Pir Mehr Ali Shah
Arid Agriculture University, Rawalpindi

University Institute of Management Sciences
Self-Assessment Report for MBA(Agribusiness) Program
(2012-14)

Program Team

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**Introduction**

University Institute of Management Sciences (UIMS) is a constituent institute of the Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi (PMAS – AAUR), a public sector university. UIMS was established in 1996 with the inception of MBA and MBA (Executive) programs and the first intake of 60 students. Over the years UIMS has added several new programs to its portfolio and today it is the most diverse Business School of the country with the current (accumulated) enrollment of about 900 students in BBA, MBA (Professional), MBA (Agribusiness), MDM, MS (Management Sciences) and PhD (Management Sciences). The three and half years MBA Agribusiness program at UIMS is the major strength of this institute. The program comprises of 7 semesters. Internship and research based projects are key factors that transform students into appropriate candidates for jobs as well as higher education in Agribusiness disciplines. Every year 50 students are admitted into this program, who by going through vigorous training is absorbed in the leading organizations of Pakistan. Thousands of the graduates of UIMS are already serving the nation and making a great impact both socially and economically.

The institute, in spite of its lowest fees in the region, is working on self-sustained basis and has not required, to this day, any funding from HEC, Government of Punjab or any other body of the federal or provincial governments. Instead, it contributes significant amounts every year to the overall income of the university helping support other functions and programs of the university.

UIMS, for being a part of an agriculture university and having low fees, typically attracts students from the middle and lower-middle class communities of the rural and suburban areas, who possess bigger potential of bringing greater change in the overall outlook of the society. We boast that
our graduates do not only change their own lives as individuals rather they become catalyst of change in their extended families and in many cases even in the communities they belong.
The self assessment is based on a number of criteria. To meet each criterion several standards must be satisfied. This section describes how the standards of the Criterion 1 are met.

**Mission statement (UIMS)**

Our mission is to contribute to society, specifically to corporate sector, by producing innovative and creative individuals through quality education and research regarding management sciences. We also believe in developing entrepreneurial insights in students by emphasizing on social responsibility and ethical values.

**Mission statement (MBA – Agri Business)**

To impart the basic entrepreneurial and Agri-business skills in students which can help them to build their carriers and help agribusiness organizations to achieve their ultimate potential. Also to develop strong communication and interpersonal skills which can help them succeed in their professional life.

**Documented measurable objectives**

The Strategic objectives of the programme are as under:

1. The primary objective of the programme is to develop the management competencies required to establish and support profitable agribusiness in a competitive global business environment.

2. Produce graduates who are conversant with the myriad problem facing the Agribusiness world and the capability to provide solutions

3. To equip participants with commercial orientation and a sound knowledge of the structure and technologies of the agribusiness sector.
Main elements of strategic plan to achieve mission and objectives

- We follow Differentiation Strategy by nurturing distinctive competence of quality education.
- We achieve differentiation by hiring visiting faculty from industry having strong theoretical background, practical expertise and repute and also by development of permanent faculty.
- We differentiate ourselves by introducing modern disciplines (subjects).
- We conduct Research Projects at small scale in order to develop deep theoretical understanding.
- We introduce modern technology and infrastructure not to be competent but to differentiate from others.
- We orientate all the employees that how his or her job can affect the learning process of students and quality of education.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>How Measured</th>
<th>When Measured</th>
<th>Improvement Needs Identified</th>
<th>Improvement Made</th>
</tr>
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<tr>
<td>1- The management competencies required to establish and support profitable agribusiness</td>
<td>Through exams, quizzes, and assignments</td>
<td>During and at the end of each semester</td>
<td>Difficulty in communicating in English.</td>
<td>Emphasis on presentations and language learning.</td>
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<tr>
<td>2- Produce graduates who are conversant with the myriad problem facing the Agribusiness world and the capability to provide solutions</td>
<td>Through case analysis and articles.</td>
<td>During the semester</td>
<td>Real exposure to business environment.</td>
<td>Introduction of different dimensions of economics and Real Case studies of business</td>
</tr>
<tr>
<td>3. To equip participants with commercial orientation and a sound knowledge of the structure and technologies of the agribusiness sector.</td>
<td>Through case analysis and articles.</td>
<td>During the semester</td>
<td>Real exposure to business environment.</td>
<td>Real Case studies of agribusiness</td>
</tr>
</tbody>
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**Program Learning Outcomes**

All the students in MBA –Agri business program should be able to:

1. the students will have the knowledge of food industry that includes farm service sector, processor, producer and marketer.
2. The students will have the Knowledge of Natural resources that are involve in the production of food.
3. The agri business students will have the analytical thinking, problem solving and communication skills to address farms, agri business and agricultural Industry problems
4. The agribusiness students will have the understanding of agricultural economics, agricultural finance and credit, agricultural policy and agricultural statistics to address the agricultural industry problems
5. The agribusiness students will have the grasp of contemporary agricultural economic issues and will be able to develop creative solutions for it.

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

<table>
<thead>
<tr>
<th>Outcomes</th>
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<td>1</td>
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<td>5</td>
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</tbody>
</table>
+     = Moderately Satisfactory
++    = Satisfactory
+++   = Highly Satisfactory
COURSE EVALUATION FOR THE PERIOD OF 2012-2014

Student course evaluation
The courses of the respective teachers were also evaluated as per Proforma - 1. Overall comparative evaluation and detailed evaluation for each course is given below. Detailed course evaluation is illustrated with the help of a bar chart. There is a bar for each quality dimension / parameter of a course. Each bar extents to a maximum value of “A” that shows highly satisfactory evaluation by students and to a minimum value of “E” that shows Highly Unsatisfactory feedback.

The overall course evaluation is given below. The following graph shows an overall evaluation (average score) of all the courses on a scale of “A” that were being taught for the period of 2012-2014. An overall score of “A” shows a highly satisfactory course evaluation, “B” shows a satisfactory response by students, “C” show that students are uncertain course evaluation ,”D” shows an unsatisfactory course evaluation and “E” shows highly unsatisfactory response by the students for the course.
GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course's material, language, sequence of topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning. Make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that course are manageable and tutor dealing with course problems is effectively.
**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress. Students are highly satisfied that course objectives were clear and the instructor is quick to responding the problems.

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A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory
GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress. Student’s feedback is good about course content that it is manageable and not over burden but there is need to change the method of assessment and make it more effective.
The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives. Students highly satisfied that they take their classes regularly on time. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress. Also needs to well organize the course.
Ms. Shumaila Zafar Awan (MGT-720, Introduction to Business)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress. Student feedback is about that they make a progress and material is relevant also teacher is quick to respond the course problem.
Ms. Saba Bashir (PSY-701, Social Psychology & Self Development)

**Course Evaluation Graph**

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress. Students were overall highly satisfied but there is need to improve the course objectives as well as ideas and objectives.
Dr. Rauf i.Azam (MTH-702, Introduction to Logic)

A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress. There is need to improve the ideas and concepts.
A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress. Feedback is highly satisfied about the practical material that is provided but need to improve the level of attendance.
Mr. Bilal Karim (AGB-703, Agri. Entrepreneurship)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress. Need to improve the recommended books level and provide the relevant learning material.
**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress. Need to improve the lecture presentation skills and make sure his punctuality in the class.
Mr. Zia Ur Rehman (MGT-701, Principles of Marketing)

Course Evaluation Graph

A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress. There is need to improve the learning material given in the class make course objectives more clear.
Ms. Bushra Zulfiqar (MGT-702, Principles of Accounting)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context and make learning material more clear. Students are highly satisfied that it shows a good progress. Participation in the course was highly satisfied and the method of assessment is good enough.
Ms Afsheen Faima (MGT-703, Principles of Management)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives course stimulated student’s interest. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress and need to improve learning and teaching methods.

A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory
Mr. Shakeel M. Danial (MGT-706, Business Communication)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives, practical material is useful enough and tutor dealt effectively with course problems. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress.
Mr. Nasir Mehmood (ECO-704, Production Economics in Agriculture)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context need to improve the material that is provided for learning. Students are highly satisfied that it shows a good progress.
Mr. Shuja Ilyas (MGT-716, Strategic Business Management)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives the material is useful that is provided for learning and ideas are clear. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress.
Ms. Shumaila Mazhar Awan (MGT-713, Human Resource Management)

A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress need to reduce or improve course workload also provide timely assessment on feedback.
Mr. Khalid Sohail (MGT-712, Financial Management)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives and material was well organized and very useful students are satisfied that they had make progress. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress.
Mr. Muhammad Imtiaz Malik (AGB-707, Agri Credit Management)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress and there is need to improve the course objectives and manage it.
GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress and need to improve the material provided and presentation skills.
Ms. Sidra Shahzadi (ECO-701, Micro Economics)

**GENERAL COMMENTS:**
The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives and learning teaching method is good according to the course and material. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress and need to clear the learning resources.
A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress and need to improve the learning resources provided on the web also improve to pace of course.
Mr. Syed Razzi ul Hasnain (ENG-702, Communication Skills)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives; tutor is quick in response to the course problems. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress and need to improve the structure of the course to achieve the objectives.
GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress, need to improve the learning resources provided on the web.
GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives course is well organized. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress and there is need to improve the practical material.
Mr. Muhammad Shahbaz Bhatti (AGB-704, Food Processing, Preservation & Packaging)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives and the work is not overloaded, and material is quit relevant. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress.
Dr. Tanveer Ahmad (AGB-705, Livestock, Dairy and Poultry Development)

A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives, according to the course the teaching and presentation method is satisfied. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress.
Mr. Ishfaq Ahmed (MGT-730, Business Law)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress. also need to improve the material provided and make it more organized.
Mr. Waseem Ahmed (MGT-777, Research Methods)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives, and the course was well organized also presented well. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress.
A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives and learning teaching method is satisfied. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress and also need to improve the recommended material.
**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives, students were highly satisfied with the learning material and its amount. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress, also need to make ideas more clear.
GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course's material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress, also need to improve the ideas and concept presented.
A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives, students were highly satisfied with amount of work that is provided for the learning. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress.
GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course’s material, its language, sequence of the topics and clarity of course objectives, students were satisfied with the material that is presented and well organized. But there is a need to make the provision of learning resources, environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to Pakistani context. Students are highly satisfied that it shows a good progress.
Teacher evaluation

University Institute of Management Sciences offers various degrees in management sciences. The department consists of 18 full time and more than fifty visiting faculty members. All of the faculty holds relevant academic degrees and are qualified in teaching at the level. The courses are carefully formulated and appropriate teaching methodology is hired. Majority of the full time faculty holds higher degrees and rest are in the process. All the faculty members are evaluated by the students at the end of the semester in accordance with Proforma- 10. The results are graphically presented on the following pages. However, the current strength of the teaching faculty is far less than what is actually needed and the institute has to rely on the visiting faculty. If more faculty members are hired then the teaching quality may be improved. Furthermore, the process of improving the level of education for full time faculty is being emphasized and the faculty is encouraged to acquire higher qualifications.

Detail of individual performance of each teacher is illustrated with the help of a bar chart. There is a bar for each quality dimension / parameter of a teacher’s performance. Each bar extents to a maximum value of 5 that shows highly satisfactory evaluation by students and to a minimum value of 1 that shows highly dissatisfied feedback. The following graph shows an overall evaluation (average score) of all the teachers on a scale of 5 that taught for the period of 2012-2014. An overall score of 5 shows a highly satisfactory teaching, 4 shows a satisfactory response by students, 3 shows that students are uncertain if the teacher taught well, 2 shows an unsatisfactory teaching performance and 1 shows highly unsatisfactory response by the students for the teacher.
GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to effectively communicate subject matter, his punctuality, his behavior, and clarity of course objectives. But the teacher needs to make available citations according to the current situation in Pakistan, the class environment more conducive to learning, and make course objectives clear before teaching the contents.
GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to evaluate the objective requirement and procedures, his punctuality, his fair marking pattern, and preparation of contents before class. But the teacher needs to make the improvement in communication of subject matter, in providing the additional material about the course content and relate topics to Pakistani context.
Mr. Iftikhar Hussain (ICT-701, IT in Business-I)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to evaluate the course objective requirements, procedure and grading pattern, his knowledge delivering style, and his availability in office hours. But the teacher needs to make the class environment more conducive to learning, in encouragement of students to take participation in class and to be punctual.
Mr. Faisal Hameed Butt (ENG-701, Functional English)

**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to make course objectives clear before teaching the contents, availability in office hours, and relate topics to Pakistani context. But the teacher needs to make the course content updated and generalized and students thinks he his not fair in their evaluation.
Ms. Shumaila Zafar Awan (MGT-720, Introduction to Business)

A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to effectively communicate subject matter, relating the topics to Pakistani context, his evaluation pattern and clarity of course objectives. But the teacher needs to make the clarity in course objective requirements, procedures, and grading.
Ms. Saba Bashir (PSY-701, Social Psychology & Self Development)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to effectively communicate subject matter, his punctuality, his availability in office hours and clarity of course objectives. She needs just a little more improvement in subject matter affection and availability timings.
GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to effectively communicate subject matter, his punctuality, his availability in office hours and clarity of course objectives. The teacher needs a little more effort in making the subject matter more effective and in relating topics to Pakistani context.
Dr. Muhammad Razzaq Athar (ECO-702, Macro Economics)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to make course objectives clear before teaching the contents, making available the updated and modern contents of the course and clarity of course objectives. But the teacher needs to make communication of the course contents more clear, and make the environment more conducive to learn.
Mr. Bilal Karim (AGB-703, Agri. Entrepreneurship)

**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially in his ability to make the class environment conductive, making the content of the topic according to the live examples an it will be more better if these example belongs to Pakistan. He need to be more effective in preparation of contents before class and make available the relevant and updated subject material.
GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in the aspects of making the updated course material available, in evaluation of exams and teacher encourages the students class participation. But the teacher needs to make the class environment more conducive to learning, availability in office hours and relate topics to Pakistani context.
Mr. Zia Ur Rehman (MGT-701, Principles of Marketing)

**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially in his ability to deliver the knowledge, make the class environment more conductive, and his punctuality. But he needs to improve a little more fair in assigning and evaluation the assignments that it should be understandable to the students.
Ms. Bushra Zulfiqar (MGT-702, Principles of Accounting)

A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially in her ability to make the students understand the contents of the subjects and encourage them to participate in class. She is also quite well in making the class environment more conductive. She needs just a little more effort in encouraging the students to participate in class.
Ms Afsheen Faima (MGT-703, Principles of Management)

**Teacher Evaluation Graph**

A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Need to be a little focus on class timings. Especially in her ability to make the class environment more conductive, in making the clear sense of the topic before class, and making available the additional material of the subject material.
Mr. Shakeel M. Danial (MGT-706, Business Communication)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially in his ability to deliver the knowledge, make the class environment more conductive, and his punctuality. But he need to be improve a little more fair in assigning and evaluation the assignments that it should be understandable to the students.
Mr. Nasir Mehmood (ECO-704, Production Economics in Agriculture)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially in his ability to deliver the knowledge, make the class environment more conductive, his punctuality, and students think their knowledge is increased after this course study. But he needs to make efforts in making available the citation of current situation in Pakistan.

A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory
Mr. Shuja Ilyas (MGT-716, Strategic Business Management)

**Teacher Evaluation Graph**

**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially in conducting a productive class environment, encouraging the students in class participation, and making the additional source of content available other than textbooks, but he needs to be more punctual, be fair in marking the exam papers and be prepared before class.
Ms. Shumaila Mazhar Awan (MGT-713, Human Resource Management)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to make course objectives clear before teaching the contents effectively communicate subject matter, her punctuality, making addition in students’ knowledge and clarity of course objectives. But the teacher needs to make available the additional material apart textbooks and relate topics to Pakistani context.
**Mr. Khalid Sohail (MGT-712, Financial Management)**

**Teacher Evaluation Graph**

**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially, in making the source of subject matter and additional information available to the students. He needs to be punctual and cite the topic according to the current situation of Pakistan. And if possible, be available to the students during office hours.

A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory
Mr. Muhammad Imtiaz Malik (AGB-707, Agri Credit Management)

**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially in his ability to cite the contents according to the current situation in Pakistan, his punctuality, making addition in students’ knowledge and clarity of course objectives. But the teacher needs to make available the additional material apart textbooks. And if possible teacher should be available during office hours.

Students think he is not fair in evaluation of exams and in punctuality.
Mr. Ahmad Imran (MTH-701, Business Mathematics)

A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to effectively communicate subject matter, his punctuality, his availability in office hours and clarity of course objectives. The teacher needs a little more effort in relating topics to Pakistani context.
Ms. Sidra Shahzadi (ECO-701, Micro Economics)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. She has to make a little more effort in relating topics to Pakistani context. The students were quite content with the teacher’s ability to make course objectives clear before teaching the course. The instructor is prepared for each class. Especially the students were quite content with teacher’s ability to make course objectives clear before teaching the course. The instructor provides additional material which enhances the Pakistani context. The instructor gives additional examples regarding course objectives. The instructor always on time. The instructor provides additional material beyond text book. The instructor makes the subject matter more effective. She has to make a little more effort in relating topics to Pakistani context. The instructor provided additional course materials. The instructor shows respect towards students during the taught course, and is conducive to learning. The instructor motivates an environment that is conducive to learning and organization. The course integrates theoretical concepts with real-world applications. The instructor demonstrates knowledge of the subject and relates procedures and guiding principles. The skills of clearly states course objectives.
Mr. Omair Gull (ICT-702, IT in Business-II)

**Teacher Evaluation Graph**

**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Majority of the students are satisfied in almost all aspects but some of the students commented totally against of the teacher. He needs to make some more effort in making the class environment more conductive and productive.

A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory
Mr. Syed Razzi ul Hasnain (ENG-702, Communication Skills)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to effectively communicate subject matter, his availability in office hours and clarity of course objectives. But the teacher needs to be a little more punctual and the students think he is unfair in marking pattern of exams.
Dr. Khalid Mahmood Qureshi (AGB-702, Introduction to Horticulture)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to effectively communicate subject matter, his punctuality, his availability in office hours his behavior and clarity of course objectives. But the teacher needs to make the class environment more conducive to learning, make course objectives clear before teaching the contents and relate topics to the current situations.
**Mr. Nasir Mahmood (ECO-703, Agricultural Economics)**

**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to effectively communicate subject matter, his punctuality, his availability in office hours and clarity of course objectives. But the teacher needs to make the class environment more conducive to learning, make course objectives clear before teaching the contents to be fair in marking and relate topics to Pakistani context.
Mr. Muhammad Shahbaz Bhatti (AGB-704, Food Processing, Preservation & Packaging)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to effectively communicate subject matter, his punctuality, his knowledge about the subject and clarity of course objectives. But the teacher needs to make the class environment more conducive to learning, make course objectives clear before teaching the contents and make available information sources.
Dr. Tanveer Ahmad (AGB-705, Livestock, Dairy, and Poultry Development)

**Teacher Evaluation Graph**

A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to make available the updated material, his fairness in evaluation of students through exams, assignments, and class participation, and clarity of course objectives. But the teacher needs to be punctual, make the class environment more conducive to learning, and make course objectives clear before teaching the contents.
GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to evaluate the students through assignments, class participation and exams, effectively communicate subject matter, his punctuality, and clarity of course objectives. But the teacher needs to make available the course contents outline, sources of subject material and additional material other than textbooks also.
Mr. Waseem Ahmed (MGT-777, Research Methods)

**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with the teacher’s ability to be effective in course objective requirements procedures and orientation of material. But the teacher needs to make the class environment more conducive to learning, make course objectives clear before teaching the contents, relate topics to Pakistani context and make course material available.
Mr. Bilal Karim (AGB-706, Agri Marketing Management)

**Teacher Evaluation Graph**

A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

**GENERAL COMMENTS:** The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to effectively communicate subject matter, making the material available and polite behavior. But the teacher needs to make the clear sense of the course, make available the updated and modern material make course objectives clear before teaching the contents and relate topics to Pakistani context.
GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to effectively communicate subject matter, his punctuality, his availability in office hours and clarity of course objectives. He needs a little more effort in being prepared before class.
Dr. Rauf.i.Azam (MGT-711, Operations Management)

A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly Disagree / Highly Unsatisfactory

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite satisfied with teacher’s teaching style, making available the additional material rather than textbooks. But he needs to be punctual.
GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to make the class environment more conductive, making available the additional material other than textbooks, and encouragement of the students to take part in the class. But the teacher needs to make course objectives clear before teaching the contents and students are not satisfied with his evaluation in exams.
Mr. Ammar Asghar (MGT-763, Managerial Accounting)

GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher’s ability to effectively communicate subject matter, his respective and positive behavior, his punctuality, his availability in office hours and clarity of course objectives. But the teacher needs to make the class environment more conducive to learning and need to be a little slower in delivering the information.
Faculty members’ research activities indicate that there are 16 research publications on the credit of faculty in **fall-12 to spring-14** (Detail is given in Annexure 1).

We also have research project of 3 credit hours compulsory for each student which reflects that research culture is being inculcated among faculty and students at the Institute.

**Table 3: Present performance measures for research activities (Oct. 1st 2012 – Jun30, 2014)**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Publication</th>
<th>Others (Conference proceedings)</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Rauf-i-Azam</td>
<td>5</td>
<td>Nil</td>
<td>nil</td>
</tr>
<tr>
<td>Dr. Abdul Rehman</td>
<td>5</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Ms. Bushra Nasreen</td>
<td>--</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Mr. Kashif Saeed</td>
<td>-</td>
<td>Nil</td>
<td>nil</td>
</tr>
<tr>
<td>Dr. Rabia Imran</td>
<td>-</td>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td>Dr Abdur Razzak</td>
<td>-</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Dr Farida Faisal</td>
<td>-</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Mr. Ahmed Imran Hunjra</td>
<td>6</td>
<td>7</td>
<td>Nil</td>
</tr>
<tr>
<td>Mr. Shuja Ilyas</td>
<td></td>
<td>1</td>
<td>Nil</td>
</tr>
<tr>
<td>Ms Afsheen Fatima</td>
<td>-</td>
<td>-</td>
<td>nil</td>
</tr>
<tr>
<td>Mr Zia ur Rehman</td>
<td></td>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>8</strong></td>
<td></td>
</tr>
</tbody>
</table>
Major Future Improvement Plans

- To impart quality education using audio visual aids along with provision of latest literature, cases, journals, books, reviews and access to digital library.
- To develop business graduates who meet future challenges.
- To emphasize research on specific industrial problems of national as well as international importance.
- Overall enhancement of knowledge and skills of faculty members in relation to the latest global advancements in this discipline through exchange programs, short training, and collaborative research projects within and outside Pakistan.
Employer Survey (Proforma – 8)

The employer survey was sent to many organizations but only six replied. They include university of Gujra, University of education Lahore, ZTBL, U-fone, Max foster PVT ltd. and one other. These organizations employ more than 25 UIMS graduates. The feedback is very encouraging. The employers found the graduates very reliable, good team players and excellent in communication skills. Detailed results of the survey are shown on following page. The analysis is done on a scale of 5 where;  
5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair and 5 = Poor

The illustration below summarizes views of the employers about the UIMS graduates employed with them. Purpose of the survey was to know the employers’ comments on the quality of education regarding: knowledge, communication skill, work skills and interpersonal skill possessed by our graduates. Survey reflects that our graduates have scored high on all the criteria mentioned. This indicates that our graduates are adequately prepared in various knowledge, skill and attitude areas and show good potential in any given environment. The employer also suggested the following

- The students should be given practical training to conduct finical analysis of different Agri-business Projects, enabling them to highlight the risks involved in Project implementation

- The students should be offered a special course on Banking Laws and Practices.

- Special course be designed for IT solutions in banking sector.

- A course on latest agricultural technologies developed at national and international level be designed specially for non-agri graduates
CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION
CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

Degree Title: MBA Agribusiness (3.5)

Purpose: All the courses for degree program were developed by a committee of experts and taught professors, subject-matter specialists from other universities and research organizations from Pakistan. When and if needed, curriculum is revised or updated. At department level, Board of Faculty, which comprises of senior faculty members, is responsible for updating the curriculum. This body is authorized to formulate syllabus and course content. The director of the Institute chairs the meetings of this body. The curriculum is then submitted then to the University Academic Council for approval. All the changes, modifications, additions, and deletions with respect of the curriculum are given final approval by this body.

Credit Hour Requirements:
A student must complete 102 credit hours in 3.5 academic years/7 semesters (minimum length of a semester is 12 teaching weeks).

Degree Plan:
Students are admitted on open merit based on their previous academic record. The minimum duration of studies is 7 semesters (3.5 academic years).

Admission eligibility:
The following requirements need to be met to acquire admission in MBA – Agri-Business Program.

Stream I: To be placed in the 1st semester

1. BA/B.Sc./B.Com or equivalent qualification with a minimum of 2nd Division.
2. Admissions will be on the open merit basis; based on academic achievements in Bachelor Program
Stream II: To be placed in 5th semester (Minimum duration of degree is 1½ years)

1. B.Sc. (Agriculture) 4-years degree.
2. Admissions will be on the open merit basis; based on academic achievements in B.Sc. (Agriculture)

Degree requirements
On the whole a student has to study 102 credit hours. Students are also required to undergo an internship at some organizations of good repute and size to have a practical exposure. Degrees are awarded after successful completion of the required number of credit hours (courses) followed by internship report. Minimum Grade Point Average (GPA) for obtaining the degree in 2.50. To remain on the roll of the university a student is required to maintain the following minimum Cumulative Grade Point Average (CGPA) in each semester.

<table>
<thead>
<tr>
<th>Semester</th>
<th>MBA (3-1/2 Years)</th>
<th>MBA (1-1/2 Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>1.50</td>
<td>2.00</td>
</tr>
<tr>
<td>2nd</td>
<td>1.75</td>
<td>2.25</td>
</tr>
<tr>
<td>3rd</td>
<td>2.00</td>
<td>2.50</td>
</tr>
<tr>
<td>4th</td>
<td>2.20</td>
<td>-</td>
</tr>
<tr>
<td>5th</td>
<td>2.30</td>
<td>-</td>
</tr>
<tr>
<td>6th</td>
<td>2.40</td>
<td>-</td>
</tr>
<tr>
<td>7th</td>
<td>2.50</td>
<td>-</td>
</tr>
</tbody>
</table>

Examination and Weightage
a) Theory
In theory paper, students’ evaluation is done by mid-term examination, assignments/quizzes and final examination. The final examination is compulsory. A student who misses the mid-term examination is not allowed any make-up
examination and is awarded zero marks in that examination. In case a student does not appear in the final examination of a course, he/she is deemed to have failed in that course. In theory, weightage to each component of examination is as prescribed here under:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid Examination</td>
<td>30%</td>
</tr>
<tr>
<td>Assignments/Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>50%</td>
</tr>
</tbody>
</table>

b) Practical
For practical examination (if applicable) 100% weightage (for the practical part) is given to the practical examination in the final.

**Eligibility for Examination**
A student is eligible to sit in the final examination provided that he/she has attended not less than 75% of the classes in theory and practical, separately. The minimum pass marks for each course are 40%.

**Scheme of studies**
Scheme of studies is given in the table below.

### Table 4: Scheme of studies

#### SEMESTER-I

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>BIO-701</td>
<td>Biology</td>
<td>2(2-0)</td>
</tr>
<tr>
<td>2.</td>
<td>AGB-701</td>
<td>Introduction to Agriculture</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>3.</td>
<td>ICT-701</td>
<td>IT in Business I</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>4.</td>
<td>ENG-701</td>
<td>Functional English</td>
<td>2(2-0)</td>
</tr>
<tr>
<td>5.</td>
<td>MGT-720</td>
<td>Introduction to Business</td>
<td>3(3-0)</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

#### SEMESTER-II

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>MTH-701</td>
<td>Business Mathematics</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>2.</td>
<td>ICT-702</td>
<td>IT in Business II</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>3.</td>
<td>ENG-702</td>
<td>Communication Skills</td>
<td>2(2-0)</td>
</tr>
<tr>
<td>S. No.</td>
<td>Course No.</td>
<td>Course Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>---------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>4.</td>
<td>ECO-701</td>
<td>Micro Economics</td>
<td>2(2-0)</td>
</tr>
<tr>
<td>5.</td>
<td>AGB-702</td>
<td>Introduction to Horticulture</td>
<td>3(3-0)</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**SEMESTER-III**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>PSY-701</td>
<td>Social Psychology &amp; Self Development</td>
<td>2(2-0)</td>
</tr>
<tr>
<td>2.</td>
<td>MGT-709</td>
<td>Statistical Methods in Business</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>3.</td>
<td>MTH-702</td>
<td>Introduction to Logic</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>4.</td>
<td>AGB-703</td>
<td>Agri. Entrepreneurship</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>5.</td>
<td>ECO-702</td>
<td>Macro Economics</td>
<td>2(2-0)</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**SEMESTER-IV**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ECO-703</td>
<td>Agricultural Economics</td>
<td>2(2-0)</td>
</tr>
<tr>
<td>2.</td>
<td>MGT-777</td>
<td>Research Methods</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>3.</td>
<td>AGB-704</td>
<td>Food Processing, Preservation &amp; Packaging</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>4.</td>
<td>AGB-705</td>
<td>Livestock &amp; Dairy Development</td>
<td>2(2-0)</td>
</tr>
<tr>
<td>5.</td>
<td>MGT-730</td>
<td>Business Law</td>
<td>3(3-0)</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**SEMESTER-V**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>MGT-703</td>
<td>Principles of Management</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>2.</td>
<td>MGT-702</td>
<td>Principles of Accounting</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>3.</td>
<td>MGT-701</td>
<td>Principles of Marketing</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>4.</td>
<td>ECO-704</td>
<td>Production Economics in Agriculture</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>5.</td>
<td>ENG-703</td>
<td>Advanced Business Communication</td>
<td>3(3-0)</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**SEMESTER-VI**
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>MGT-729</td>
<td>Project Management</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>2.</td>
<td>MGT-763</td>
<td>Managerial Accounting</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>3.</td>
<td>AGB-706</td>
<td>Agri Marketing Management</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>4.</td>
<td>MGT-710</td>
<td>Organizational Behavior</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>5.</td>
<td>MGT-711</td>
<td>Operations Management</td>
<td>3(3-0)</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER-VII**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>MGT-713</td>
<td>Human Resource Management</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>2.</td>
<td>AGB-707</td>
<td>Agri Credit Management</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>3.</td>
<td>MGT-712</td>
<td>Financial Management</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>4.</td>
<td>MGT-716</td>
<td>Strategic Business Management</td>
<td>3(3-0)</td>
</tr>
<tr>
<td>5.</td>
<td>AGB-737</td>
<td>Internship</td>
<td>3(0-6)</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>
The following table shows that the curriculum of the MBA Agribusiness (3.5) program is consistent with its objectives.

**Table 5: Program Objectives Assessment**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-701, AGB-701, ICT-701, ENG-701, MGT-720, MTH-701, ECO-701, ICT-702,</td>
<td>+++ ++ +++</td>
</tr>
<tr>
<td>ENG-702, AGB-702, PSY-701, MTH-702, ECO-702, AGB-703, MGT-709, ECO-703,</td>
<td>++ +++ ++</td>
</tr>
<tr>
<td>AGB-704, AGB-705, MGT-730, MGT-777, MGT-701, MGT-702, MGT-703</td>
<td>++ ++ +++</td>
</tr>
<tr>
<td>MGT-706, ECO-704, AGB-706, MGT-710, MGT-711, MGT-729, MGT-763</td>
<td>++ ++ +</td>
</tr>
<tr>
<td>AGB-707, MGT-712, MGT-713, MGT-716, AGB-737 or MGT-798</td>
<td>+ + ++</td>
</tr>
</tbody>
</table>

+ = Moderately Satisfactory
++ = Satisfactory
+++ = Highly Satisfactory
Table 6: Detail of courses representing theoretical background, problem analysis and solution design.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Courses (Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Background</td>
<td>BIO-701, AGB-701, ICT-701, ENG-701, MGT-720, MTH-701, ECO-701, ICT-702, ENG-702, AGB-702, PSY-701, MTH-702,</td>
</tr>
</tbody>
</table>

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

The curriculum does satisfy the core requirements of the program and efforts are made to add value to the program through revisions and modifications from time to time.
The curriculum satisfies the basic requirements of HEC by following the structure and outlines of courses provided by HEC and with the academic council. However efforts are being made to add value from time to time.

The curriculum satisfies the basic requirements of HEC by following the structure and outlines of courses provided by HEC and with the academic council. However efforts are being made to add value from time to time.

Information provided against slandered 2-1 reflected our curriculum satisfies professional requirements needed for business professionals.

While the curriculum was prepared, all aspects of information technology were considered and after a critical analysis, relevant aspects were integrated into the program as:

- Four computer and I.T. courses (6 credit hours) were included in the curriculum to fulfill the I.T. requirements for the students of MBA Agribusiness (3.5).
- However efforts are undertaken to add value from time to time.

The 2 courses aimed at enhancing communication skills have been integrated in the curriculum of MBA Agribusiness (3.5).
• Assignments are given to MBA Agribusiness (3.5) students on specific titles (part of the course) which are presented orally and are submitted as written report, to increase their oral and written communication skills.

• As it is important to note that in every course students have to present at least one topic of their interest or on current topic in the form of presentation with the help of multimedia and or A. V. aids.
Information regarding laboratory would be covered in this section

**Lab Title:** Computer Lab

**Location and area:** University Institute of Management Science

**Objectives:** It aids in teaching computer courses and supports the students in developing their IT skills.

**Courses Taught:** Computer App. In Business

**Major Apparatus/Equipment:** Computers

**Safety regulations:** No specific safety regulations are there.

---

**Standard-3.1: Laboratory manuals/documentation/instructions for experiments**

No specific lab manual is available however some manuals for individual computers are available whose record is not properly kept. The laboratories are not specious and inadequate.

**Standard-3.2: There must be support personal for instruction and maintaining the**

Currently three lab attendants are available to maintain the computers and to ensure the availability of internet.
Computing facilities support: Not available to all faculty members and the students.

Shortcoming in computing infrastructure: No sufficient computing infrastructure is available. Computers with internet facilities should be available to all faculty members as well as postgraduate students. At least two more labs are required in order to provide students, computing facilities more appropriately.
The University organizes support programs for students and provide information regarding admission, scholarship schemes etc. Institute in its own capacity arranges orientation and guided tours of the institute. Director Students Affairs is also there and arranges various cultural activities and solves the students’ problems. However currently there is no Parent/Teacher association.

The institute provides adequate support to students in order to complete their degrees in timely manner.

### Standard-4.1: Courses must be offered with sufficient frequency and number for

Courses are taught as per HEC criteria and approved by Academic Council.

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

Both theoretical and practical aspects are focused to prepare the students for upcoming challenges. Theoretical problems are explained and assignments are also given to the students whereas, for practical exposures internship program is run, study tours are organized and distinguished guest speakers are invited from the industry to keep them update on the latest developments in the area.

- Courses are structured and decided in the board of studies meeting.
- At commencement of each semester, faculty members interact frequently among themselves and with students. Students are welcome to ask question in class and even after the class.
- Emphasis is always given for an effective interaction between each batch.
Several steps have been taken to provide guidance to students by different ways such as:

- Students are informed about the program requirement through the administration office.
- Through the personal communication of the teachers with the students.
- Students can also contact with the relevant teachers whenever they face any problem.
- Realizing the need for exploring job opportunities for the university graduates, Directorate of Placement Bureau has been established.

Standard-4.3: Guidance on how to complete the program must be available to all students and access to qualified advising must be available to make course decisions and career choices.
This section deals with the process of admission, registration, faculty recruitment, and other such activities.

Criteria set by HEC. For this purpose an advertisement is published in the National newspapers by the Registrar office.

- The student name, after completion of the admission process, is forwarded to the Registrar office for proper registration in the specific program and the registration number is issued to the student.
- Students are evaluated through Mid, Final and Practical exams and through Assignments.
- Registration is done for one time for each degree but evaluation is done on the basis of semester results and enrollment is done each semester.
- Only those students, who fulfill the criteria of the University, are promoted to the next semester.
- In general, the students are registered on competition bases keeping in view the academic and research standards.
Recruitment policy followed by the University is the same as recommended by the HEC. Induction of all posts is done as per rule.

- 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.
- The candidates are interviewed by the University Selection Board, and principal and alternate candidates are selected.
- Selection of candidates is approved by the Syndicate for issuing orders to join within a specified period.
- Induction of new candidates depends upon the number of approved vacancies.
- Standard set by HEC are followed.
- At present, no procedure exists for retaining highly qualified faculty members. However, the revised pay scales structure is quite attractive.
- HEC also supports appointment of highly qualified members as foreign faculty Professors, National Professors and deputes them to the concerned universities.
To provide high quality teaching, department periodically revises the curriculum in view of field requirements, innovations, and new technology.

- With the emergence of new fields, new courses are introduced and included in the curriculum.
- Students usually buy cheap Asian editions of technology books. These are also available in the University library, where documentation, copying and internet facilities are available.
- Most of the lectures are supplemented by overheads, Multimedia, slides and handouts.
- All efforts are made that the courses and knowledge imparted meet the objectives and outcome. The progress is regularly reviewed in the staff meetings.

The controller of examinations announces the date regarding commencement of examination. After each semester, the controller office notifies results of the students. The evaluation procedure consists of quizzes, mid and final examinations, practical, assignments, reports, oral and technical presentations. The minimum pass marks for each course is 40%. The weightage to each component of examination is as prescribed here under:

- Mid Examination 30%
- Assignments 20%
- Final Examination 50%
Grade points are as follows

<table>
<thead>
<tr>
<th>Marks Obtained</th>
<th>Grade</th>
<th>Grade point</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100%</td>
<td>A</td>
<td>4</td>
<td>Excellent</td>
</tr>
<tr>
<td>65-79%</td>
<td>B</td>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>50-64%</td>
<td>C</td>
<td>2</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>40-49%</td>
<td>D</td>
<td>1</td>
<td>Pass</td>
</tr>
<tr>
<td>Below 40%</td>
<td>F</td>
<td>0</td>
<td>Fail</td>
</tr>
</tbody>
</table>

- Gold medals are awarded to the students who secure highest marks. Degrees are awarded to the students on the convocation that is held every year.
Currently there are eighteen full time faculty members including the director of the institute, two of them is on study leave. This faculty is not sufficient to run such a big institute that is why we have to go for a large number of visiting faculties.

**Table 7: Faculty distribution by program areas**

<table>
<thead>
<tr>
<th>Program/Area of specialization</th>
<th>Courses in the area and average number of sections</th>
<th>Number of faculty members in each area</th>
<th>Number of faculty with PhD degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>15 courses 1sections (Evening)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Management</td>
<td>12 courses 1 sections (Evening)</td>
<td>8</td>
<td>3 PhD</td>
</tr>
</tbody>
</table>

**Note:** The Director of institute (Professor), one Associate Professor and 4 Assistant Professors hold PhD degrees in Operations Management, Development Economics, Finance, and Human Resource Management respectively. PhD degree of seven faculty member and MS degrees of two faculty members are in progress and two faculty members have completed MS degree.
Professional training and availability of adequate research and academic facilities are provided to the faculty members according to the available resources.

Currently one faculty member is abroad on study leave for doctoral degree as sponsored by the HEC, whereas, one member is doing his Ph.D. from a local university.

Existing facilities include mainly internet access, which is available through local area network. In addition library facility with latest books is also available.

Support for attending conferences can lead to enhancement of research initiatives at the university.

Course load and administrative responsibilities are so much that the research work is affected a lot. The reason for lesser research papers and lesser projects is the unmanageable work load on the existing faculty.
Faculty Survey
The faculty looks quite content with the department except for the clarity about promotion process and their prospects for advancement. The survey revealed the following best factors that are responsible for enhancing faculty’s motivation and job satisfaction:

- Good environment for research as research is compulsory part of curriculum
- Good administrative support
- Full support from higher authority in all matters regarding faculty’s further education, working hours etc.

The survey also brought in to light the factors that can improve faculty’s motivation and job satisfaction. They are:

- Improvement in classroom conditions
- Funding to faculty members, by the institute, for higher studies
- At least two weeks summer vacations
- Well equipped computing lab and library

The detailed results of the survey (proforma-5) are shown on the graph below. The analysis is done on a scale of 5: Very Satisfied, Satisfied, Uncertain, Dissatisfied, and Very Dissatisfied.
<table>
<thead>
<tr>
<th>Type of teaching / research you currently do.</th>
<th>Your interaction with students.</th>
<th>Cooperation you receive from colleagues.</th>
<th>The mentoring/guidance available to you.</th>
<th>Administrative support from the department.</th>
<th>Providing clarity about the faculty promotion process.</th>
<th>Your progress for advancement and recognition through ranks.</th>
<th>Salary and compensation package.</th>
<th>Job security and stability at the department.</th>
<th>Amount of time you have for yourself and family.</th>
<th>Whether the department is utilizing your knowledge.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The faculty has access to internet and digital library which is very helpful for the high quality education and producing research of international standard. However the department has the following shortcomings/problems:

- The basic infrastructure for e-learning like computers and multimedia are in insufficient quantity. The lab has only 25 computers which facilitate the whole institute.
- The internet services are not up to the mark. The speed of internet is slow and often internet does not work. The intercom is connected with the internet and the services are often breached.
- Majority of equipment’s (CPU, Mouse, Keyboard etc.) is either out of order or outdated.
- Untrained supporting staff.
- Fans, tube lights and air-conditions are out of order and are not properly and timely repaired.

The Institute’s Library is technically equipped however there are limited numbers of books that can only meet basic requirements. It has 2100 books of various disciplines gradually growing but at a slow pace of about 200 to 300 books a year. It’s a small library in term of space and facilities with no catalogue systems.
Currently the class rooms are not enough and the space is not only limited but also some basic facilities are lacking. Some of the classrooms are equipped with multimedia which helps the learning process. But we need more multimedia to perform efficiently. Moreover, the technical support is not enough to sustainably maintain whatever technical capability is possessed. Computer labs are less in number and with minimal supporting staff, which effect practical training and research activities. Similarly faculty offices are equipped but are in need of upgradation.
The university administration has been struggling hard to strengthen all the Departments, upgrade them, and establish new faculties and Institutes. The university is also trying to attract highly qualified faculty.

There are insufficient financial resources to maintain the present needs of the department. There is a need for increasing the financial resources allocated to the institute to upgrade institutional library and computer facilities. Opportunities for improvement in qualification and foreign trainings may be provided for the faculty members so that they may maintain their competence.

**Library Budget**: The institute is provided with Rs. 200,000 to 300,000 per annum as library budget.

**Computer Lab**: No specific budget for computer Lab is available however the institute gets about Rs.150,000 to Rs.300,000 for the purchase of Machinery & Equipment and an overall budget of Rs. 50,000 to 75,000 for Repair and Maintenance of the Machinery and Equipment.

Currently a computer lab of about 25 systems is available which are networked and internet connectivity is also available. However, this facility is not adequate to cater for the needs of the student body that we have (approximately 150 students of MBA Agri are enrolled at a time). Each program offered at UIMS has courses in IT applications and additionally there are assignments, presentations and projects for which students require to work on computers. Besides many classes have 50
students and as the lab has only 25 computers they do not get a chance to work individually during a class.

**Summary and conclusions**

University Institute of Management Sciences (UIMS) is a constituent institute of the Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi (PMAS – AAUR). UIMS was established in 1996 with the inception of BBA, MBA and MBA (Executive) programs and the first intake of 60 students. Over the years UIMS has added several new programs to its portfolio and today it is the most diverse Business School of the country with the new enrollment of approximately 35 students in MBA – Agri (1.5 and 3.5) every year.

UIMS has been short on resources throughout its life but despite all these hardships it has been growing qualitatively and quantitatively. However, now it has reached a stage where if not strengthened it may fail to sustain its achievements and start deteriorating.

UIMS is severely deficient in the following areas and needs to be strengthened.

a) **Faculty:** The UIMS fulltime faculty consists of only 18 people that include 9 lecturers, 8 Assistant Professors and 1 Associate Professor. The fulltime faculty handles approximately 50% of the overall academic load and to take care of the rest of the load UIMS relies on the visiting faculty. In order to improve the quality of education imparted by the institute it is imperative that an extensive faculty development program be undertaken. Moreover, the incompatible remuneration packages also hamper the efforts to attract senior faculty especially in the discipline of management sciences to which some solution needs to be figured out.

b) **Infrastructure:** The infrastructural requirements of the institute need a big boost. Right now UIMS is operating in the building which was originally built as agricultural-research-labs and although renovated and restructured it is neither enough nor suited for the needs of a modern business school. Therefore, it is required that a larger customized building be constructed for the institute which has
enough lecture halls equipped with modern multimedia facilities, computer labs, library, a seminar hall, space to conduct corporate trainings, a small business incubation center, office space for the faculty and staff, common area for male/female students and amenities.

c) **Equipment:** Currently UIMS has two Computer Labs that house 24 core i-3 computer each but most of the sections of the classes at UIMS have 50 students and if a course needs lab support it is never possible to provide it to the whole of the class at a time. In all such classes 2 - 3 students share one computer for their work. Some of the courses that require active usage of computers are IT Applications for Business – I, IT Applications for Business - II (taught to all the classes), e-Commerce. This Comp-Lab support falls far short of the needs of the large student body and needs to be enhanced. There should be at least two more such labs.

The survey of graduating students (proforma – 3) was conducted from students graduating in fall 2013 and fall 2014. There were 4 respondents. The survey reveals that the MBA (Agri Business) – 3.5 & 1.5 programme enhanced the graduates’ communication and presentation skills and the infrastructure and environment was conducive to learning. The programme lacked in all of the other criteria. The contents were outdated and faculty could not meet the objectives of the programme. The programme couldn’t develop problem solving skills, team work and planning ability. The graduates believed that the programme lacked in co-curricular/extra-curricular activities like event management activities, seminars, workshops etc. Also the financial aid and scholarships were not enough to full fill the needs of all needy students. According to graduates’ opinion the programme wouldn’t last long if university dosent take any steps to develop industry linkage and sets up a placement department for their graduates especially agri business graduates.

The Alumni survey (proforma – 7) was sent to more than 70 ex-students through google forms. There were 14 respondents to the survey who are employed at different prestigious organizations throughout the country. These organizations include Planning Commission Pakistan, Hitech Lubricants, Bahria Town etc. The
alumni survey reveals that MBA- Agri Business (3.5 & 1.5 years) at UIMS equipped their graduates with enough problem solving, data analysis, communication skills. Also they are proving to be good leaders with excellent interpersonal skills. However alumni felt deficiencies in IT and report Writing Skills provided by the programme, campus infrastructure and showed a concern about the repute of the institution at national and international level. As per alumni the programme needs to be linked with Agriculture Business industry. Seminars and Job fairs at campus may help to introduce the degree to such businesses. There should be specializations within agri business programme Agri-Marketing, Agri-economics etc.

The feedback from employer survey (proforma – 8) is very encouraging. The employer found the graduates very reliable and good team players. The employer also suggested the following

- The students should be given practical training to conduct financial analysis of different Agri-business Projects, enabling them to highlight the risks involved in Project implementation
- The students should be offered a special course on Banking Laws and Practices.
- Special course be designed for IT solutions in banking sector.
- A course on latest agricultural technologies developed at national and international level be designed specially for non-agri graduates

The teacher evaluation (proforma 1) and course evaluation (proforma-10) showed mixed results for the faculty and will serve admin in better course allocation in next semesters to come.
Annexure 1: List of Publications by Faculty

Dr. Rauf I Azam


Dr. Abdul Raheman


Mr. Ahmed Imran Hunjra


Annexure 2:
Detailed course contents of MBA Agribusiness (3.5) Degree Program

**SEMESTER-I**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>BIO-701</td>
<td>Biology</td>
<td>2(2 – 0)</td>
</tr>
<tr>
<td>2.</td>
<td>AGB-701</td>
<td>General Agriculture</td>
<td>3(3 – 0)</td>
</tr>
<tr>
<td>3.</td>
<td>ICT-701</td>
<td>IT in Business-I</td>
<td>3(3 – 0)</td>
</tr>
<tr>
<td>4.</td>
<td>ENG-701</td>
<td>Functional English</td>
<td>2(2 – 0)</td>
</tr>
<tr>
<td>5.</td>
<td>MGT-720</td>
<td>Introduction to Business</td>
<td>3(3 – 0)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**BIO-701  BIOLLOGY  2(2-0)**

**Introduction:**
This subject introduces the students about the basics of biology and terms. It is required for better understanding of the advanced courses in the field of agri businesses.

**Contents:**

**Books:**
AGB-701 GENERAL AGRICULTURE 3(3-0)

Introduction:
The objective of this course is to familiarize the students with basic concepts of agriculture, agriculture system of Pakistan and major issues of agriculture.

Contents:
Agriculture: Definition. History, importance, branches and allied sciences; Agriculture of Pakistan: salient features, significances in economy, background, land use and organization/structure; Agro-meteorology, climate and weather of Pakistan; Crop seasons and main crops; soil and plant growth, soil cultivation, sowing crop production, irrigation methods, crop protection, weed management, cropping pattern/cropping system, crop rotation, fertilizers/manures, Fish farming, poultry farming, Agricultural machinery/farm implements, Major agricultural issues in Pakistan.

Books:

ICT-701 IT IN BUSINESS – I 3(3-0)

Introduction:
The course will develop an understanding of the fundamentals of Information Technology and various facets of its usage in business and our daily life. The course provides a practical introduction to the Information Technology. The practical aspects of the course covers using MS Word, MS Excel, MS PowerPoint, MS Project. Students will be given lab assignments.

Contents:
Introduction of Information Technology, Internet Terminology, Browsing, Searching, Email, Computer Hardware: CPU, Memory, Motherboard, Computer Hardware: Storage: Magnetic, Optical, Computer Hardware: Input/Output Devices, Computer Software, Languages, MS Word: Creating and Formatting Documents, MS Word: Using some additional tools, Computer networks: introduction, Intranets, Extranets, and enterprise collaboration., Telecommunication networks, GSM, CDMA, FTTH, Wi-Max, , MS Excel: Spreadsheet overview, Data entering, formatting, editing, MS Excel: formula, function, chart, MS Excel: sort, filter, validate, naming, series, MS Excel and MS Word: Practice and test, MS Project: Project Planning, GANTT chart, Entering tasks, MS Project: Completing Project Plan., E-

Books:


ENG-701 FUNCTIONAL ENGLISH 2(2-0)

Introduction:

The course focuses on the student’s ability to communicate successfully across cultural boundaries. Students will be exposed to theories and concepts of effective oral and written communication skills. This course intends to prepare the students to be able to collect, organize and present information in an understandable and logical order.

Contents:

Vocabulary, Antonyms: Giving antonym of words/words and making a sentence will be the new word. Synonyms: Giving synonym of a word and making a sentence with the new word. Filling in the blanks selecting right word out of four synonymous words. Homonyms: Filling in the blanks with a suitable word from out of pair or trios of homonyms. Contracting sentences to distinguish the leanings of pairs or trios. One-Word Substitution: Going one word for a statement, a phrase. Using only word for a phrase in a sentences. Practical Grammar, Sentence structure: Functional kinds of a sentence such as Interrogative, Assertive, Imperative etc. Structural kinds of sentences such as simple, compound, complex. Transformation of sentences: Combining two/three simple/compound sentences in to a single compound as complex sentence. Parts of Sentence: Pointing out subject, verb, object, predicate complement in a given sentence/sentences. Rules for structure of sentences: Syntax – rule for arrangement and sequence of words used in a sentence. Phrases: Definition, types and functions.

Parts of Speech: Major words classes such as Noun, Pronoun, Adjective etc. i. Nouns-with further classifications (regular, countable, uncountable, gender of number and kinds such as proper noun, common noun etc. Pronouns-with further classifications such as personal pronoun’s Relative Pronouns etc. Verbs: Kinds of use of three forms of verbs. Adjectives – with further classifications. The three degrees of comparison and their usage. Adverbs – with further classifications such as adverb of place, time manner etc. Prepositions – with further classifications. Constructions – with further classifications such as simple, compound, co-coordinating, correlative etc. Interfictions: Definition and usage. Auxiliary verbs & their usage, Determiners: Definitions & usage. Infinitive form & usage. Participle:

Books:

MGT-720 INTRODUCTION TO BUSINESS 3(3-0)

Introduction:

This course is the first in our Business Studies degree and forms the core of the Certificate in Business Studies. It explores the question ‘what is a business?’ and investigates the business functions of human resource management, marketing, accounting and finance. Different internal and external elements of a business are introduced, and the context in which a business operates explained. You’ll explore the common aims and characteristics of business – investigating what makes them different. Business structures, cultures and functions are identified and the political, social, economic, technological and ethical considerations affecting business are introduced. You’ll also be encouraged to make use of internet resources.

Contents:


Books:

**SEMESTER-II**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>MTH-701</td>
<td>Business Mathematics</td>
<td>3(3 – 0)</td>
</tr>
<tr>
<td>2.</td>
<td>ECO-701</td>
<td>Micro Economics</td>
<td>2(2 – 0)</td>
</tr>
<tr>
<td>3.</td>
<td>ICT-702</td>
<td>IT in Business-II</td>
<td>3(3 – 0)</td>
</tr>
<tr>
<td>4.</td>
<td>ENG-702</td>
<td>Communication Skills</td>
<td>2(2 – 0)</td>
</tr>
<tr>
<td>5.</td>
<td>AGB-702</td>
<td>Introduction to Horticulture</td>
<td>3(3 – 0)</td>
</tr>
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<td><strong>Total Credit Hours</strong></td>
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**MTH-701 BUSINESS MATHEMATICS 3(3-0)**

**Introduction:**

This course covers the mathematical processes and techniques currently used in the fields of business and finance. It includes a review of basic business math skills with particular emphasis on percentages, interest, discounts, arithmetic of payroll, taxes, bank statements, reconciliation, trade and cash discounts, establishing retail prices, consumer credit, simple interest, compound interest, annuities, business and consumer loans.

**Contents:**


**Books:**

ECO-701 MICRO ECONOMICS 2(2-0)

Introduction:
The purpose of the course is to give students a thorough understanding of the principles of economics that are applied to the functions of individual decision makers, both consumers and producers, within the larger economic system.

Contents:
Microeconomics is conceptual approach. Demand, supply and market equilibrium, elasticity of consumer demand and supply. Theory indifference curve theory of cost production, cost concepts, social vs private consumption, choice of input by firm, equilibrium of the firm. Market structure. Market equilibrium, price discounts & product differentiation. Theory of consumer behavior, consumer samples, income & substitution effect.

Books:

ICT-702 IT IN BUSINESS – II 3(3-0)

Introduction:
The course is designed to give concept of information systems and their importance for business success. Different information technology applications in business to manage better and how it will provide support to decision makers for strategic business decisions will be discussed. Different applications like hospital information systems, corporate information systems, city information systems, crime information and control systems, Transaction process system etc. will be discussed.

Contents:
Introduction, History of information systems and its importance, application software, basic components etc. Using information technology for electronic commerce, Current focus on information use, problems in implementing global information systems, GIS implementation strategies, Ethical implications of information technology, Moral, ethics and the law, Ethics and information services, codes of ethics, System theory and methodologies, system model of the firm, use of system in firm, The systems approach, problem solving, preparation, definition, and solution efforts, System life cycle methodologies, Planning, analysis, designing and implementation phase, Computer as problem solving tool, The role of hardware and software in problem solving, Multimedia and its importance in problem solving, The database and database management system, Data communication, networks and Computer based information systems.
Books:


ENG-702 COMMUNICATION SKILLS 2(2-0)

Introduction:
To provide thorough knowledge, about the nature of verbal and non verbal communication and to make the students able to use their communication skills effectively, in oral and written presentations. Business proposals, business letters, writing a report all present problems to people, when they confront them for the first time. Effective communication is a skill, and hence it can be learned. Students will also be able to improve reading, writing and speaking skills at the end of the course.

Contents:
Introduction to Course, Benefits & Methods and Basics of Effective Communication, Review of the requirements, Speaking, Listening and Non Verbal Communication: How to improve speaking, listening and non-verbal skills of communication, The Seven C’s of Effective Communication, Fundamentals of English Grammar and Usage (parts of speech, tenses, punctuation and vocabulary), Report Writing, basic types, purpose and fundamentals of effective report writing, Skills required and reasons to write effective reports, Designing and Using Visual aids in presentations, their appeal and methods of presentation, Writing Memorandums and Informal Reports, Proposals: Planning and writing external and internal proposals, Business Letters: Organization, basic formats, planning and types of business letters, Communicating through Internet and other technologies, Designing Forms and Questionnaires, Reading for Main Idea, Skimming and Scanning details in different texts, Listening Comprehension, Listening for details, strategies for improving listening skills, Defining Audiences: How much the audience know about the topic, audiences’ roles in the situation, their community attitudes, work sheet for defining audiences, Researching and Summarizing: Definitions, purpose, basic skills for summarizing and researching, planning summaries and collecting information from people and published material, Oral Presentations: Evaluation and comments by the instructor. Strategies of Successful Speaking: Preparing Oral Presentations, Ways of delivering oral message, strategies of oral and nonverbal delivery, Oral Presentations: Evaluation and comments by the instructor.

Books:


AGB-702 INTRODUCTION TO HORTICULTURE 3(3-0)

Introduction:
Objective of this course is to enable the students to understand the importance and role of Horticulture in agricultural growth.

Contents:
Introduction, History, Importance and future scope, Definition and divisions of horticulture, Classification of horticultural crops (Fruits, vegetables, Ornamentals), Factors limiting growth of horticulture, Plant parts, their modifications and functions (Stem, Leaf, Roots), Phases of plant growth (vegetative and reproductive), Plant environment; climate (temperature, light, humidity etc.) and soil (structure, texture, fertility etc), Plant growing medias and preparation, Nursery production of horticulture plants (Fruits, vegetables, ornamentals), Propagation of horticultural plants, (Sexual, Asexual), Diseases and insect pest of horticulture plants, Growth regulators and their uses in horticulture, Horticulture in modern world and in Pakistan, Horticulture as profession, Concept of tissue culture.

Books:

SEMESTER-III

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<td>PSY-701</td>
<td>Social Psychology &amp; Self Development</td>
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<td>2.</td>
<td>MTH-702</td>
<td>Introduction to Logic</td>
<td>3(3 – 0)</td>
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<tr>
<td>3.</td>
<td>ECO-702</td>
<td>Macro Economics</td>
<td>2(2 – 0)</td>
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<tr>
<td>4.</td>
<td>AGB-703</td>
<td>Agri. Entrepreneurship</td>
<td>3(3 – 0)</td>
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</tbody>
</table>
PSY-701 SOCIAL PSYCHOLOGY & SELF DEVELOPMENT 2 (2-0)

Introduction:
Course studies human behavior in its social context to reveal how one's feelings and actions can be influenced by other people. Class examines processes of human interaction and the social influences of family, membership groups, mass media, and socioeconomic class on individuals and groups. Instruction explores basic concepts and theoretical and research perspectives on social processes. Students examine elected forms of social reaction patterns, including socialization, attitudes, language acquisition, collective behavior, deviant behavior, prejudices, and violence.

Contents:
Developing a critical understanding of theories and research in social psychology. Investigating the social behavior and experience of ourselves and others. Four key social psychological perspectives: cognitive social, phenomenological, discursive psychological, and social psychoanalytic. Family relationships, conflict, the self, emotions, and the body through different theoretical approaches. Key topic in social psychology (such as attitudes, close relationships, individual differences, conformity, and inter- and intra-group processes) from a range of different theoretical perspectives. Social cognition, The self, Attribution and perception of others, Attitudes and attitude change, Prejudice, discrimination and stereotypes, Interpersonal attraction, Helping behavior, Aggression, Groups, Cultural influences.

Books:

MTH-702 INTRODUCTION TO LOGIC 3(3-0)

Introduction:
This course is primarily intended to serve as a foundation for the development of logical and critical thinking. Main focus of the study will be on learning the art of reasoning for a clear and concise communication. The study will include deduction, induction, informal fallacies, classical logic, symbolic logic and a brief introduction to formal logic involving its modern applications in computers and other intelligent machines.

More of the focus will remain on classical logic because it is more intuitive and therefore more important for everyday as well as business applications rather than the highly technical
formal logic. However, as the importance of the structures defining correct argumentative reasoning is not any lesser, accordingly, our course will have to become somewhat formal once we move to the analysis of syllogistic reasoning and other deductive procedures. But overall, we'll confine ourselves to the analysis of propositions and classes as outlined in classical logic books.

**Contents:**


**Books:**


ECO-702 MACRO ECONOMICS 2(2-0)

**Introduction:**

This is an intermediate level course, both in drawing on your previous exposure to macroeconomics, and acting as prelude to further study. An overall theme is that macroeconomic theory is useful in helping us to understand real-world events, and in particular, to understand the role of macroeconomic policy. Specific theoretical ideas which recur are the importance of grounding macroeconomic theory in microeconomic reasoning and relatedly, the key role which economic agents' expectations of the future play in determining economic outcomes.

**Contents:**

Macro-economic conceptual approach, measurement of national income unemployment and inflation, aggregate demand and aggregate supply, classical and Keynesian theories of employment, equilibrium in national income, Keynesian model, fiscal and monetary policy. Taxation and types, meaning of incidence, effect and impact of trade cycle, theories of trade cycle, remedial measures, economic policies of taxation, fiscal policy, monetary policy.

**Books:**


AGB-703 AGRI. ENTREPRENEURSHIP 3(3-0)

Introduction:
The purpose of this course is to explore dimensions of new venture creation and growth and to foster innovation and new agri business formations in independent and corporate settings. We will be concerned with content and process questions as well as with formulation and implementation issues that relate to conceptualizing, developing and managing successful new ventures. The course may appeal to individuals who have a strong desire to become entrepreneurs, as well as to those who consider joining start-up companies as employees (as an alternative to considering jobs in consulting, investment banking, or established firms). Similarly, students who intend to work in the venture capital industry or in professional businesses supporting entrepreneurial firms will benefit from the course.

Contents:

Books:

MGT-709 STATISTICAL METHODS IN BUSINESS 3(3-0)
Introduction:

Virtually every functional area of business makes use of data. As a businessperson you must understand the language of statistics because statistics will help you collect, organize, analyze and obtain information from data so that you can make informed decisions. This course is designed so that all of the important business-related topics in applied statistics can be introduced in a one semester. Do not however, expect to be fluent in statistics in just one semester – there are hundreds of highly specialized methodologies in statistics, and they cannot all be studied in such a short period of time.

Contents:


Books:

**SEMESTER-IV**

<table>
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<td>2.</td>
<td>AGB-704</td>
<td>Food Processing, Preservation &amp; Packaging</td>
<td>3(3–0)</td>
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<td>AGB-705</td>
<td>Livestock &amp; Dairy Development</td>
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<td>4.</td>
<td>MGT-730</td>
<td>Business Law</td>
<td>3(3–0)</td>
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<td>5.</td>
<td>MGT-777</td>
<td>Research Methods</td>
<td>3(3–0)</td>
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**ECO-703 AGRICULTURAL ECONOMICS 2(2-0)**

**Introduction:**
This course explores the economic foundations for public policy analysis related to agricultural issues in rural areas. The emphasis of this course is on concepts and introduction of various tools required for policy analysis and empirical research in agricultural economics. In particular, the course aims to deepen students' understanding of how economic theory can be theoretically and empirically applied to policy problems of agricultural sectors.

**Contents:**
Topic 1 Introduction to agricultural economics, Consumer theory in agricultural economics, Estimation of demands for agricultural commodities and policy implication, Producer theory in agricultural economics, Structural form approach (profit function approach) on supply sides: Estimation of profit, supply and factor demand functions, Reduced form approach on a supply side: Supply response model, Behavior and welfare under risk in agricultural economics, Price distortions of policy interventions in agricultural economics, Climate change and agricultural production, or household models and policy analysis.

**Books:**
2. Ayal Kimhi, Israel Finkelshain, the economics of natural and human resources in agriculture, Nova Science, 2009

**AGB-704 FOOD PROCESSING, PRESERVATION & PACKAGING 3(3-0)**

**Introduction**
This module considers how foods are processed, the effects of processing on nutrition, chemical analysis of foods, nutrition labeling, food safety, spoilage and food-borne disease and the size and importance of the food industry in Pakistan.
Contents:

Introduction to food preservation and processing, Food preservation by heat treatment, Food preservation by low temperature, Food preservation by chemicals and removal of moisture, Biological food spoilage and preservation, Irradiation preservation of food, Control of insect pests, recent developments and future trends. Food packaging, Food Labeling, Food Labeling continued, Food quality and safety systems: Codex, Alimentarius Commission: HACCP, Food laws and their implementation, Food laws and their implementation continued microbial, enzymic, non-enzymic spoilage, food pests, effects of environmental conditions, shelf-life. Nutrition and food processing: analysis for nutrition content; nutrition labeling, effects of processing on the macro- and micro-nutrients, dietary fibre, nutrition and toxicology of foods; functional foods and health. Microflora of fresh foods; use as food ingredients; fermented foods; food safety in relation to microbiology, additives and processing. Current food legislation its objectives: implementation and enforcement; the activities, size and scope of the European food industry; the concept of added value.

Books:


AGB-705 LIVESTOCK, DAIRY AND POULTRY DEVELOPMENT 2(2-0)

Introduction:

This course introduces students with the basics of livestock, its management, and development of dairy products, milk, and meat and fiber production

Contents

Principles of Livestock Management, Characteristics of a good Farm Manager, Livestock population and its trend, Livestock breeds of Pakistan, general farm animal management practices, care and management of calves, young stock, pregnant and lactating animals, feeding animals for maximum milk, meat and fiber production, housing of farm animals, farm animals disease prevention program, animals transportation, integrated livestock production, feasibility reports for dairy, beef, sheep and goat enterprises.
Books:


MGT-730 BUSINESS LAW 3(3-0)

Introduction:
To gain an understanding of the legal and regulatory concepts and the impact of such laws and regulations on the conduct of business and the legal and regulatory environment in which businesses operate. This course will examine the legal responsibilities of business owners, directors, officers and employees as well as the legal responsibilities of businesses as separate legal entities. In addition, the course will focus on business transactions and will address issues faced by businesses when engaging in transactions from routine ordinary matters to complex mergers and other securities issues.

Contents:
Introduction and Course Overview, Legal Environment Of Business; Sources Of Law; Courts And Alternative Dispute Resolution, Business Organizations, Entrepreneurships, Sole Proprietorships, and Partnerships and Partnership Act 1932, Corporate Formation, Corporate Directors, Officers, Shareholders and Corporate Liability, Special Forms of Business, Securities Regulation; Corporate Governance, Contracts Act, Formation of Contracts, Performance of Contracts and Remedies, Sales And Leases Of Goods, Sales And Leases Of Goods; Warranties, Negotiable Instruments And Banking, Checks And Banking, Creditor Relationships, Personal Property, Real Property, Employment Law And Agency, Ethics and Social Responsibility, Labor and Worker Protection, Antitrust Law.

Books:

2. Hand Book of Mercantile Law (Bare Acts), Petiwala Book Depot, 2009  
Introduction:
The research methods course introduces students to the principles of research and the relationship between theory and methods. Particular attention will be placed on qualitative and quantitative research methodologies. The course will furthermore, enable participants to distinguish between scientific method and common sense knowledge.

Contents:
The Scientific Method; Research and Scientific Progress; What is Research?; The Research Process: An Overview; Research in Economics and Social Sciences; Introduction to Qualitative and Quantitative Research Methods, Types of Research, Qualitative Empirical Research; Quantitative Empirical Research; Experimental Research, Research Design The Research Problem; Sub problems; The Literature Review; Research Hypotheses, Research Design General Criteria for Research Design; Choosing an Approach; Choosing a Data Collection Strategy; Assumptions, The Research Proposal, The Problem and its Setting; The Review of the Literature; The Data and the Treatment of the Data; The Qualifications of the Researcher; Outline of the Proposed Study; Data Collection Strategies, Types of Data; Using Secondary Data; Sampling Methods for Primary Data; Choosing a Sample Size, Survey Design, The Steps of Survey Design; Elements of a Good Survey; The Codebook; The Pilot Questionnaire; Conducting the Interviews, Data Preparation, Coding Primary Data; Inputting Secondary Data; Re-Coding Data; Selecting Observations, Data Analysis, Summary Statistics and Means Tests; Scatter plots; Some Common Regression Problems, Writing the Research Report, The Format of the Report; Notes on Writing; Presenting the Report.

Books:

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<th>Course Title</th>
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<td>MGT-702</td>
<td>Principles of Accounting</td>
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<td>MGT-703</td>
<td>Principles of Management</td>
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<td>Business Communication</td>
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<td>ECO-704</td>
<td>Production Economics in Agriculture</td>
<td>3(3 – 0)</td>
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</table>
MGT-701   PRINCIPLES OF MARKETING  3(3-0)

Introduction:
This course will help students to understand the basic marketing concepts and apply these concepts to complex and realistic business environments. It deals primarily with an analysis of concepts and theories behind marketing as well as the analytical procedures, techniques, and models of when and how to market products. The course addresses strategic issues such as, What business should we be in? What is our competitive advantage? What opportunities and threats do we face? What are our marketing strategic alternatives? How should our marketing resources be allocated? What are our marketing strengths and weaknesses? What are our long term objectives and alternatives?

Contents
Marketing in a changing world, creating customer value and satisfaction, what is marketing, marketing challenges in the new “connected” millennium. The marketing environment, the company’s microenvironment, macro-environment, responding to the macro environment. Consumer markets & consumer buyer behavior, the buyer decision process, market segmentation, targeting and positioning for competitive advantage, market segmentation, market targeting, product line decisions, product mix decisions. Product & services strategy, product classifications, new-product development and product life cycle strategies. Pricing products: pricing considerations and approaches, pricing strategies, new-product pricing strategies, and product mix pricing strategies. Distribution channels and logistics management, the nature of distribution channels, channel design decision and channel management decisions. Integrated marketing communication strategy, the marketing communication mix, setting the total promotion budget and mix, advertising, sales promotion and public relations, advertising, sales promotion and public relations, personal selling and sales management.

Books:

MGT-702   PRINCIPLES OF ACCOUNTING  3(3-0)

Introduction:
This course is an introduction to the fundamentals of a basic accounting system including how to record business transactions, prepare financial statements, and use accounting information in accordance with Generally Accepted Accounting Principles (GAAP). The course will be a theoretical and practical problem solving learning experience and will help
the students develop their analytical abilities in using financial data. The successful completion of this course will require students to demonstrate an understanding of the basics of accounting and to explain how accounting can be used as a tool to assist in making business decisions.

Contents:

What is accounting, its purpose and users of financial data, Assets, Liabilities and Owner’s Equity, Recording changes in financial position, Revenue, Expense, Measuring business income, Adjusting entries, Complete an accounting cycle (a sole proprietor service enterprise), Accounting for merchandising companies, Multiple step Income statement, Accounts receivable and notes receivable, Inventories and cost of goods sold, Cost Flow Assumptions, Generally accepted accounting principles.

Books:


MGT-703 PRINCIPLES OF MANAGEMENT 3(3-0)

Introduction:

The field of Management is an exciting and dynamic one. It is important for the students to become a successful manager in future. Principles of Management is an introduction to the process through which an organization coordinates the activities of people to reach a common objective/goal. These activities include planning, organizing, leading, and controlling, and involve the effective utilization of the tangible and intangible resources like land, labor, capital, information, knowledge, entrepreneurship, and technology. This course will develop the student's basic understanding of the principles of management with emphasis on the practical application of management theory and concepts. The student will examine the major functions in action in an organization and the key decisions which arise at each stage. On completion of this course, the student will be aware of the interactive nature of organizations and the various environmental factors, both internal and external, which affect the operations of the organization and its management. The course is an important and first stepping stone for understanding of management practices for students majoring in business as well as non-business major students. Keep in mind that management is an ocean, those who dare to cruise will have to leave the shores.

Contents:
Introducing management and managers, Management levels and skills; and Managerial functions, Managerial roles in organizations, Historical overview of management and organizations, Management yesterday and today: Classical view of management; Scientific and Bureaucratic, Assignment/Activity, Administrative view of management Presentation, External & internal environment of organization., Understanding organization culture, Decision making: The Essence of the Manager’s Job Presentation, Foundations of Planning, Strategic Management: Levels of strategy. BCG and Porter’s model, Budgeting, scheduling, GANTT charts, PERT network, Key concepts and nature of organizational structure / organization chart, Human Resource Management, Managerial Communication and IT Presentation, Motivating self and other persons around, Maslow’s hierarchy of needs theory and its analysis, Motivating knowledge workers. Leadership process and how leaders influence Presentation, Behavioral and Situational Models of Leadership, Transactional, Transformational, and Visionary leadership, Understanding group behavior and type of groups in organization, Group concepts, Stages of group development, Effective teams and its types, Understanding managerial communication and its functions Presentation, Foundations of Control, Controlling for Organizational Performance.

Books:


**MGT-706 BUSINESS COMMUNICATION** 3(3 – 0)

**Introduction:**

To provide thorough knowledge, about the nature of verbal and non verbal communication and to make the students able to use their communication skills effectively, in oral and written presentations. Business proposals, business letters, writing a report all present problems to people, when they confront them for the first time. Effective communication is a skill, and hence it can be learned. Students will also be able to improve reading, writing and speaking skills at the end of the course. The advance course of Business Communication seeks to develop among the students excellence in written and oral communication. The course focuses on stimulating interest in the use of business English so that the students can write more accurately, clearly and precisely. The topics covered in this advance course also provide a thorough knowledge of report writing basics and techniques and will help the students to develop necessary skills to produce clear and effective reports.

**Contents:**

Introduction to Course, Benefits & Methods and Basics of Effective Communication, Review of the requirements, Speaking, Listening and Non Verbal Communication: How to improve speaking, listening and non-verbal skills of communication, The Seven C’s of Effective Communication, Fundamentals of English Grammar and Usage (parts of speech, tenses, punctuation and vocabulary), Report Writing, basic types, purpose and fundamentals of effective report writing, Skills required and reasons to write effective reports, Designing and Using Visual aids in presentations, their appeal and methods of presentation, Writing Memorandums and Informal Reports, Proposals: Planning and writing external and internal
proposals, Business Letters: Organization, basic formats, planning and types of business
letters, Communicating through Internet and other technologies, Designing Forms and
Questionnaires, Reading for Main Idea, Skimming and Scanning details in different texts,
Listening Comprehension, Listening for details, strategies for improving listening skills,
Defining Audiences: How much the audience know about the topic, audiences’ roles in the
situation, their community attitudes, work sheet for defining audiences, Researching and
Summarizing: Definitions, purpose, basic skills for summarizing and researching, planning
summaries and collecting information from people and published material, Oral
Presentations: Evaluation and comments by the instructor. Communicating Information
through Visuals. Planning, selecting and presenting. Qualities of visuals to be included in
reports and presentations, Communicating through Internet and other Technologies.

Books:
1. John V. Thill, Courtland L. Bovee, Excellence in Business Communication, 9th
2. James S. O’Rourke, Management Communication: A Case/Analysis Approach, 2nd

ECO-704 PRODUCTION ECONOMICS IN AGRICULTURE 3(3-0)

Introduction:
This course introduces the students about the concepts of production economics, production
function concepts, and its types.

Contents:
Production economics, types of production functions, graphical presentation and
mathematical properties of production functions, specification of production functions and
their estimation, problems relating to the estimation of production functions, elasticity of
substitution, uses of production functions in decision making, cost functions, Elasticity and
function coefficients, constraint optimization, input demand function, product supply
function, managing risk and uncertainty in production economics. Optimization under
multiple product and input conditions.

Books:
1. Steven T. Hackman, Production Economics: Integrating the Microeconomic and
   Engineering Perspectives, Springer Publishing. 2008
3. Heady, E.O. and Dillon, J.L. Agricultural Production Functions,. Iowa State
    University Press , Ames., Iowa. 1969
SEMESTER-VI

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<th>Course Title</th>
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<td>2.</td>
<td>MGT-710</td>
<td>Organizational Behavior</td>
<td>3(3 – 0)</td>
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<td>3.</td>
<td>MGT-711</td>
<td>Operations Management</td>
<td>3(3 – 0)</td>
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<td>4.</td>
<td>MGT-729</td>
<td>Project Management</td>
<td>3(3 – 0)</td>
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<tr>
<td>5.</td>
<td>MGT-763</td>
<td>Managerial Accounting</td>
<td>3(3 – 0)</td>
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AGB-706   AGRI MARKETING MANAGEMENT  3(3-0)

**Introduction:**
This course focuses on the management of agri marketing activities. This will help students to apply marketing concepts to complex and realistic agri business management environments. It deals primarily with an analysis of concepts and theories behind marketing as well as the analytical procedures, techniques, and models of when and how to market products. The course addresses strategic issues related to marketing management.

**Contents:**
Defining Marketing For 21st Century, Marketing in 21st century. Building customer satisfaction, value & retention. marketing management tasks, developing marketing strategies and plans, marketing and customer value. Value chain analysis, core competencies and understanding the supply and value chain. Strategic planning, business unit planning, strategic implementation and control, gathering information and scanning the environment, modern marketing intelligence system, the marketing research process. Profitability analysis, measuring satisfaction and loyalty, CPV, measuring customer lifetime value, organizational buying and the procurement process. Creating brand equity and crafting its positioning, what is brand equity, building brand equity, building brand equity, devising a branding strategy, marketing strategies, growth, maturity and decline, competitive intelligence system and designing competitive strategies. Designing and managing services, nature of services. Managing service quality, managing service brands, managing product support services and developing pricing strategies. Understanding pricing, setting the price, differentiated pricing, and marketing strategies to avoid price increases.

**Books:**
MGT-710 ORGANIZATIONAL BEHAVIOR 3(3-0)

Introduction:
This course emphasizes an empirical approach to the study of individual and group behavior within the context of the organization and as affected by a wide array of emerging organizational realities. It provides current and emerging theoretical and practical knowledge for understanding topics such as individual differences (personality), OB research methods, motivation, job satisfaction, stress, leadership, managerial decision-making, and group processes. The major objective of this course is to understand basic organizational behavior concepts and research, models, and moving from individual behavior to the group and to the organization as a whole.

Contents:
Introduction to organizational behavior, contemporary challenges, diversity and ethics, the perception process and impression management, personality and attitude, motivation, motivating performance, learning, behavior management, group dynamics, team, conflicts and negotiation skills, occupational stress, power and politics, leadership, decision making, organizational theory and design, organizational culture, international organizational behavior, organizational change and development.

Books:

MGT-711 OPERATIONS MANAGEMENT 3(3-0)

Introduction:
Students will understand functions of operations management and apply techniques to ensure efficient and effective production of goods and services.

Contents:
Operation management, operations strategies for competitive advantages, forecasting, linear programming, product and service design, process selection and layouts, operating capacity, locating production and service facilities, layout planning, project management, scheduling systems, operations and scheduling, inventory control, design of work systems, material requirements planning, managing for quality, quality analysis and control.
Books:


MGT-729  PROJECT MANAGEMENT  3(3-0)

Introduction:

The use of projects and project management is becoming more and more important for all kinds of organizations. Businesses regularly use project management to accomplish unique outcomes under the constrained resources, and project management turns to be one of the essential ways of achieving an organization’s strategy. This course addresses the basic nature of managing general projects, not specially focusing on any one type of project. The course uses the project life cycle as the organizational guideline, and contents cover the whole process of project management, including project initiation, project planning, project implementation and project termination. The study includes characteristics of project and project management, looking at how to define a project, how to organize a project, how to plan a project, how to implement, trace and control a project, and how to terminate and post-evaluate a project.

Contents:

Introduction to project and project management, The project management system, Criteria for project selection, Types of project selection models, Project portfolio management, Project organization, Project goals & scope management, Management by objectives, Project proposal, Project charter, Project work breakdown structure, Factors influencing the quality of estimates, Project time estimation, Project cost estimation, Project scheduling—PERT and GANNT Chart, Resource loading & leveling, Earned value management, Introduction to Microsoft Project, Project implementation, Project control process, Project monitoring, Change control management, Project leadership, Managing versus leading a project, Qualities of an effective project manager, Managing project stakeholders, The project interface, Communication and conflict management, Project termination, Project review, Performance measurement, Project audit, Project success criteria and critical success factors

Books:


MGT-763 MANAGERIAL ACCOUNTING 3(3-0)

Introduction:
Management Accounting is a course designed to begin your preparation in effective financial decision-making at a managerial level. That preparation will begin at the basics: understanding how much things cost. Only by understanding how much things cost can you, as manager, intelligently and strategically reach decisions and evaluate your results in today’s competitive market. From the evaluation of past results, your role as manager would then be to plan and control future activities; hence, the course will then cover the use of cost accounting information for management decision-making including the role of budgeting as a management control tool. We seek to help you develop your analytical skills with respect to the identification and use of decision relevant accounting information.

Contents:
The managerial accounting environment and the role of cost accounting, Understanding cost terms and concepts, Accounting for material, labor and overhead costs, Understanding and applying the different costing systems, Use of cost accounting information for management decision-making, Cost-volume profit analysis, relevant costing, activity-based costing, Budgets and controls, Segment reporting and profitability analysis, Relevant Costs for Decision Making

Books:

SEMESTER-VII

<table>
<thead>
<tr>
<th>S. No.</th>
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<th>Credit Hours</th>
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<tr>
<td>1.</td>
<td>AGB-707</td>
<td>Agri Credit Management</td>
<td>3(3 – 0)</td>
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<tr>
<td>2.</td>
<td>MGT-712</td>
<td>Financial Management</td>
<td>3(3 – 0)</td>
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<td>3.</td>
<td>MGT-713</td>
<td>Human Resource Management</td>
<td>3(3 – 0)</td>
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AGB-707  AGRI-CREDIT MANAGEMENT  3(3-0)

Introduction:
This course is designed to meet the needs of today's agricultural lender, it focuses on the analysis and interpretation of historical and projected farm and ranch financial statements—the critical components of the credit analysis process that continue to frustrate even the most experienced lenders. Although lectures are an important part of the course, participants spend the majority of their time analyzing case studies and participating in small group discussions with their colleagues and experienced faculty.

Contents:
Meaning And Subject Matter of Agricultural Finance and Its Importance, Role of Credit in Agriculture and Rural Development., Principles Of Sound Credit System Three R's, And 5C's Of Credit. 7P’s Of Credit, Credit - Meaning, Characteristics, Classification Of Credit. Problems Of Credit, Indebtedness And Remedies For Removing Indebtedness, Estimation of Agricultural Credit country wise, farmers wise & area specific needs, Role Of Government In Agricultural Finance, Rural Credit Agencies, Private Banks, Cooperative Banks, Government Banks And Their Role Etc, Agriculture Credit Process through Banks, Special Reference to Pakistan Role of SBP In Promotion Of Agriculture Credit To Farmers Through Banks, Agriculture Credit Initiation, Credit Process Flow, Risk Management, Disbursement & Credit Recovery, Portfolio Management, Supervision Of Agri. Loans, Credit Requirement For Farm Firms, Application Of Income Statement, Balance Sheet, Budgeting And Repayment Schedules, Economic Feasibility Test Of Farm Credit Proposal, Physical Assessment Of The Credit Requirement, Agribusiness Accounting, Principles of Agribusiness Accounting, Agriculture Financial Planning and Analysis, Financial Analysis Recordkeeping, Budgeting and Financial Planning, Enterprise Analysis, Credit.

Learn advanced methods of agricultural credit analysis. Topics include modern techniques in credit scoring, risk assessment, loan pricing, customer profitability analysis and management information systems, Agricultural Credit Management case studies, role of agricultural lending in the overall performance of your bank. Topics include strategic management, loan administration, financing complex agricultural businesses, managing problem loans, risk management and emerging financing opportunities in agriculture. Role of ZTBL in Agri Credit and Finance, Micro credit in farming and cottage industries

Books:

7. Prudential Regulations for Agriculture Financing by SBP.

MGT-712 FINANCIAL MANAGEMENT 3(3-0)

Introduction:
Firms invest in real assets such as plant and equipment (the Investment decision) and raise money via personal funds, stocks, bonds or bank loans (the Financing decision). Financial Management is about how these Investments and financing decisions should be made. This course explores the first part of Financial Management and introduces the framework, tools and techniques for making Investment decisions.

Contents:

Books:

MGT-713  HUMAN RESOURCE MANAGEMENT  3(3-0)

Introduction:
Organizations succeed through the efficient and effective use of resources and the central to the resources is human resource. It is therefore imperative to know how organizations maintain and retain its human resource. The course is designed to give students an insight of the theoretical & practical perspective, concepts, issues, and practices in HRM.

Contents:
Basic of human resource management (HRM), features of HRM, HRM and personnel management, management and personnel field, the personnel function, job design and analysis, human resource planning, recruitment and selection, testing, interviewing and assessments, performance appraisal and management by objectives, career development, training, people and motivation, quality of working life, leadership, participative management, discipline, union and management, collective bargaining, grievances and arbitration, compensation administration, health and safety, employee rights.

Books:

MGT-716  STRATEGIC BUSINESS MANAGEMENT  3(3-0)

Introduction:
This course introduces students regarding strategic management decision including industry, internal and situation analysis.

Contents:

Books:

AGB-737 INTERNSHIP 3(0-6)
As a part of their degree requirement students are required to do Internship with an organization of repute. This will help students in creating links with Industry and finding suitable jobs for them.
Annexure 3: SURVEY OF GRADUATING STUDENT

The survey was conducted from students graduating in fall 2013 and fall 2014. There were 4 respondents. The survey reveals that the MBA (Agri Business) – 3.5 & 1.5 programme had the following good aspects:

- The programme enhanced the graduates’ communication and presentation skills
- The infrastructure and environment was conducive to learning

The programme lacked in all of the other criteria. The contents were outdated and faculty could not meet the objectives of the programme. The programme couldn’t develop problem solving skills, team work and planning ability. The graduates believed that the programme lacked in co-curricular/extra-curricular activities like event management activities, seminars, workshops etc. Also the financial aid and scholarships were not enough to full fill the needs of all needy students. According to graduates’ opinion the programme wouldn’t last long if university dosent take any steps to develop industry linkage and sets up a placement department for their graduates especially agri business graduates.

The detailed analysis of the survey (Proforma – 3) is on the following page.
<table>
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<tr>
<th>Survey Item</th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Uncertain</th>
<th>Satisfied</th>
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<td>The work in the program is too heavy and induces a lot of pressure.</td>
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<td>The program is effective in developing analytical and problem solving skills.</td>
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<td>The program is effective in developing written communication skills.</td>
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<td>The program is effective in developing planning abilities.</td>
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<td></td>
<td></td>
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<tr>
<td>The program is effective in developing planning abilities.</td>
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<td>The objectives of the program have been fully achieved.</td>
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<td>Environment was conducive for learning.</td>
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<td>Whether the Infrastructure of the department was good.</td>
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<tr>
<td>Whether the program was comprised of Co-curricular and extra-curricular activities</td>
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<td>Whether scholarships/ grants were available to students in case of hardship</td>
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Annexure 4: FACULTY SURVEY

The faculty looks quite content with the department except for the clarity about promotion process and their prospects for advancement. The survey revealed the following best factors that are responsible for enhancing faculty’s motivation and job satisfaction:

- Good environment for research as research is compulsory part of curriculum
- Good administrative support
- Full support from higher authority in all matters regarding faculty’s further education, working hours etc.

The survey also brought in to light the factors that can improve faculty’s motivation and job satisfaction. They are:

- Improvement in classroom conditions
- Funding to faculty members, by the institute, for higher studies
- At least two weeks summer vacations
- Well-equipped computing lab and library

The detailed results of the survey (proforma-5) are shown on the graph below. The analysis is done on a scale of 5: Very Satisfied, Satisfied, Uncertain, Dissatisfied, and Very Dissatisfied.
Annexure 5: ALUMNI SURVEY

The Alumni survey (proforma – 7) was sent to more than 70 ex-students through google forms. There were 14 respondents to the survey who are employed at different prestigious organizations throughout the country. These organizations include Planning Commission Pakistan, Hitech Lubricants, Bahria Town etc. The results of the survey are summarized in the graph that follows. The alumni survey reveals that MBA- Agri Business (3.5 &1.5 years) at UIMS equipped their graduates with enough problem solving, data analysis, communication skills. Also they are proving to be good leaders with excellent interpersonal skills. However alumni felt deficiencies in IT and report Writing Skills provided by the programme, campus infrastructure and showed a concern about the repute of the institution at national and international level. The survey also received the following comments/suggestions:

- The programme needs to be linked with Agriculture Business industry. Seminars and Job fairs at campus may help to introduce the degree to such businesses.
- Within agri-business there may be specializations like Agri-Marketing, Agri-economics etc.
1. Knowledge

- Humanities and professional
- Collecting and analyzing
- Ability to link theory to practice
- Ability to design a system
- IT Knowledge

2. Communications Skills

- Oral communication
- Report writing
- Presentation

3. Interpersonal Skills

- Ability to work in teams
- Independent thinking
- Appreciation of ethical Values

4. Management / Leadership Skills

- Resource and Time management
- Judgement
- Disciplined

5. Department Status

- Infrastructure
- Faculty
- Repute at National level
- Repute at international level

6. Quality of Teaching

- Excellent
- Very Good
- Good
- Fair
- Poor
Employer Survey (Proforma – 8)

The employer survey was send to many organizations but only six replied. They include university of Gujra, University of education Lahore, ZTBL, U-fone, Max foster PVT ltd. and one other. These organizations employ more than 25 UIMS graduates. The feedback is very encouraging. The employers found the graduates very reliable, good team players and excellent in communication skills. Detailed results of the survey are shown on following page. The analysis is done on a scale of 5 where;

5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair and 5 = Poor

The illustration below summarizes views of the employers about the UIMS graduates employed with them. Purpose of the survey was to know the employers’ comments on the quality of education regarding: knowledge, communication skill, work skills and interpersonal skill possessed by our graduates. Survey reflects that our graduates have scored high on all the criteria mentioned. This indicates that our graduates are adequately prepared in various knowledge, skill and attitude areas and show good potential in any given environment. The employer also suggested the following

- The students should be given practical training to conduct financial analysis of different Agri-business Projects, enabling them to highlight the risks involved in Project implementation

- The students should be offered a special course on Banking Laws and Practices.

- Special course be designed for IT solutions in banking sector.

- A course on latest agricultural technologies developed at national and international level be designed specially for non-agri graduates
Annexure 6: FACULTY RESUME

Proforma - 9

Faculty Resume

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Rauf-i-Azam</th>
</tr>
</thead>
</table>
| Personal | House No. 496, Street No. 24, Phase-3, Bahria Town, Islamabad  
Ph.: +92 (321) 5177496  e-mail: rauf@uaar.edu.pk |
| Experience | Oct 2005 to Date  
Director  
University Institute of Management Sciences, PMAS-Arid Agriculture University Rawalpindi.  
Jan 2003 to Sep 2005  
Associate Dean  
Iqra University, Islamabad Campus  
Sep 2000 to Dec 2002  
Assistant Professor  
COMSATS Institute of Information Technology, Islamabad.  
Apr 1998 to Sep 2000  
Assistant Professor  
Hamdard University, Islamabad Campus  
Jan 1999 to Mar 1994  
Mathematics Teacher  
Beonhouse School System, Rawalpindi |
| Honors and Awards | S&T Scholarship for PhD from abroad (Japan) |
| Membership | Academy of Strategic Management  
Human Resource Development Network, Pakistan |
| Graduate Students | Research Students (Management Sciences) produced and currently under supervision:  
PhDs Produced = 01,  PhDs in Process = 02,  
MS Produced = 05,  MS in Process = 03 |
| Post Docs | Undergraduate Students  
Honour Students |
| Service Activity |  
• Member Academic Council (PMAS-AAUR)  
• Member Advanced Studies and Research Board (PMAS-AAUR)  
• Member University Discipline Committee (PMAS-AAUR)  
• Member University Unfair Means Control Committee (PMAS-AAUR)  
• Member Selection Board (Subject Specialist Management Sciences) International Islamic University, Islamabad |
| Brief Statement of Research Interest | • Linear Programming  
• Management  
• Operations Management  
• Education |
<table>
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<td>Publications</td>
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**Refereed Conferences**


**Other Conferences**


**Press**


### Research Grants and Contracts

Nil

### Other Research or Creative Accomplishment

- **Virtual Teachers for Secondary Schools in NWFP (now Khyber Pakhtunkhwa)**
  Supervised the team comprising of subject specialists, software developers, graphic designers, narrators and recording engineers (audio). The objective was to deliver fully interactive multimedia for the use of a teacher and/or a student to teach/understand the concepts of the Mathematics, Physics and Chemistry at the 9th and 10th class level. As team leader my responsibility was to guide the team members through all the stages in the development of Virtual Teachers right from inception till the delivery of high quality teaching software and monitor the processes. A product was successfully delivered to the client.

### Selected Professional Presentations

- Curriculum Design
  FDA, COMSATS
- Effective Classroom Management
  FDA, COMSATS
<table>
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<tr>
<td>Critical Thinking and its Importance</td>
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<td>Preparing Projects for Effective Management</td>
<td>PIDE</td>
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<tr>
<td>Generalists vs Specialists</td>
<td>COMSATS</td>
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<tr>
<td>Civic Activism Rule, of Law and Good Governance</td>
<td>CCEP</td>
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<tr>
<td>Name</td>
<td>Dr. Farida Faisal</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Personal</td>
<td>University Institute of Management Science (UIMS), Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi. Ph: +92-51-9290155  E-mail: <a href="mailto:farida.faisal@uaar.edu.pk">farida.faisal@uaar.edu.pk</a></td>
</tr>
<tr>
<td>Experience</td>
<td>16 / 01/ 2012 - to date; <strong>Associate Professor</strong>; UIMS Arid Agriculture University, Rawalpindi 1996 to 17 / 01/ 2012; <strong>Assistant Professor</strong>; Hailey College of Commerce, University of the Punjab,</td>
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<td>Honor and Awards</td>
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<td>Memberships</td>
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<td>Graduate Students Postdocs Undergraduate Students</td>
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| Service Activity | *Taught Graduate and Post Graduate Classes. Subjects: Marketing Management, Economics, Business Communication, Business Administration, Organisation Development;  
*Developed course outlines and new teaching methodologies.  
*Supervised internship reports prepared by outgoing M.Com students and projects of BBA honors Students  
*Administration and Research.  
*In charge Female Student Activities. |


<table>
<thead>
<tr>
<th>Name</th>
<th><strong>Dr. Rabia Imran</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal</strong></td>
<td>House #384, Street # 14, G-10/2, Islamabad, Pakistan. Mobile: 0333–5177709, Email: <a href="mailto:rabiaimran@yahoo.com">rabiaimran@yahoo.com</a></td>
</tr>
<tr>
<td><strong>Experience</strong></td>
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<tr>
<td>April 2010 to Date</td>
<td>Assistant professor</td>
</tr>
<tr>
<td>April 2007 to March 2010</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Sep 2003 to March 2007</td>
<td>Career Planning Officer</td>
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<tr>
<td>Sep 2001 to May 2003</td>
<td>Visa officer</td>
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<td><strong>Honors and Awards</strong></td>
<td>HEC Approved supervisor</td>
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<td><strong>Membership</strong></td>
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<p>| Research Grants and Contracts | NIL |
| Other Research or Creative Accomplishment | Participated in International conferences held in Greece (1-2 June 2012), Malaysia (14-15 April 2010), Bangladesh (14 and 15 January 2007) and Turkey (15-18 June 2006). |
| Selected Professional Presentations | NIL |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Abdul Raheman</th>
</tr>
</thead>
</table>
| **Personal** | House No. 310, Street No. 4, Rawal Town, Islamabad, Pakistan  
Post Code(44000)  
Mob. +92 333 5320320  
Off. +92 51 9290155  
E-mail abdulrehman@uaar.edu.pk  
ab_rehman1976@yahoo.com |
| **Experience** | Feb 2005-to date  
Assistant Professor, University Institute of Management Sciences, PMAS- Arid Agriculture University Rawalpindi  
Dec 1998-Jan 2005  
Lecturer, University Institute of Management Sciences, PMAS- Arid Agriculture University Rawalpindi |
| **HonorandAwards** | Distinction in MBA  
Highest CGPA and %age in MS during session 2004-2006  
HEC Indigenous Scholarship holder for MS leading to PhD program Batch-II |
| **Memberships** | Member Society for the Study of Emerging Markets  
Member Pakistan Society for Development Economist  
Evaluator National Business Education Accreditation Council(NBEAC)  
Secretary, Board of Faculty, University Institute of Management Sciences |
### Graduate Students

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<td>2012</td>
<td>MS(MS)</td>
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### Postdocs Undergraduate Students

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<td>BBA-Hons</td>
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<td>Anum Maqsood</td>
</tr>
<tr>
<td>2012</td>
<td>BBA-Hons</td>
<td>Habiba Mustafa</td>
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<td>2012</td>
<td>BBA-Hons</td>
<td>Huma Batool</td>
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<td>2012</td>
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<td>Muhammad Ahsan</td>
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<tr>
<td>2012</td>
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<td>Sohail Sheeraz</td>
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### Honour Students

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<td>Aamara Mubashir</td>
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### Service Activity

**Brief Statement of Research Interest**


### Publications


4. M. Khalid Sohail, Abdul Raheman, Ummara Noreen, Bashir Ahmed


Abdul Raheman, Abdul Qayyum, Talat Afza & M.A. Bodla (2010),


Structure And Profitability- Case of Islamabad Stock Exchange’

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Muhammad Razzaq Athar</th>
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| Personal | Assistant Professor, UIMS, PMAS-AAUR  
0333-5521470  
M.razzaq@uaar.edu.pk |
| Experience | 24 years of Teaching Experience  
One out of 24 years in Arid University |
| Graduate Students |  
Postdocs |  
Undergraduate Students |  
Honour Students |
| Post Graduate: |  
Years | Degree | Name |
| 2011 | MBA | M. Arslan Hafeez |
| 2011 | MBA | Saba |
| 2011 | MBA | Marriam |
| 2011 | MBA | Noor |
| 2011 | MBA | M. Basit Naseem |
| Graduates: |  
Years | Degree | Name |
| 2012 | BBA (hons) | Niaz, Iqbal, Adnan |
| 2012 | BBA (hons) | Arslan, Hassan, Asad |
| 2012 | BBA (hons) | Sami, Adeel, Qasim |
Brief Statement of Research Interest

Human Resource, Self perceived employability attributes, Brain Drain, Knowledge Management, Diversification, Unemployment and employment, Inflation, Poverty Alleviation Balance of Payments,
<table>
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<th>Publications</th>
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<tbody>
<tr>
<td>8. Atif Anis1, Muhammad Razzaq Athar2 (2012)” Crucial hr practices for employee retention in economic instability”. <em>Actual problems of economics</em>. vol. 2,No.4, 2012</td>
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<tr>
<td>Name</td>
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</tbody>
</table>
| Personal   | Girls Superintendent House, Colony # 1, University of Arid Agriculture, Rawalpindi  
Cell# 0332-5200391, Off. Ph# 051-9290119  
Date of birth: July 1, 1973  
Marital status: Married |
| Experience | December 1998 to date  
Assistant Professor UIMS  
University of Arid Agriculture, Rawalpindi. |
<p>| Additional Charge | Warden, Fatima Jinnah Hall PMAS - Arid Agriculture University, Rawalpindi. |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Syed Kashif Saeed</th>
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<td>Personal</td>
<td></td>
</tr>
<tr>
<td>Date of Birth:</td>
<td>May 04 1968</td>
</tr>
<tr>
<td>Address</td>
<td>Flat No. 15, Block No. 3-A</td>
</tr>
<tr>
<td></td>
<td>Gali No. 25, I-8/1, Islamabad</td>
</tr>
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<td>Telephone No:</td>
<td>051-4437990 &amp; 0334-5065490</td>
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<td>Experience</td>
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<td>Title:</td>
<td>Assistant Professor</td>
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<td>Title:</td>
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<td>Institution:</td>
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<td>Date:</td>
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<tr>
<td>Title:</td>
<td>Assistant Works Manager (Admn)</td>
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<tr>
<td>Institution:</td>
<td>Pakistan Ordnance Factories, Wah Cantonement.</td>
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<tr>
<td>Date:</td>
<td>03-12-1992 to 31-12-1993</td>
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<tr>
<td>Title:</td>
<td>Statistical Officer</td>
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<td>Institution:</td>
<td>Ministry of States &amp; Frontier Region, Islamabad.</td>
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<td>Title:</td>
<td>Statistical Assistant</td>
</tr>
<tr>
<td>Institution:</td>
<td>Population Census Organisation, Statistics</td>
</tr>
<tr>
<td></td>
<td>Division, Islamabad.</td>
</tr>
<tr>
<td>Honor and Awards</td>
<td>Received letter of appreciation from late Dr. Mehboob-ul-Haq</td>
</tr>
<tr>
<td>Membership</td>
<td>None</td>
</tr>
<tr>
<td>Theses Supervision of Graduate and Under Graduate Students</td>
<td>Supervising the research theses of BBA &amp; MBA since 2007, and the number of these students is at least one hundred, which I cannot mention individually.</td>
</tr>
<tr>
<td>Service Activity</td>
<td>NIL</td>
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<tr>
<td>Brief Statement of Research Interest</td>
<td>I have great interest in economic/business research. Now a days statistics &amp; econometrics are the main tools used for this purpose and currently I am fully focused to equip myself with these techniques.</td>
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<tr>
<td>Name</td>
<td><strong>Sidra Shahzadi</strong></td>
</tr>
<tr>
<td>-------------</td>
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<tr>
<td>Personal</td>
<td>H# DD-20D, St# 3, Lane 2, Gulshan Dadan Khan, Murree Road, Rawalpindi. Mobile# 03335401480, Off.Ph# 051-9290155 Date of birth: July 2, 1983 Marital status: Married</td>
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<tr>
<td>Experience</td>
<td>January 2006 to date Lecturer UIMS University of Arid Agriculture University, Rawalpindi.</td>
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<tr>
<td>Honours and Awards</td>
<td>Silver Medal and scholarship in MBA. Received shield for good performance as a coordinator of literary society of University of Arid Agriculture, Rawalpindi.</td>
</tr>
<tr>
<td>Service Activity</td>
<td>Member of literary society of University of Arid Agriculture, Rawalpindi.</td>
</tr>
<tr>
<td>Name</td>
<td><strong>Zia ur Rehman</strong></td>
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<tr>
<td><strong>Personal</strong></td>
<td></td>
</tr>
<tr>
<td>Address:</td>
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<td>03015052520</td>
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<tr>
<td><strong>Experience</strong></td>
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<tr>
<td>2007-date</td>
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<tr>
<td>Lecturer</td>
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<tr>
<td>Management Sciences</td>
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<tr>
<td>at University</td>
<td></td>
</tr>
<tr>
<td>Institute of</td>
<td></td>
</tr>
<tr>
<td>Management Sciences, PMAS-</td>
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<td>University</td>
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<tr>
<td>Rawalpindi</td>
<td></td>
</tr>
<tr>
<td>2004-2007</td>
<td></td>
</tr>
<tr>
<td>MIS &amp; Marketing officer at Ecopack Ltd.</td>
<td></td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td></td>
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<tr>
<td>MS(MS) Marketing</td>
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<tr>
<td>M.B.A.(Marketing)</td>
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<tr>
<td>COMSATS Institute of Information Technology</td>
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<tr>
<td>(2006)</td>
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<td><strong>Membership</strong></td>
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<tr>
<td><strong>Brief Statement of Research Interest</strong></td>
<td>Relationship quality and customer loyalty</td>
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<td><strong>Publications</strong></td>
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<tr>
<td><strong>Other Research or Creative Accomplishment</strong></td>
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<tr>
<td><strong>Selected Professional Presentations</strong></td>
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<tr>
<td>• Presented two research papers on marketing issues in 8th and 9th National Research Conferences on Management &amp; Computer Science held at SZABIST, Islamabad</td>
<td></td>
</tr>
<tr>
<td>Personal</td>
<td>Date of Birth: 8th May, 1985</td>
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<tr>
<td>----------</td>
<td>-----------------------------</td>
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<tr>
<td></td>
<td>Home Address: House # DD-107, Street # 8, Gulshan Dadan Khan, Shamsabad, Murree Road, Rawalpindi.</td>
</tr>
<tr>
<td></td>
<td>Tel (RES): (051) 4422040 Tel (MOB): (0345) 5181776</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:ammar5_9@yahoo.com">ammar5_9@yahoo.com</a></td>
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<tr>
<th>Experience</th>
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<td></td>
<td>11-sept.2008 to Date Lecturer UIMS/PMAS-AAUR</td>
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<tr>
<th>Honors and Awards</th>
<th>EDUCATION AND QUALIFICATIONS</th>
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<tr>
<td></td>
<td>International Islamic University, Islamabad MS Finance (in progress)</td>
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<td></td>
<td>University of Arid Agriculture, Rawalpindi MBA (Finance), July 2007 (CGPA=3.02/4)</td>
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<tr>
<td></td>
<td>University of Arid Agriculture, Rawalpindi BBA (HONS) June 2006 (CGPA=3.58/4)</td>
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<th>Service Activity</th>
<th>For the last five semesters I have been teaching following courses to students of BBA and MBA programmes in UIMS/PMAS-UAAR</th>
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<tbody>
<tr>
<td></td>
<td>- Principles of Accounting (MBA &amp; BBA)</td>
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<td>- Cost Accounting (MBA &amp; BBA)</td>
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<td></td>
<td>- Managerial Accounting (MBA)</td>
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<td>- International Trade (BBA)</td>
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<td>- Corporate Law (MBA)</td>
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| Brief Statement of Research Interest | I am looking forward to pursue my research efforts in the field of Managerial Accounting and Portfolio Management |


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<th>Research Grants</th>
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<tr>
<td>and Contracts</td>
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<td>------------------------</td>
</tr>
<tr>
<td>Other Research or</td>
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<td>Creative Accomplishment</td>
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<tr>
<td>Selected Professional</td>
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<tr>
<td>Presentations</td>
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</tbody>
</table>
Faculty Resume

AHMED IMRAN
University Institute of Management Sciences - PMAS – Arid Agriculture University
Rawalpindi, Pakistan; 051-9290155
Mob: 0345-7162527, E-mail: ahmedhunjra@gmail.com

OBJECTIVE___________________________________________

To utilize my skills with a growing team of professionals, promoting quality of work and seeking learning and growth opportunities for personal and corporate goals

ACADEMIC QUALIFICATION__________________________          __________

■  PhD Finance (Working on Thesis)
  Iqra University, Islamabad

■  MS (Finance)
  Iqra University, Islamabad

■  MBA (Finance)
  Iqra University, Islamabad

■  M. Sc (Economics)
  Allama Iqbal Open University, Islamabad

■  BSc. (Mathematics & Economics)
  B. Z. U. Multan

SUBJECTS OF SPECIAL INTEREST FOR TEACHING AND RESEARCH ______

■  Business Mathematics
■  Business Statistics
■  Research Methods & Skills
■  Advance Quantitative Analysis
■  Econometrics
■  Thesis Writing Business Economics
■  Corporate Finance
■  Introduction to Business Finance
■  Financial Management
■  Portfolio Management

WORKING EXPERIENCE_______________________________


• Lecturer at **Arid Agriculture University, Rawalpindi** (UIMS) from December 2011 to date.
• Visiting Faculty member at **Arid Agriculture University, Rawalpindi** (UIMS) from March 2011 to December 2011. Following subjects are of special interest at UIMS-PMAS-AAUR:
  - Corporate Finance
  - Business Math & Stats
• Visiting Faculty member at **Quaid-i-Azam University** (QASMS) from October 2010 to December 2011. Following subjects are of special interest at QAU:
  - Business Math & Stats
  - Principle of Accounting
• Visiting faculty member at **Allama Iqbal Open University** (AIoU) from July 2008 to date. Following subjects are of special interest at AIoU:
  - Financial Management
  - Research Methods and Skills
  - Thesis Writing
  - Workshop Expert
  - Sub Examiner
• Visiting faculty member at **Chenab College of Advance Studies, Faisalabad** from December 2013 to date at M-Phil level. Following subjects are of special interest at:
  - Research Method Skills
  - Workshop-1 (Research Paper Writing)
• Visiting faculty member at **Foundation University Institute of Engineering and Management Sciences, Rawalpindi** from February 2011 to Jun 2011. Following subjects are of special interest at:
  - Principle of Accounting
  - Financial Management
  - Corporate Finance
• Research advisor at **Arid Agriculture University Rawalpindi**, from January 2012 to date at BBA, MBA and MS level.
• Research advisor at **Iqra University Islamabad**, from February 2011 to date at MS level.
• Research advisor at **Ripha International University Islamabad**, from January 2013 to date at MS level.
• Research Advisor at **SZABIST Islamabad** from September 2010 to date at MBA level.
• Research advisor at **Allama Iqbal Open University Islamabad** from July 2010 to date at MBA level.
• Engaged as an External Examiner at **Iqra University Islamabad** and **SZABIST University, Islamabad** at BBA and MBA level.
• Selected as a **Discussant** in 2nd International Conference on Emerging Trends in Management (ICETM 2013)” held in Mohammad Ali Jinnah University Islamabad – Pakistan, June 6, 2013.
• Head and Managing Scholar of **Iqra Intellectual Research Forum, Iqra University**, Islamabad from September 2010 to 2012.
• Conference Organizer Committee Member for Research/ Editorial/ Contribution in International Conference on Business, Technology and Engineering (ICBTE) **Iqra University**, Islamabad.

• **Reviewer of International Journals: (12)**
5. *International Journal of Educational Administration and Policy Studies*
7. *Elixir Online Journal*
8. *International Research Journal of Management and Business Studies*
9. *International Journal of Geography and Regional Planning*
10. *South Asian Journal of Business Global Research*
11. *Global Journal of Business, Management and Accounting*
12. *Journal of Research in International Business and Management*

- **Membership of Research Societies:**
  1. *Global Development Network (GDNET)*
  2. *South Asian Network Development and Environmental Economics (SANDEE)*
  3. *Research Foundation for Humanity*

- **WebPages:**

**TRAININGS AND WORKSHOPS ATTENDED**

- One month workshop on SPSS
- 06 month diploma in English language from NUML
- Workshop of Management by Ufone

**RESEARCH CONTRIBUTION**

______________________________

**Books/Monograms (06)**


Published Papers (36)

National (03)


International (33)


**National (01)**


**International (02)**


**Under Review Papers (03)**

1. M. S. Ijaz, **A. I. Hunjra**, and R. I. Azam. Forecasting Bankruptcy through Multiple Discriminant Analysis in Pakistan”. Paper is under review with *Journal of Multivariate Analysis* (ISI-Journal Impact factor 0.879). ISSN: 0047-259X.

2. H. M. Ahmad, S. Naimat, **A. I. Hunjra**, “Role of Networking on SME base Transactional Trade: Empirical Evidence from Sialkot”. Paper is accepted for publication in *Entrepreneurship and Regional Development* (ISI-Journal Impact factor 0.73).


**CONFERENCE PROCEEDINGS (11):**

**National (08)**


*International (03)*


11. A. Ahmad, K. U. Rehman, A. I. Hunjra, S. Q. H. Naqvi, “Impact of Brand Loyalty on Brand Extension Paper presented in 1st International Conference on Information Systems For Business Competitiveness (ICISBC) held in held in Diponegoro University, Semarang - Indonesia, on 8-9 December 2011.

STUDENTS SUPERVISED SUCCESSFULLY:

<table>
<thead>
<tr>
<th>Iqra University Islamabad</th>
<th>MS Level Degree Completed (04)</th>
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<tbody>
<tr>
<td><strong>SR#</strong></td>
<td><strong>Student Name</strong></td>
</tr>
<tr>
<td>1.</td>
<td>Rizwan Ahmed</td>
</tr>
<tr>
<td>2.</td>
<td>Salma Hafeez</td>
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<th>UIMS-PMAS-University of Arid Agriculture University Rawalpindi</th>
<th>MS Level Degree Completed (04)</th>
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<tr>
<td><strong>SR#</strong></td>
<td><strong>Student Name</strong></td>
</tr>
<tr>
<td>1.</td>
<td>Zeeshan Ahmad Khan</td>
</tr>
<tr>
<td>2.</td>
<td>Hammad Riaz</td>
</tr>
<tr>
<td>3.</td>
<td>Aqeel Alam</td>
</tr>
<tr>
<td>5.</td>
<td>Shahzad Ijaz</td>
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Final Thesis Submitted (03)

1. Proposal Approved (01)

1. Muhammad | Determinants of Cash Holding and its Impact | Proposal Approved
<table>
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<tr>
<th>SR#</th>
<th>Student Name</th>
<th>Title of Research</th>
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<tbody>
<tr>
<td>1.</td>
<td>Syed Ali Raza &amp; M. Usman Arif</td>
<td>Impact of Macroeconomic Variable on FDI</td>
<td>Degree Completed (February -2014)</td>
</tr>
<tr>
<td>2.</td>
<td>Amber Bashir &amp; Khalil ur Rehman</td>
<td>Comparative Financial Performance Analysis of Conventional and Islamic Banks in Pakistan</td>
<td>Degree Completed (February -2014)</td>
</tr>
<tr>
<td>4.</td>
<td>Muhammad Shoib &amp; Group</td>
<td>Impact of Uncertainty on Firm Level Investment: Evidence From Pakistan Textile Sector</td>
<td>Degree Completed (February -2014)</td>
</tr>
<tr>
<td>6.</td>
<td>M. Umar Asghar &amp; Shanza Ashrif Hashmi</td>
<td>Impact Of Psychological And Social Factors On Investment Decisions Of Individual Investor</td>
<td>Degree Completed (February -2014)</td>
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<tr>
<td>7.</td>
<td>Muhammad Usman &amp; Group</td>
<td>Corporate Social Responsibility Enhances Financial Performance of the Organization</td>
<td>Degree Completed (February -2014)</td>
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<tr>
<td>8.</td>
<td>Saba Nazir</td>
<td>Causal Relationship among Macro Economic Variables and Equity Market Returns</td>
<td>Degree Completed (February -2014)</td>
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<tr>
<td>9.</td>
<td>Afzal Haider &amp; Group</td>
<td>Efficient Market Hypothesis: A case of KSE</td>
<td>Degree Completed (February -2014)</td>
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<td>10.</td>
<td>Hafiz Ali Akbar and group</td>
<td>Applications of Accounting Practices in Pakistani Corporate Sector</td>
<td>Degree Completed (July -2013)</td>
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<td>11.</td>
<td>Muhammad Farooq and Kamran Khan</td>
<td>The Impact of Macro-Economic Variables on Stock Prices in Pakistan</td>
<td>Degree Completed (July-2013)</td>
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<tr>
<td>12.</td>
<td>Mujeeb ur Rehman and group</td>
<td>Impact of Dividend Yield, Dividend Payout Ratio, ROE on Stock Prices</td>
<td>Degree Completed (July-2013)</td>
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<td>13.</td>
<td>Qammar Abbas and group</td>
<td>Impact of the M&amp;A on Performance of the Banking Sector of Pakistan</td>
<td>Degree Completed (Feb-2013)</td>
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<td>14.</td>
<td>Muhammad Ehsan and group</td>
<td>Impact of information Asymmetry on the investor Decision Making</td>
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<td>15.</td>
<td>Ali Asghar and group</td>
<td>Income Affects on the Performance of the Organization</td>
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<td>16.</td>
<td>Kamran Khan</td>
<td>Impact of Macroeconomic Variables on</td>
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<td>17.</td>
<td>Haseeb ur Rehman and Naeem Iqbal</td>
<td>Association among the Net Income and Credit of the Poultry Farmer in Rawalpindi, Pakistan</td>
<td>Degree Completed (Feb-2013)</td>
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**BBA Level (06)**

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<tr>
<td>2.</td>
<td>Aqsa Kiran Latif and Amna Mushtaq</td>
<td>Impact of Anomalies on Stock Returns</td>
<td>Degree Completed (July – 2013)</td>
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<tr>
<td>3.</td>
<td>Mamoona Kanwal and Group</td>
<td>Does Consumption Behavior Motivate the Inflation</td>
<td>Degree Completed (July- 2012)</td>
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<td>5.</td>
<td>Bilal Raza and Group</td>
<td>Determinants of Dividend Policy: A Case of Banking Sector of Pakistan</td>
<td>Degree Completed (July- 2012)</td>
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<td>6.</td>
<td>Hassan Bilal and Group</td>
<td>Determinants of FDI: Pakistani Perspective</td>
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**SZABIST University Islamabad**

**MBA Level**

Degree Completed (04)

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<tr>
<td>2.</td>
<td>Shafiqat Hussain</td>
<td>Determinants of Capital Structure in Chemical Sector of Pakistan</td>
<td>Degree Completed (January- 2013)</td>
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<td>3.</td>
<td>Syed Tauqueer Ahmad and Group</td>
<td>Cause Related Marketing and its Impact on Sales with Special Reference to Pakistan</td>
<td>Degree Completed (Jun- 2011)</td>
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<td>4.</td>
<td>Allah Yar and Group</td>
<td>Merger &amp; Acquisition: Pre and Post Analysis of Pakistani Financial Sector</td>
<td>Degree Completed (Dec- 2011)</td>
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**Allama Iqbal Open University Islamabad**

**MBA Level**

Degree Completed (46)

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<tr>
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<td>Rabina Manzoor</td>
<td>Determinants of Banking Industry Growth In Pakistan</td>
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<td>2.</td>
<td>Ms. Abida</td>
<td>Discrimination and Employees Performance in Banking Sector of Pakistan</td>
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<td>3.</td>
<td>Muhammad Azeem Khan</td>
<td>Relationship between Brand awareness, Brand perception and price on behavioural outcomes of customers in Pakistan</td>
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<td>5</td>
<td>Ruqia Qoddus</td>
<td>Impact Of Training On Job Satisfaction</td>
<td>(April-2014)</td>
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<td>6</td>
<td>M. Awais Sherani</td>
<td>Impact of Devolution/Decentralization on improvement in D.I.Khan</td>
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<td>7</td>
<td>Muhammad Umair Qasim Aziz Khan</td>
<td>Impact of Dividend Policy, Earning per Share, Return on Equity and Profit after Tax on Stock Prices</td>
<td>(April-2014)</td>
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<td>8</td>
<td>Khurram Bashir</td>
<td>Factors Determining Customers Loyalty toward Cellular Companies</td>
<td>(April-2014)</td>
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<td>9</td>
<td>Nauman Baig</td>
<td>Measuring Financial Inclusion in Malakand Agency</td>
<td>(March-2014)</td>
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<td>10</td>
<td>Anwar Hussain</td>
<td>Knowledge Management in Telecom Industry and its Relationship to Strategy and Organizational Learning</td>
<td>(March-2014)</td>
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<tr>
<td>11</td>
<td>Aamer Saeed</td>
<td>Elements Affecting Implementation of Strategic and Marketing Plans</td>
<td>(March-2014)</td>
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<tr>
<td>12</td>
<td>Arslan Saeed</td>
<td>Organization Culture and Firm Performance, Role of Employee Attitude as Intervening Variable: Empirical Evidence from Pakistan</td>
<td>(March-2014)</td>
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<tr>
<td>13</td>
<td>Quratulain Yousaf</td>
<td>The Impact of Training on Employee Performance and Commitment: An Empirical Evidence of Pakistan’s Development Sector</td>
<td>(February-2014)</td>
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<tr>
<td>14</td>
<td>Zabbih ullah Zabbih</td>
<td>Organizational Performance Under Supportive Working Climate at Retail Pharmacies</td>
<td>(February-2014)</td>
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<tr>
<td>15</td>
<td>Ali Hashim</td>
<td>Role of HR practices and work place trust in achieving superior performance. Evidence from social sector of Pakistan</td>
<td>(February-2014)</td>
</tr>
<tr>
<td>16</td>
<td>Syeda Shafaq Karim</td>
<td>Design of an Efficient Supply Chain for Stylo Shoes</td>
<td>(January-2014)</td>
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<td>17</td>
<td>Shakeela Nasir</td>
<td>The Impact of Human Resource Management Practice on Employees Performance in PHA Foundation</td>
<td>(January-2014)</td>
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<td>18</td>
<td>Fiaz Hussain Qadri</td>
<td>The Role of Knowledge Management Enablers and Dynamic Capabilities in Product Development</td>
<td>(September-2013)</td>
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<td>19</td>
<td>Muhammad Abid Hussain</td>
<td>The Impact Of Safety Training On The Employees Of Electricity Distribution Companies Of Pakistan</td>
<td>(September-2013)</td>
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<td>20</td>
<td>Syed Ali Haashim</td>
<td>Role of HR Practices and Work Place Trust in Achieving Superior Performance: Evidence From Social Sector of Pakistan</td>
<td>(September-2013)</td>
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<td>21</td>
<td>Nuzhat Shamim</td>
<td>Impact of Strategic Planning on the Financial Performance of Small and Medium Banks in Islamabad</td>
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<td>22</td>
<td>Sehrish Kiran</td>
<td>Relationship between Country of Origin Image, Product Knowledge, Product Involvement, and Purchase Intention</td>
<td>(September-2013)</td>
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<td>23</td>
<td>Jabar Zaman</td>
<td>Role of Age on Relationship between Use of</td>
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<td>No.</td>
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<td>Causal Relationship among Economic Variables and Equity Market Returns</td>
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<td>Analysis of Employee Retention Factors in Banking Sector With Specific to Askari Bank Ltd</td>
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<td>27.</td>
<td>Khurram Mirza</td>
<td>Unethical Marketing and Promotion of Pharmaceutical Industry in Pakistan</td>
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<td>28.</td>
<td>Asma Ikhtiar</td>
<td>Quality Perception of the Customers towards Services of Domestic Islamic Banks in Pakistan</td>
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<td>29.</td>
<td>Muhammad Kayfiat</td>
<td>The Role of Employee Retention and Employee Productivity on the Performance of OGDCL</td>
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<td>30.</td>
<td>Fahad Rafiq Malik</td>
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<td>32.</td>
<td>Muhammad Jamil</td>
<td>Determinants of Human Resource Development: An Empirical Evidence of Pakistan</td>
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<td>33.</td>
<td>Hammad Ahmad</td>
<td>Impact of performance Appraisal System on Employees Motivation of Oil and Gas Sector of Pakistan</td>
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<td>34.</td>
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<td>Influential Factors for Good Corporate Governance</td>
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<td>Akeel Yousaf</td>
<td>Factor Affecting the Buying Behavior of fast Food Customers in Pakistan</td>
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<td>36.</td>
<td>Bushra Muhammad Ilyas</td>
<td>The Impact of Customer Oriented Employees on Organizational Performance: A Case of Pakistani Banking Sector</td>
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<td>37.</td>
<td>Aamer Shehzad</td>
<td>Work Family Conflict in The Commercial Organizations of Pakistan Army</td>
<td>Degree Completed (December -2012)</td>
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<td>38.</td>
<td>Muhammad Zulfiqar</td>
<td>Efficiency of Organizational Trainings</td>
<td>Degree Completed (December -2012)</td>
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<td>39.</td>
<td>Basharat Ali</td>
<td>Impact of Electricity Prices and Electricity Crises on Consumption Behavior of SMEs of Pakistan</td>
<td>Degree Completed (June-2012)</td>
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<td>40.</td>
<td>Arif Ali</td>
<td>Employee retention in post merger integration process: A case of Pakistani Banking Sector</td>
<td>Degree Completed (June-2012)</td>
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<td>41.</td>
<td>Muhammad Irfan Khan</td>
<td>The Relationship between Technology Based Employee Trainings and Organizational Performance</td>
<td>Degree Completed (June-2012)</td>
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<td>42.</td>
<td>Sarfraz Ahmad</td>
<td>Impact of Business Process automation on</td>
<td>Degree Completed</td>
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</table>
Computers Skills

- **MS Office:** Good at MS Word, Power point & Excel
- **Research/Modeling Software:** Expertise in AMOS, SPSS, and Eviews.
PERSONAL PROFILE

- Fathers’ Name: Muhammad Ramazan
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- Domicile: Muzaffar Garh, Pakistan
- Marital Status: Single

REFERENCES

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**Experience** | December, 2011 Lecturer at UIMS, PMAS-AAUR  
February, 2007 Asst. Director at UIMS, PMAS-AAUR  
**Memberships** | Assistant Editor for Journal of Business Management Studies (JBMS)

### Brief Statement of Research Interest
Thirst for making significant and original contribution towards knowledge and practice through quality research.

### Conference Publications


Economics and Tourism Management - CBETM 2012, 26-28 October, to be held in Hong Kong

5. **Fatima, Afsheen; Iqbal, Muhammad Zahid and Imran Rabia** (2012) "Organizational Commitment and Counterproductive work behavior: Role of employee empowerment" The Sixth International Conference on Management Science and Engineering Management (November), to be held in Islamabad, Pakistan


**Journal Publications**


Annexure 7: COURSE REVIEW REPORTS