
2. Punishment
3. Association
4. All of the above

2. Patient A is suffering from agoraphobia and he is also the patient of hypertension. Which of the following technique will work best to treat his phobia .

1. Flooding
2. Therapeutic graded exposure
3. Systematic desensitization
4. Time out

3. Which of the following techniques involve relaxation training.

1. Flooding
2. Systematic desensitization
3. Therapeutic graded exposure
4. Both 1 and 3

4 _____ is a method in which patients learn a new behaviour by imitation, primarily by observation, without having to perform the behavior until they feel ready.

1. Assertiveness training
2. Flooding
3. Participant modeling
4. Therapeutic graded exposure

5 Aima's Father is busy in office work but she needs some guidance in her school assignment which she has to submit tomorrow. Aima went to his father's room.

Aima said:" I'm really sorry dad for disturbing you, I know you're busy in important work but I just need your 5 minutes… "

Which of the following assertiveness technique is Aima using here

1. Broken record technique
2. Fogging
3. Empathetic assertion
4. None of the above

6 According to Karen Horney _____ need is dominant need in Childhood.

1. Esteem
2. Biological
3. Safety
4. Neurotic need

7 The repressed _____ in child leads to Basic anxiety.

1. Anger
2. Fear
3. Hostility
4. Sadness

8. A person with _____ personality displays attitudes and behaviors that reflect a desire to move toward other people.

1. Resilient
2. Compliant
3. Aggressive
4. Detached

9 People with _____ personalities are driven to move away from other people and to maintain an emotional distance.

1. Resilient
2. Compliant
3. Aggressive
4. Detached

10 According to Karen Horney Conflict will arise when there is

1. Incompatibility of Neurotic trends

2. Incompatibility of needs
3. Both of them
4. None of the above

11 A child's security depends entirely on how _____treat the child.

1. Siblings
2. Grandparents
3. Parents
4. Society

12 Those people who are Neurotic will have a self image which will be

1. Flexible, unrealistic
2. Inflexible, unrealistic
3. Inflexible, realistic
4. Flexible and realistic

Annexure: E Sample Exam Paper
KHUSHAL KHAN KHATTAK UNIVERSITY, KARAK
Department of Psychology
Mid Examination (Spring-2023)
Psychological Testing-II,
BS-Semester 6th

Total Marks: 30   **Time Allowed: 2hr**

Student Name: _____

Note: Attempt any two of the following questions (30)
1. Write a detailed note on Wechsler scale of intelligence. (15)

2. Describe the Thurston primary mental abilities and Sternberg Triarchic theory of

   intelligence. (15)

3. Write note on any two of the following.(15)

   a. Gesell Developmental Scale/Schedule

   b. Differential Ability Scale

   c. Kaufman Assessment battery for children and neonatal Behavioral

   Assessment Scale

KHUSHAL KHAN KHATTAK UNIVERSITY, KARAK
Department of Psychology
Final Examination (Spring-2023)
Psychological Testing-II,
BS-Semester 6th

Total Marks: 50   **Time Allowed: 3hr**

Student Name: _____

Note: Attempt all of the following questions

Q1. Define the following terms (25)
- Disorder
- Handicap
- Disability
- Leiter International Performance Scale
- Hiskey Nebraska Test of Learning Aptitude.

Q2. Define aptitude. Write a detailed note on the following tests. (25)
- Differential Aptitude Test
- General Aptitude Test Battery
- Scholastic Assessment Test.