

Pir Mehr Ali Shah
Arid Agriculture University, Rawalpindi



University Institute of Management Sciences
Self-Assessment Report for MS Program (2020-2022)

Program Team

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Coordinator:

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Dr. Kaleem Ullah

Anum Shafique

Contents

INSTITUTE INTRODUCTION (UIMS).....	3
VISION STATEMENT (UIMS)	3
MISSION STATEMENT (UIMS)	3
Strategic objectives (UIMS)	4
MISSION STATEMENT OF MS PROGRAM	4
PROGRAMME OBJECTIVES.....	5
LEARNING OUTCOMES.....	5
TEACHER EVALUATION.....	Error! Bookmark not defined.
COURSE EVALUATION.....	Error! Bookmark not defined.
CRITERION 2	47
CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION.....	47
CRITERION 3: LABORTIES & COMPUTING FACILITIES	60
CRITERION 3	61
CRITERION 4	62
CRITERION 4: STUDENT SUPPORT AND ADVISING	62
CRITERION 5	65
CRITERION 5: PROCESS CONTROL	65
CRITERION 6	69
CRITERION 6: FACULTY	69
CRITERION 7	75
CRITERION 7: INSTITUTIONAL FACILITIES.....	75
CRITERION 8	76
CRITERION 8: INSTITUTIONAL SUPPORT	76
Summary and conclusions.....	79

INSTITUTE INTRODUCTION (UIMS)

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 1200 students in BBA, MBA, MBA (Executive), MBA (Agribusiness) and MDM (Masters in Development Management). The four years BBA program at UIMS is the major strength of this institute. The program comprises of 8 semesters (133-credit hrs). Internship and research-based projects are key factors that transform students into appropriate candidates for jobs as well as higher education in business disciplines. Every year 200 students are admitted into these programs, who by going through vigorous training are 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.

VISION STATEMENT (UIMS)

Become the regional reference point for quality education, research and home of entrepreneurs.

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.

Strategic objectives (UIMS)

- ☉ Provide **Quality education** to the graduates with current market knowledge.
- ☉ Conduct **research** directly relevant to business practices.
- ☉ Develop **Entrepreneurial insight** in graduates by emphasizing on social responsibility and ethical values.

MISSION STATEMENT OF MS PROGRAM

We aim at developing professionals equipped with analytical, managerial, entrepreneurial and problem solving skills by teaching theoretical background and practical insights of corporations and various businesses. We believe in confidence building, personality development and innovation to cope up challenges of work life. Further produces future highly trained and market oriented teachers to support next generation.

PROGRAMME OBJECTIVES

1. To prepare students for middle- to upper-level positions within the management function at leading companies.
2. Prepare students for research both quantitative and qualitative research skills are addressed in the program.
3. Insure that students are able to communicate this information both in a technical way to peers and in a more general way for decision making by upper management.
4. The MS program is essentially a research based degree program intended to investigate into and find solutions to the problems besetting our national economy.
5. Develop well managed, trained, skilled and equipped teachers.

LEARNING OUTCOMES

Following are the learning outcomes of MS (management Sciences)

1. Students will be able to think broadly and more deeply about the theory, beliefs and values at the root of business activities
2. Students will be able to conduct research independently
3. Students will be able to contribute towards the development of new ideas, theories and business models
4. Students will be able to communicate ideas in a manner that is understandable to a audience that does not know the idea previously

Students will be able to conceptualize problems and devise solutions through interpreting and analysing existing or new data through a variety of tools

Table 1: Program Objectives Assessment

Objectives	How Measured	When Measured	Improvement Needs Identified	Improvement Made
To prepare students for middle- to upper-level positions within the management function at leading companies.	Through exams ,quizzes, and assignments	During and at the end of each semester	Difficulty in connecting theory with practical	Emphasis on case studies
Prepare students for research both quantitative and qualitative research skills are addressed in the program.	Assignments that require the students to actually write a scholarly article. Exam at the end of semester.	During and at the end of the semester	Lack of Stats & Econometrics subject know how	A course added to scheme of studies with the name “data analysis and decision making”
Insure that students are able to communicate this information both in a technical way to peers and in a more general way for decision making by upper management.	Assignments that require the students to actually write a scholarly article. Exam at the end of semester.	During and at the end of the semester	Lack of innovative thinking	Inclusion of research articles related to different topics in a subject as a part of teaching methodology

The MS program is essentially a research based degree program intended to investigate into and find solutions to the problems besetting our national economy.	Exams based on case studies	During and at the end of semester	Lack of proper reply from industry	Networking with the industry.
Develop well managed, trained, skilled and equipped teachers.	By networking with other faculty members	During semester	Sometimes students don't know how to present an idea	Presentations

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.

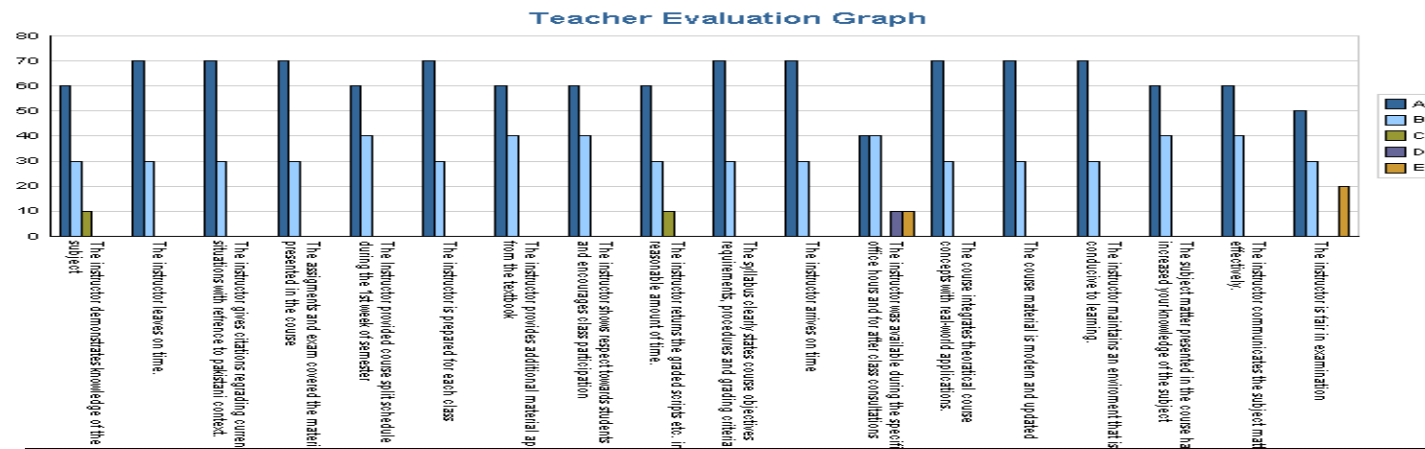
Table 2: Program outcomes and their relationship with objectives

+ = Moderately Satisfactory ++ = Satisfactory +++ = Highly Satisfactory

	Objectives					
Outcomes		1	2	3	4	5
	1	+++	++	+	+	++
	2	++	+++	+	++	++
	3	+	++	+	+++	+++
	4	++	+	+++	+	+++
	5	+++	+	+	+++	+

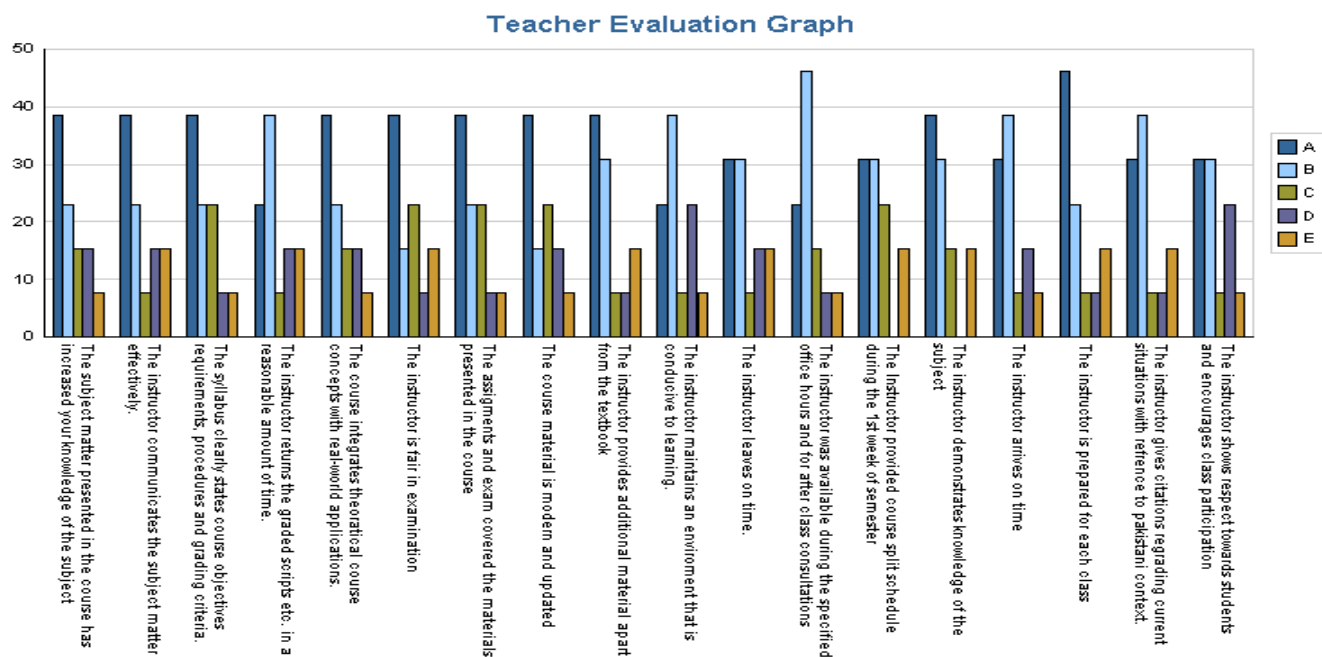
TEACHER EVALUATION

Dr. Shahzad Aijaz



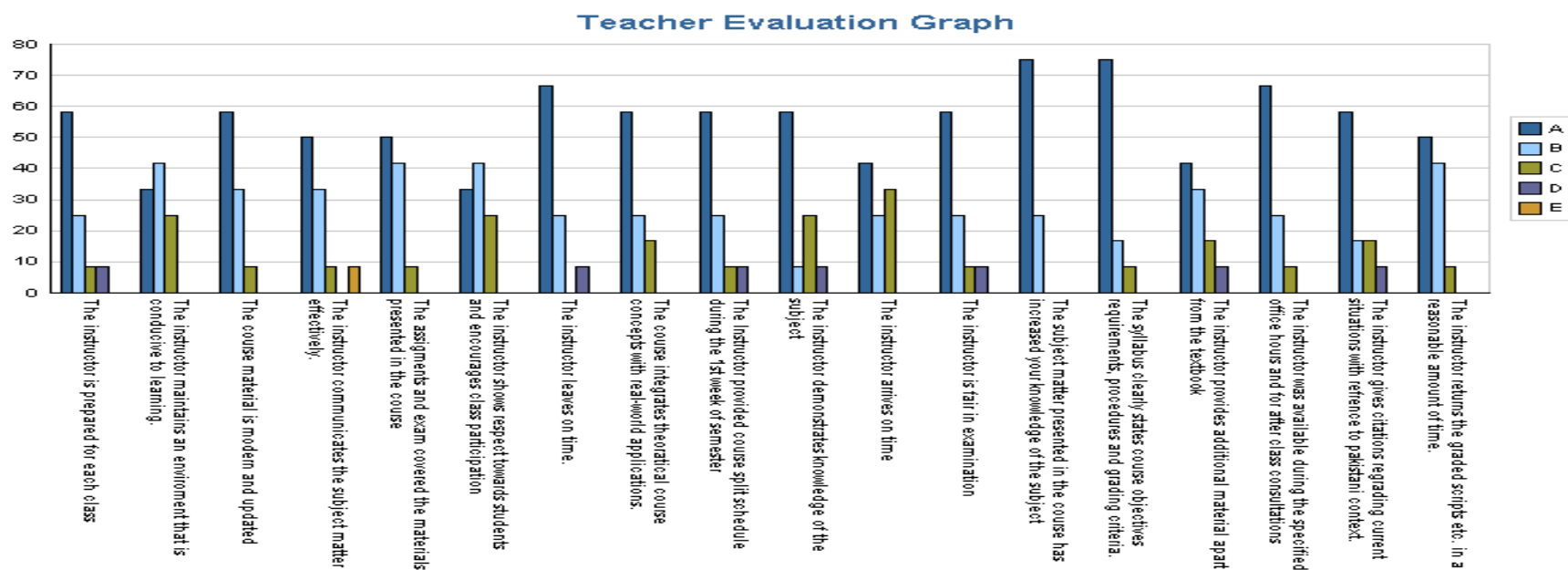
A = Strongly Agree / Highly Satisfactory, B = Agree / Satisfactory, C = Uncertain; D = Disagree / Unsatisfactory, E = Strongly

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, style of teaching, his behaviour, and clarity of course objectives.



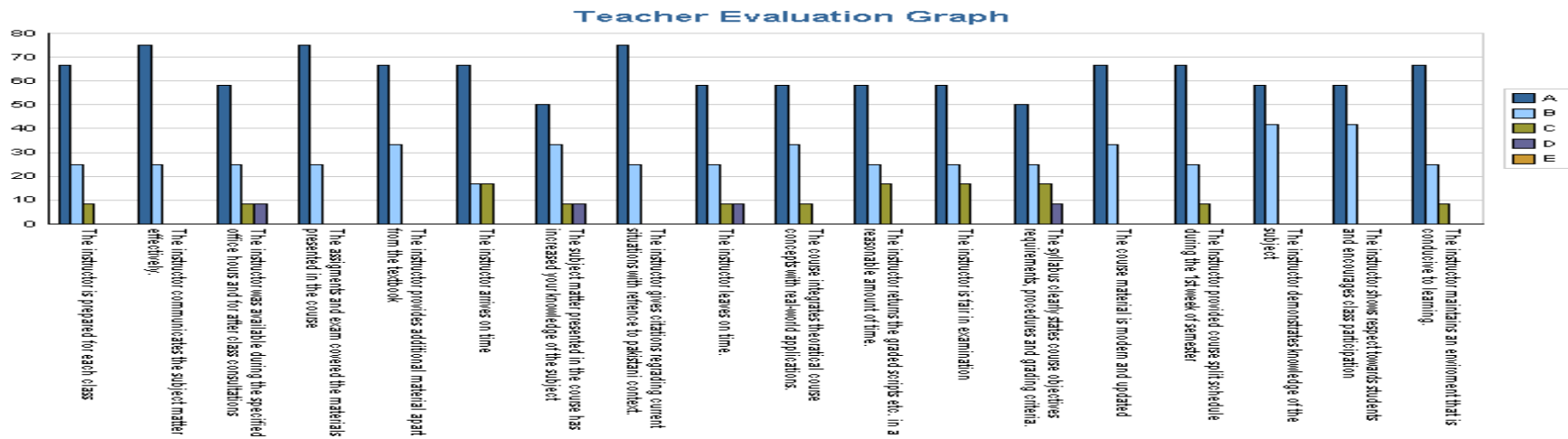
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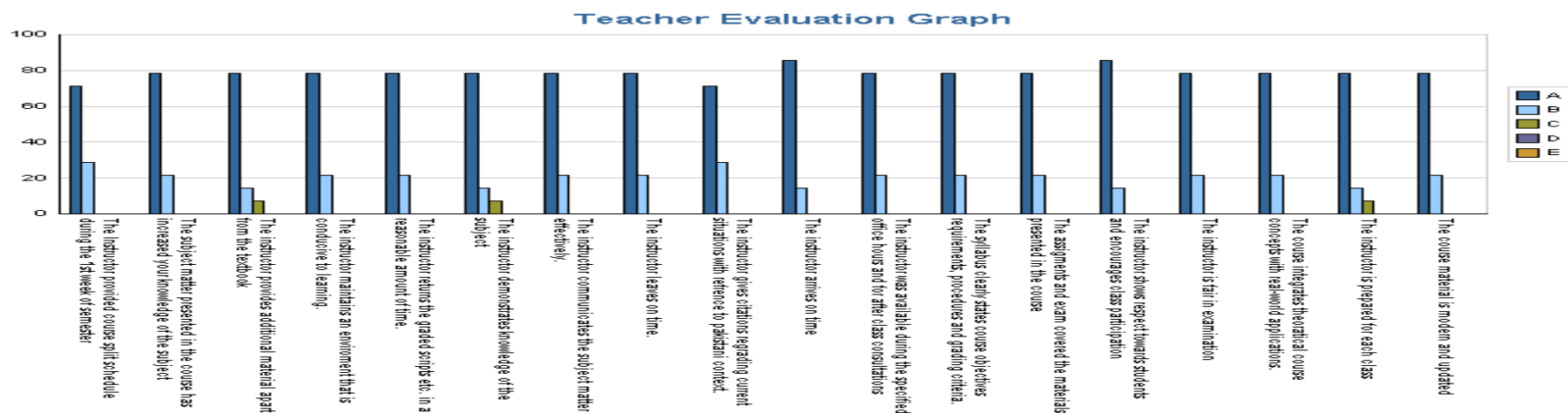
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GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the teacher in all quality aspects. Especially the students were quite content with teacher's ability to effectively communicate subject matter, relating the topics to Pakistani context, his evaluation pattern and clarity of course objectives.

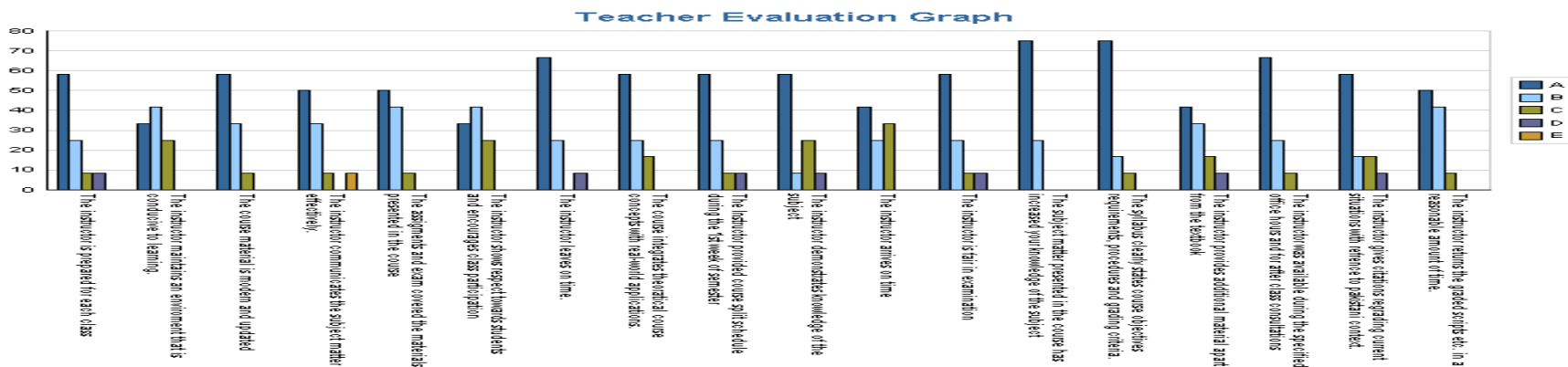
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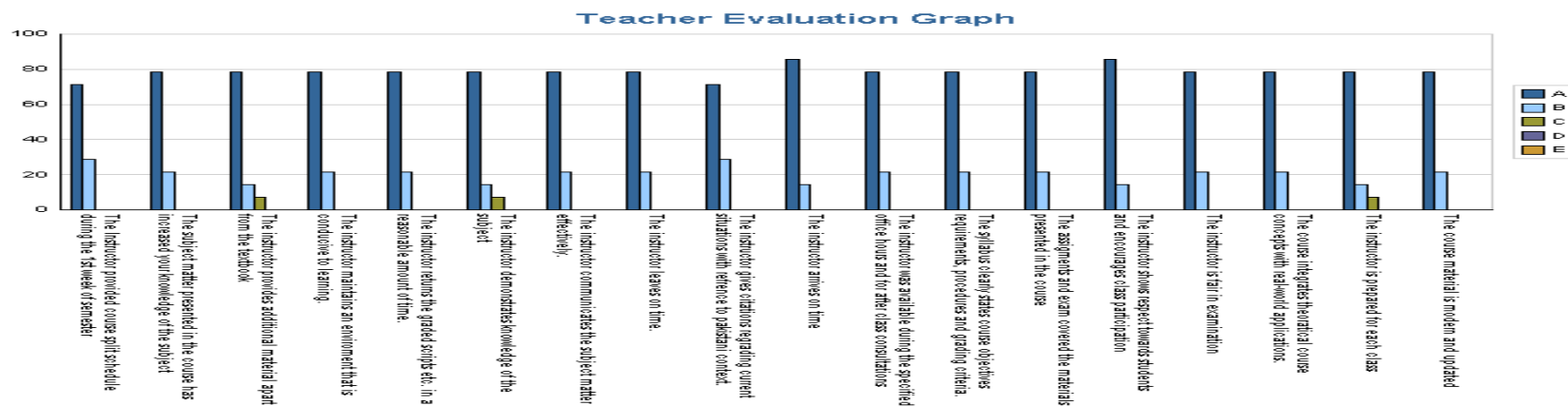
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Dr. Nadeem Iqbal



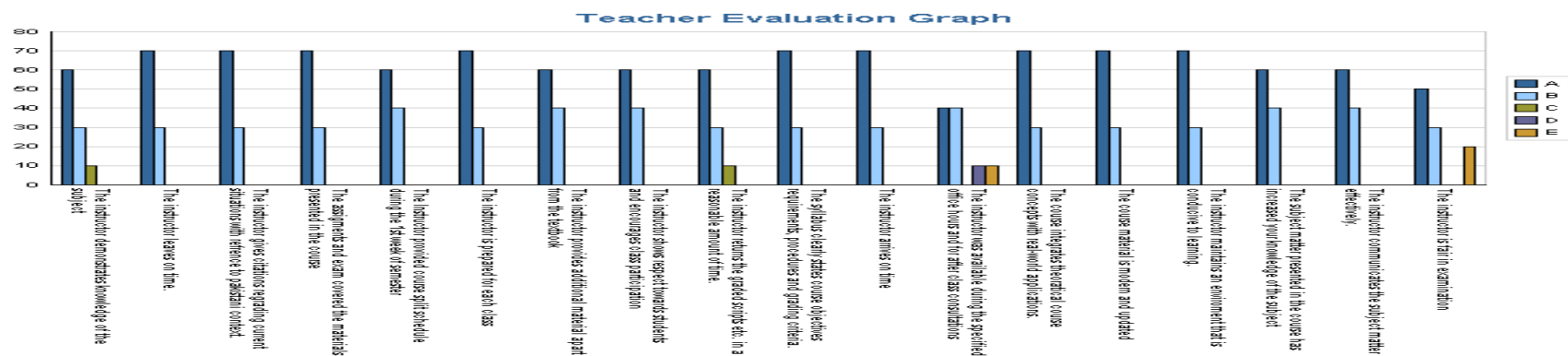
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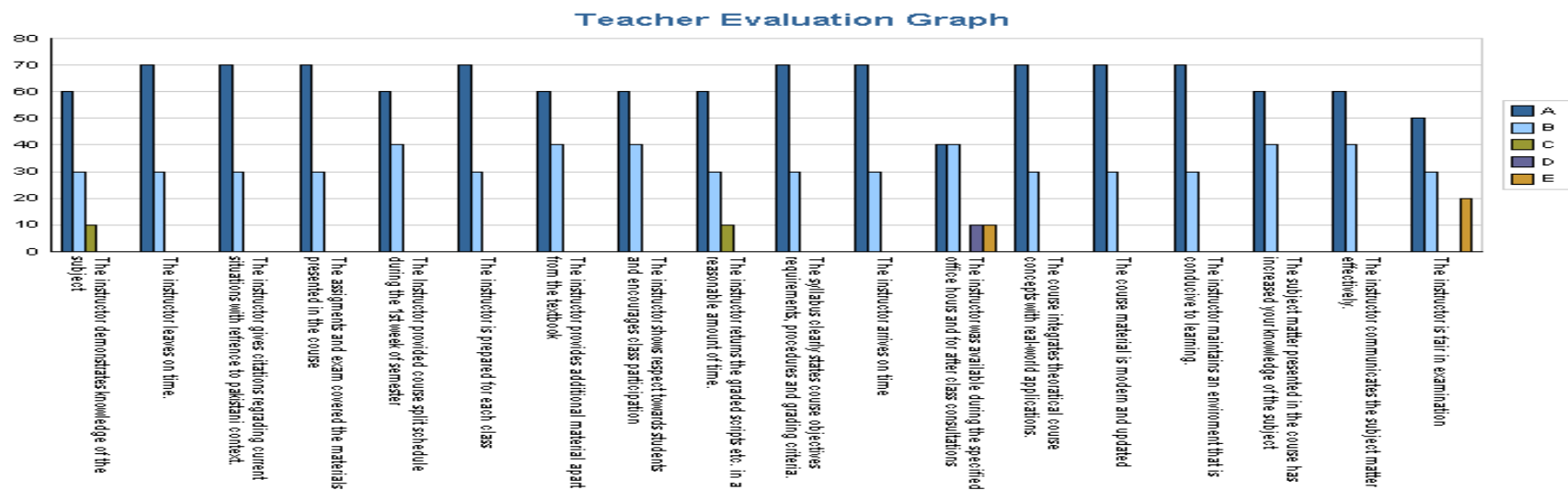
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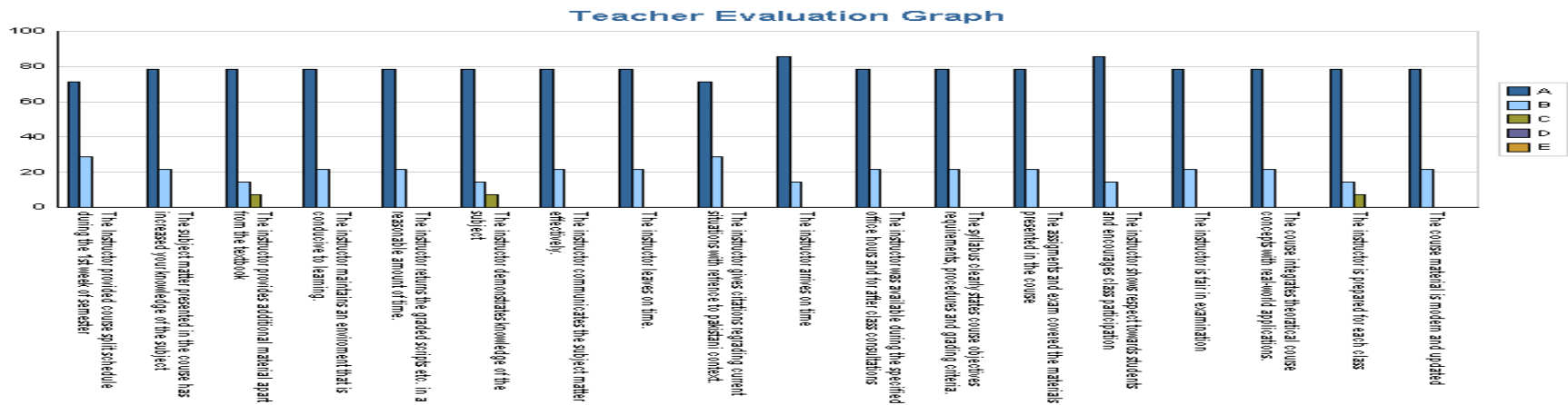
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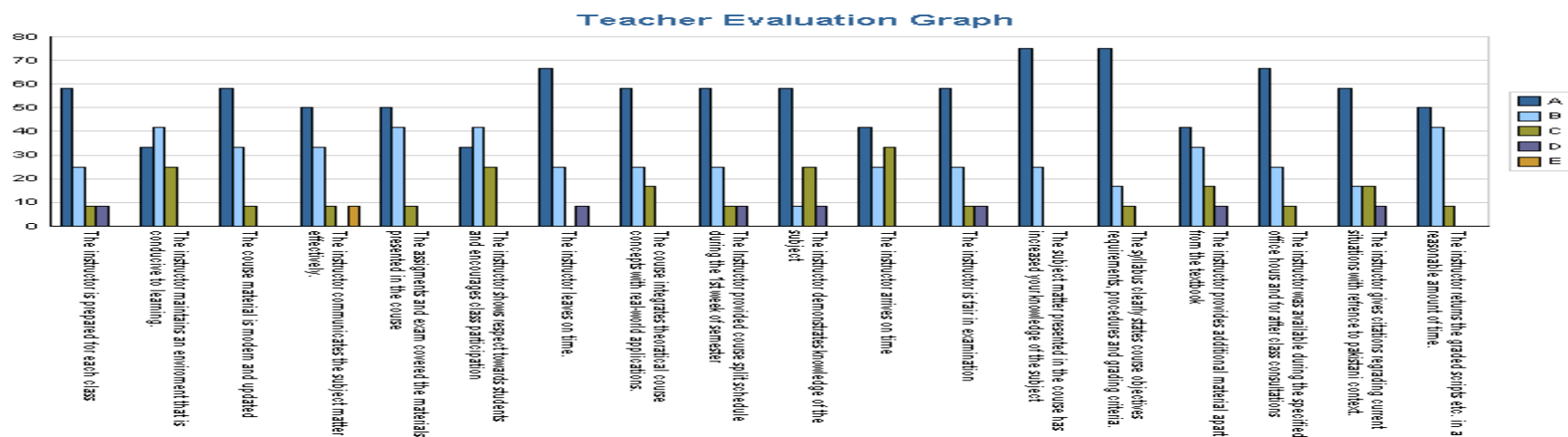
Dr. Muhammad Hanif



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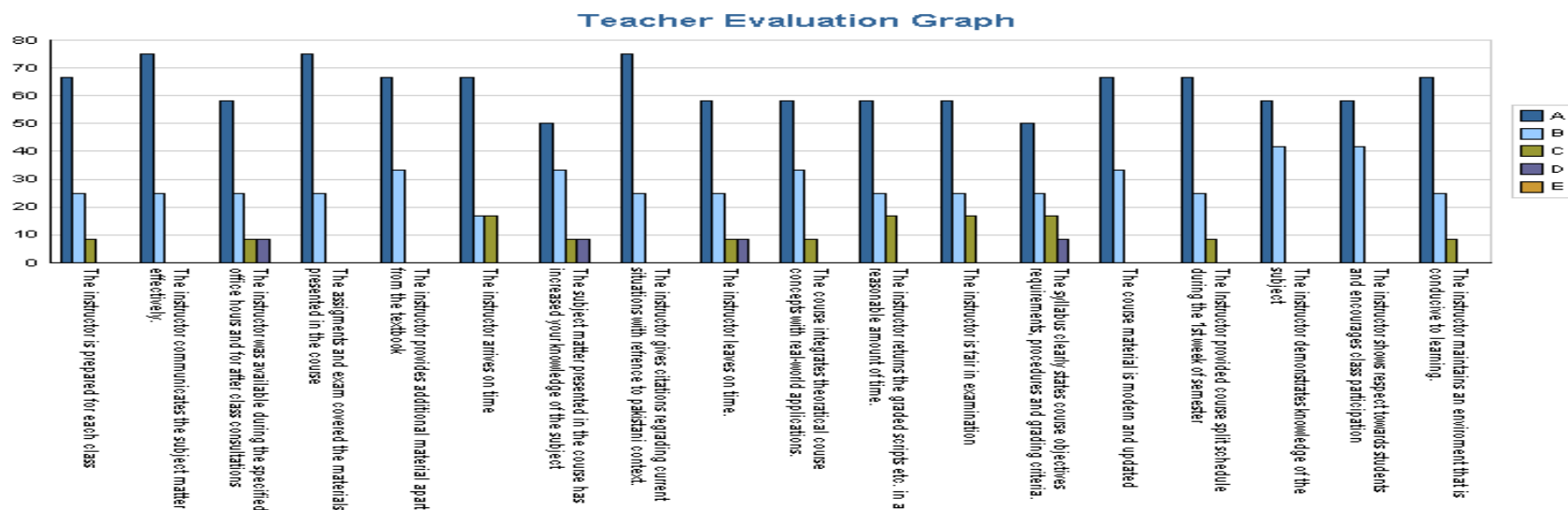
Dr. Akhtar Tanweer



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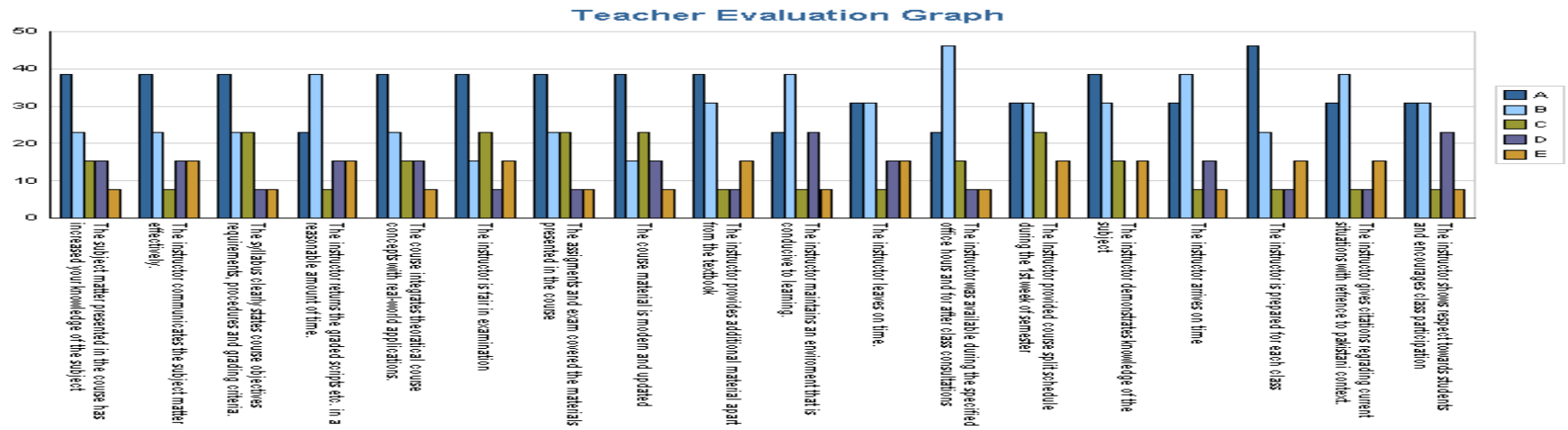
Dr. Temoor Anjum



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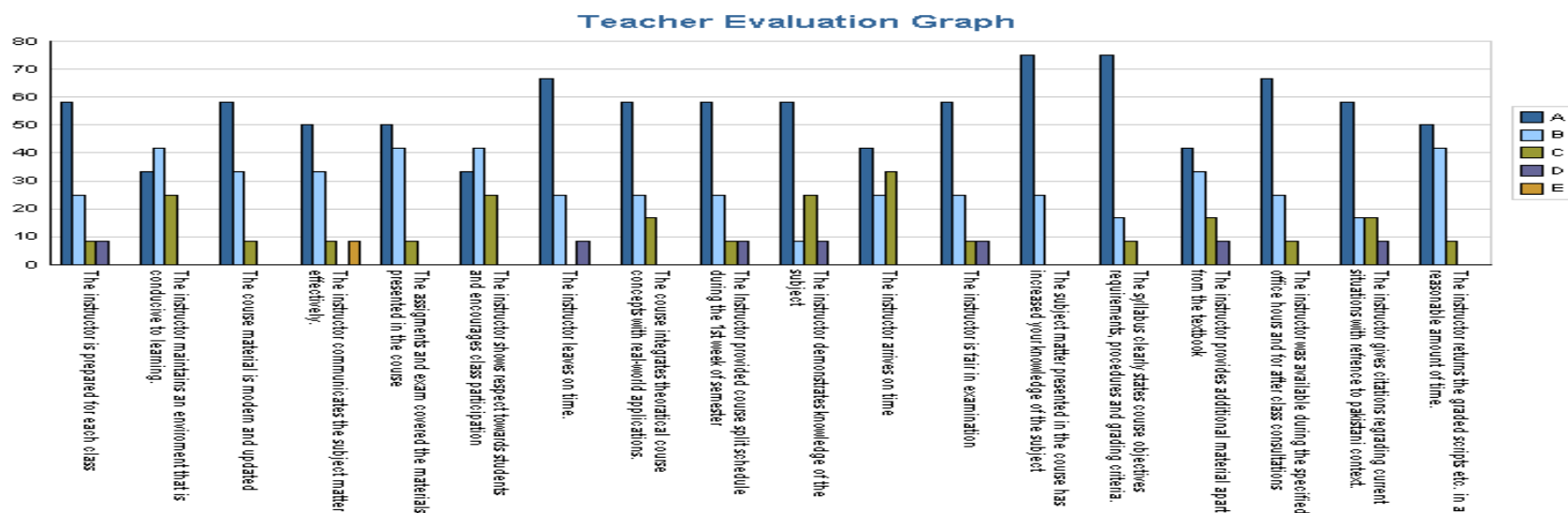
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Dr. Zeeshan Ahmed



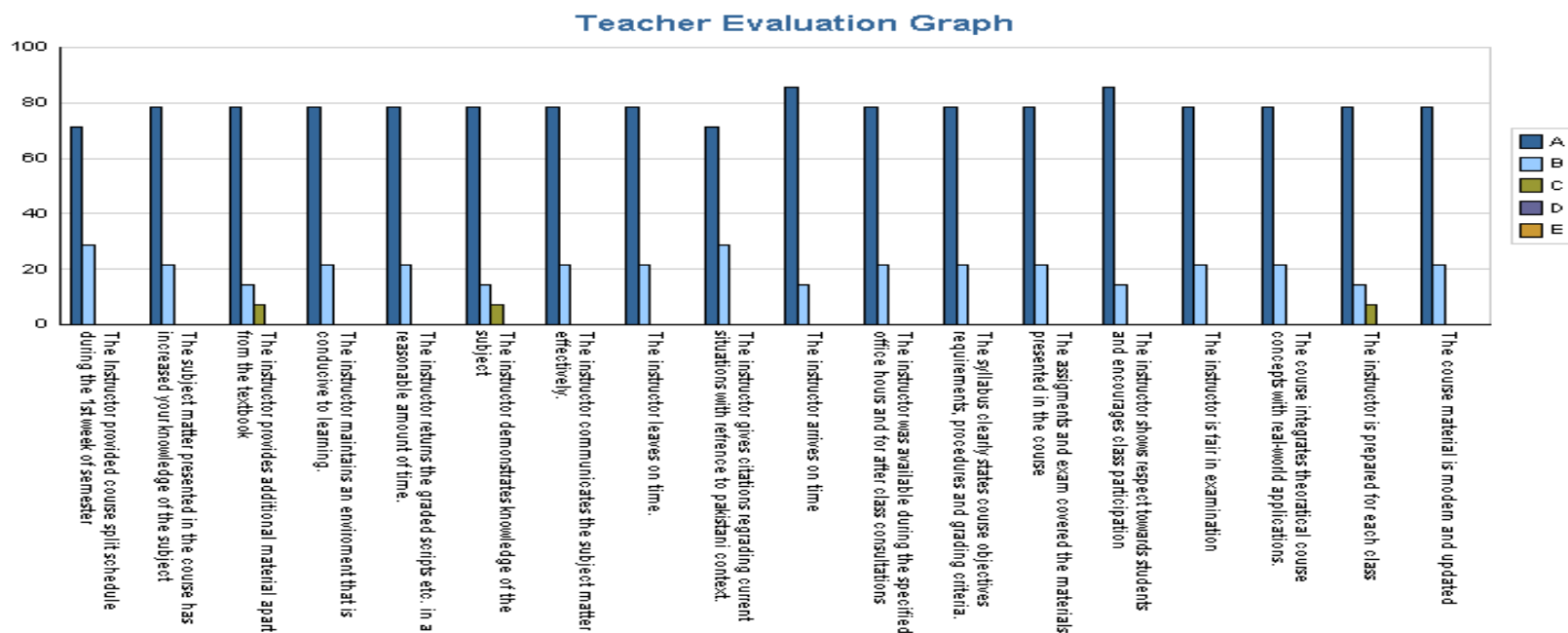
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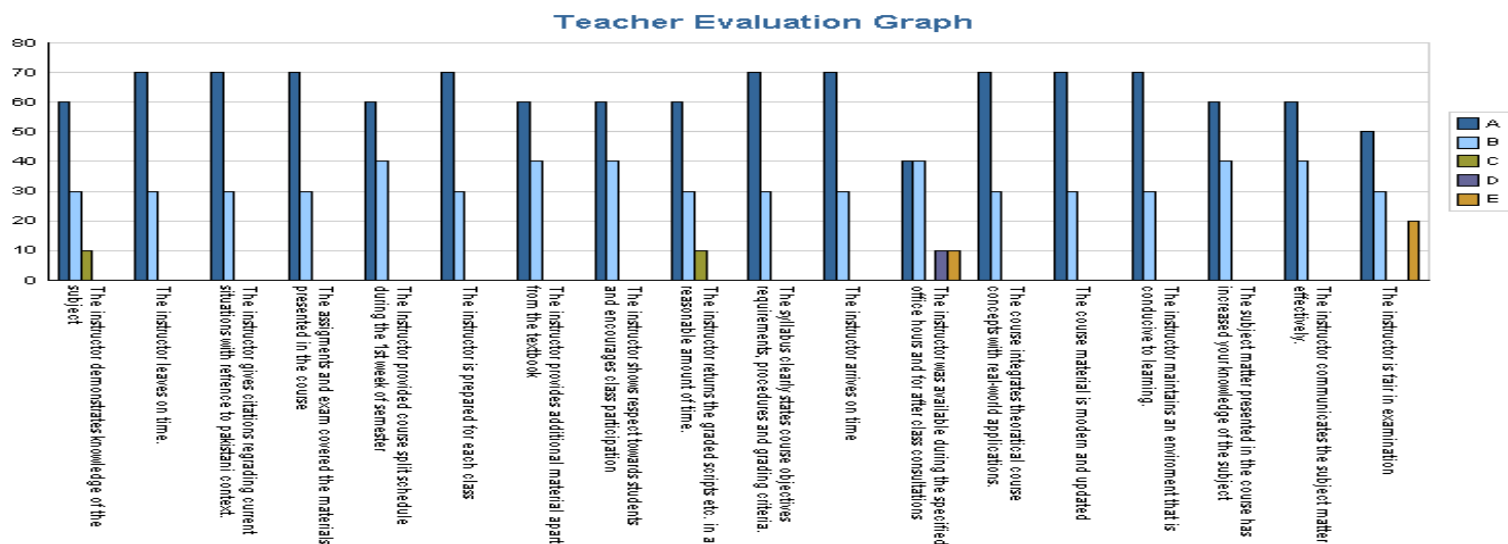
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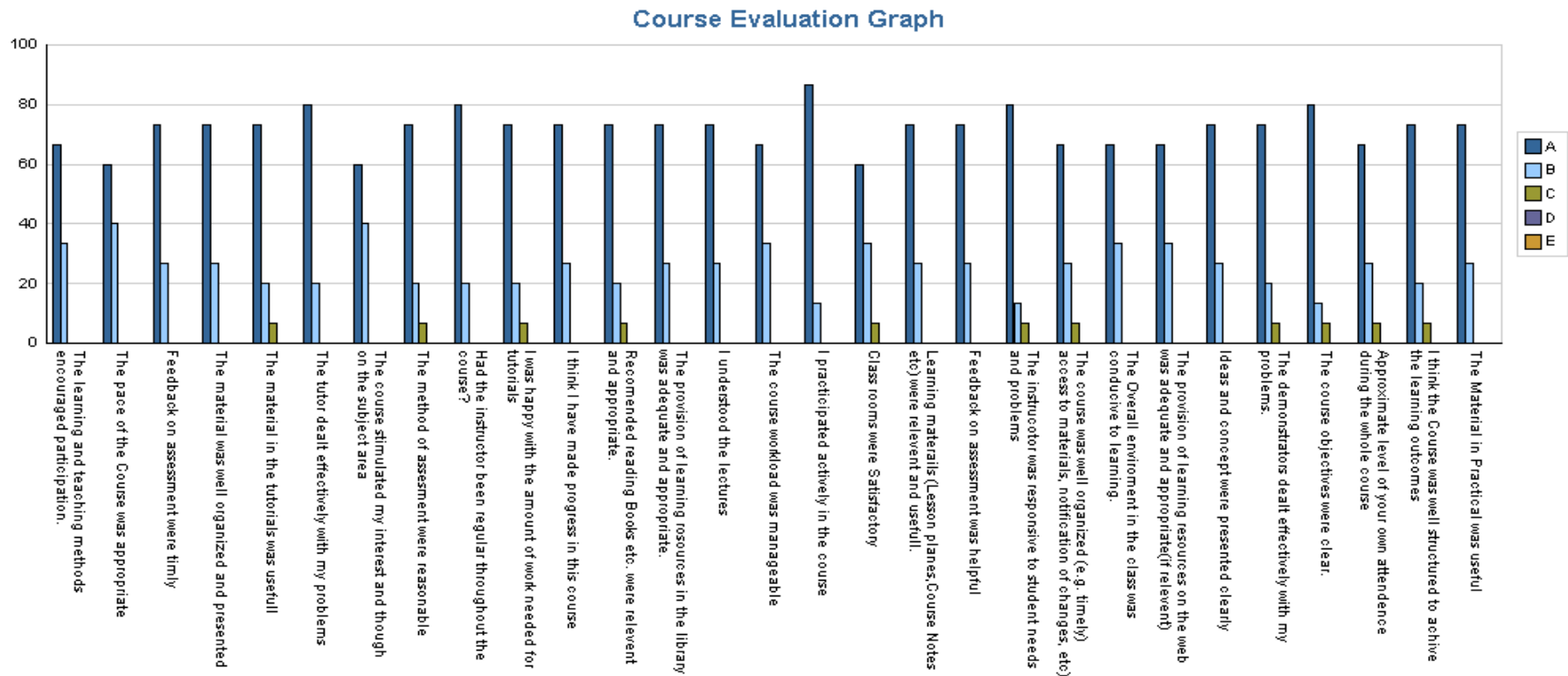
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COURSE EVALUATION

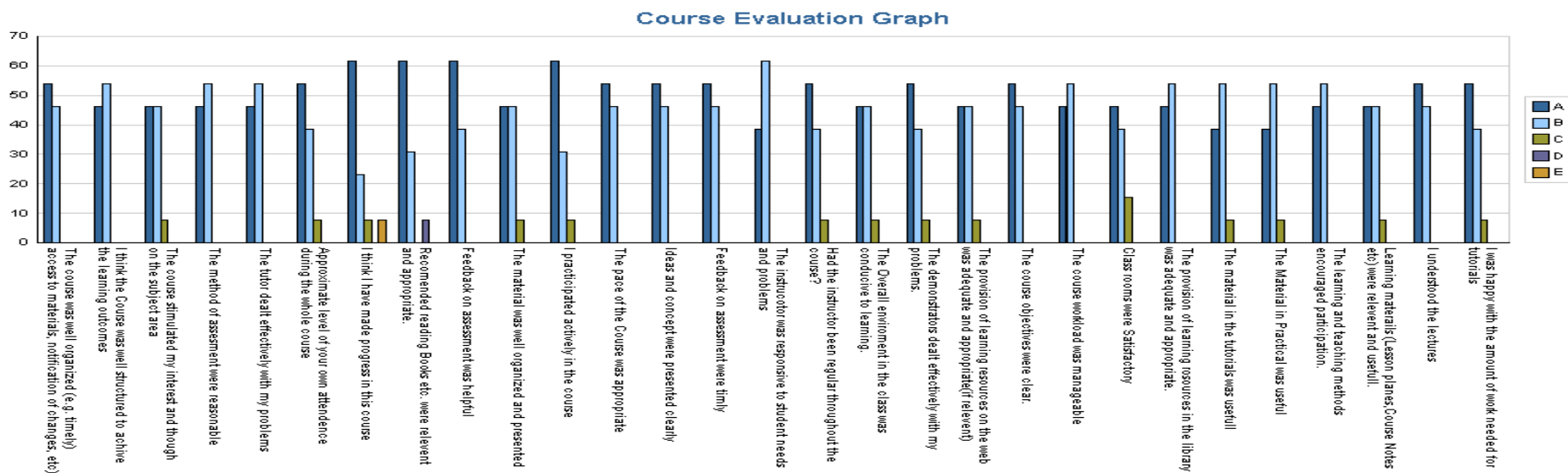
COURSE EVALUATION

Financial Modelling and Risk Analysis (FIN707)



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 are highly satisfied that it shows a good progress. There is need to improve the ideas and concepts.

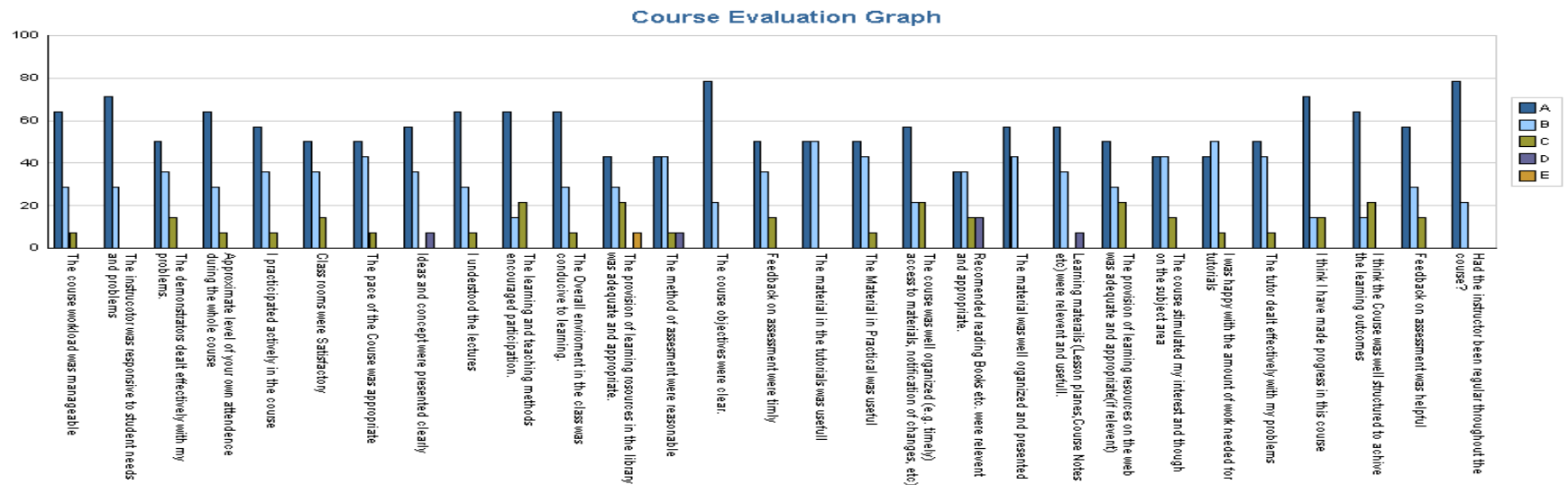
Islamic Banking (FIN709)



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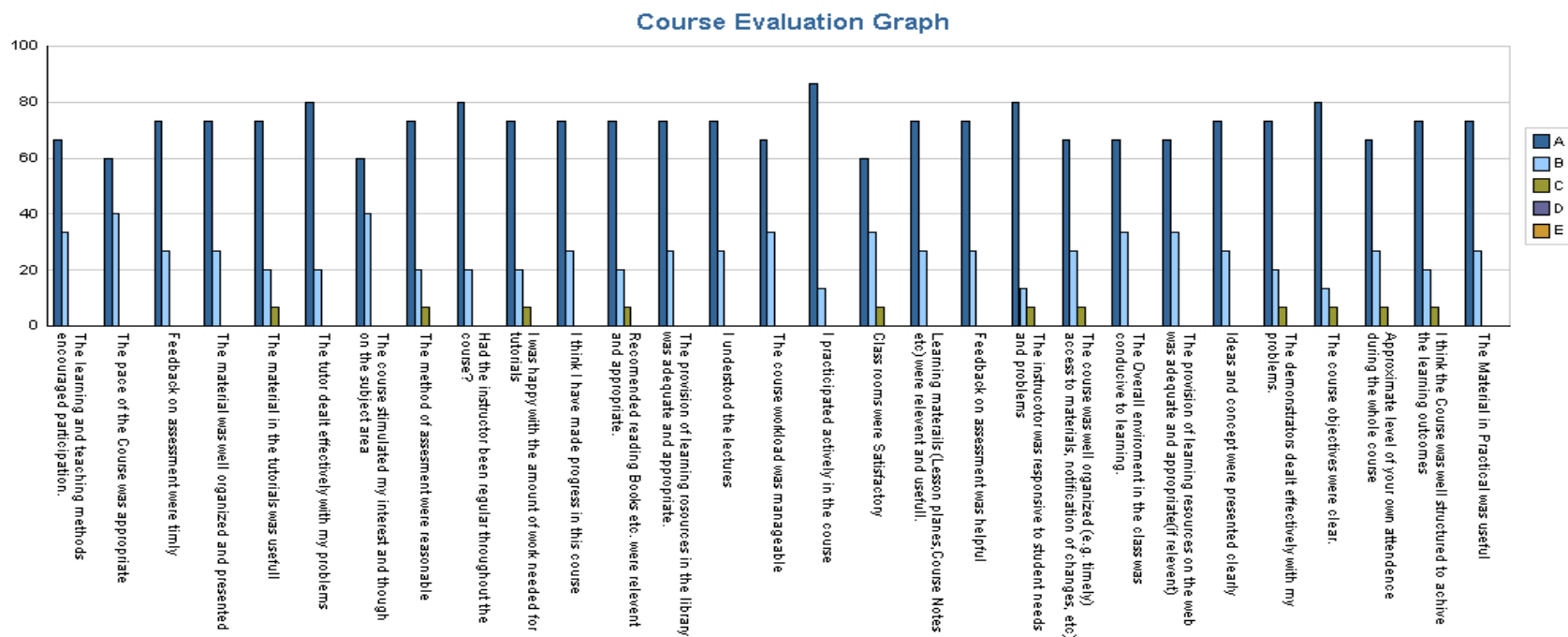
Behavioural Finance (FIN711)



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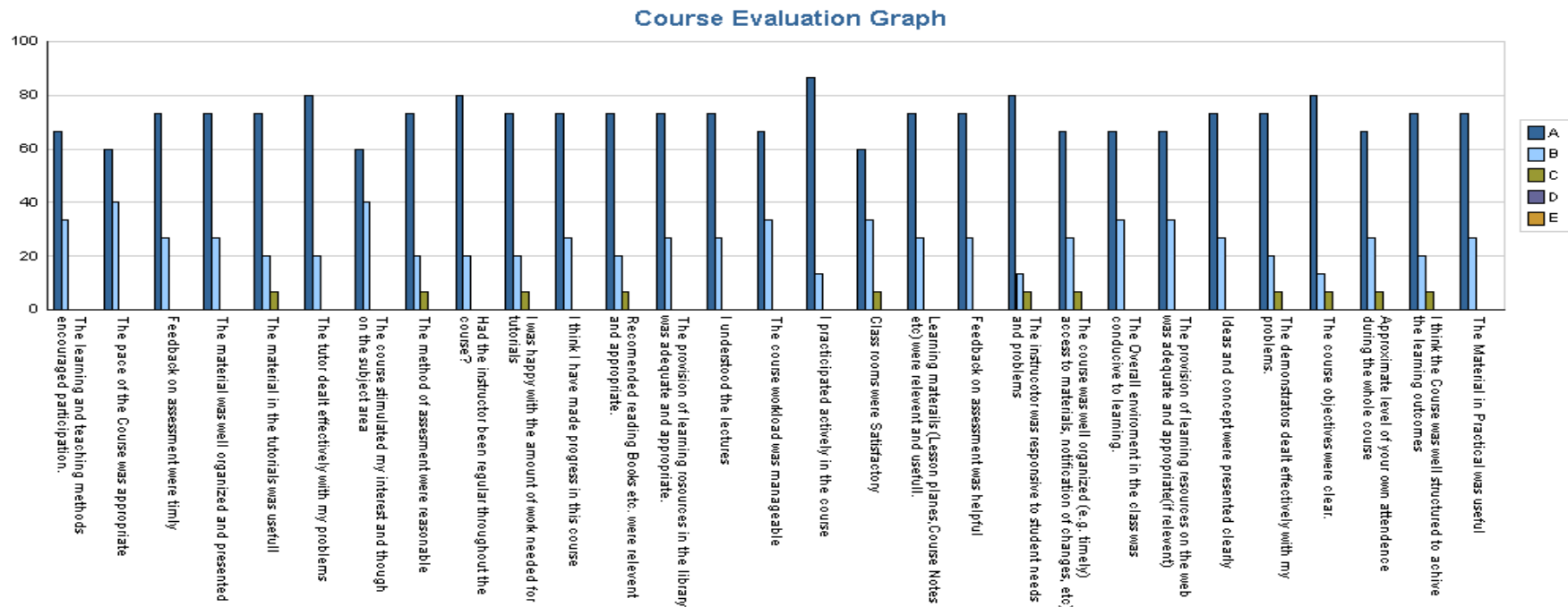
Financial Risk Management (FIN712)



A = Strongly Agree / Highly Satisfactory. B = Agree / Satisfactory. C = Uncertain: D = Disagree / Unsatisfactory. E = Strongly Disagree / Highly Dissatisfied

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Advanced Corporate Finance (FIN713)

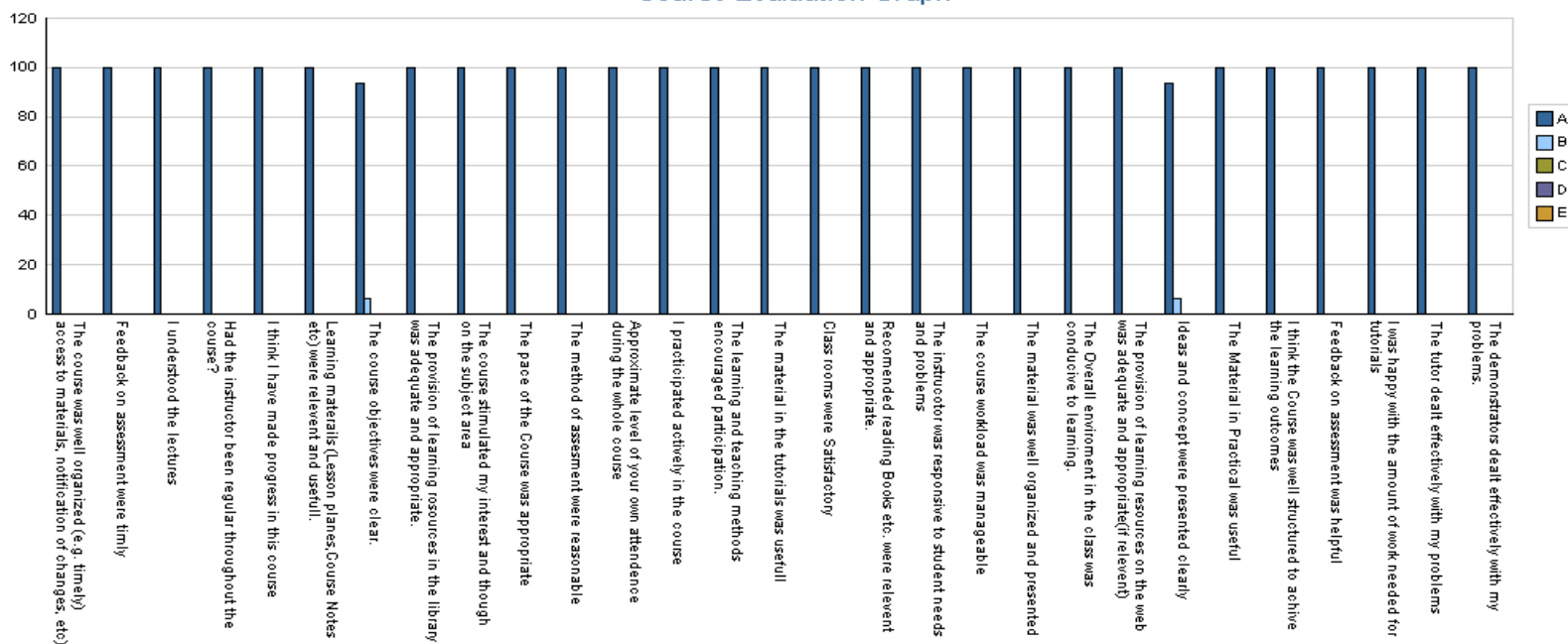


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Performance Management (HRM711)

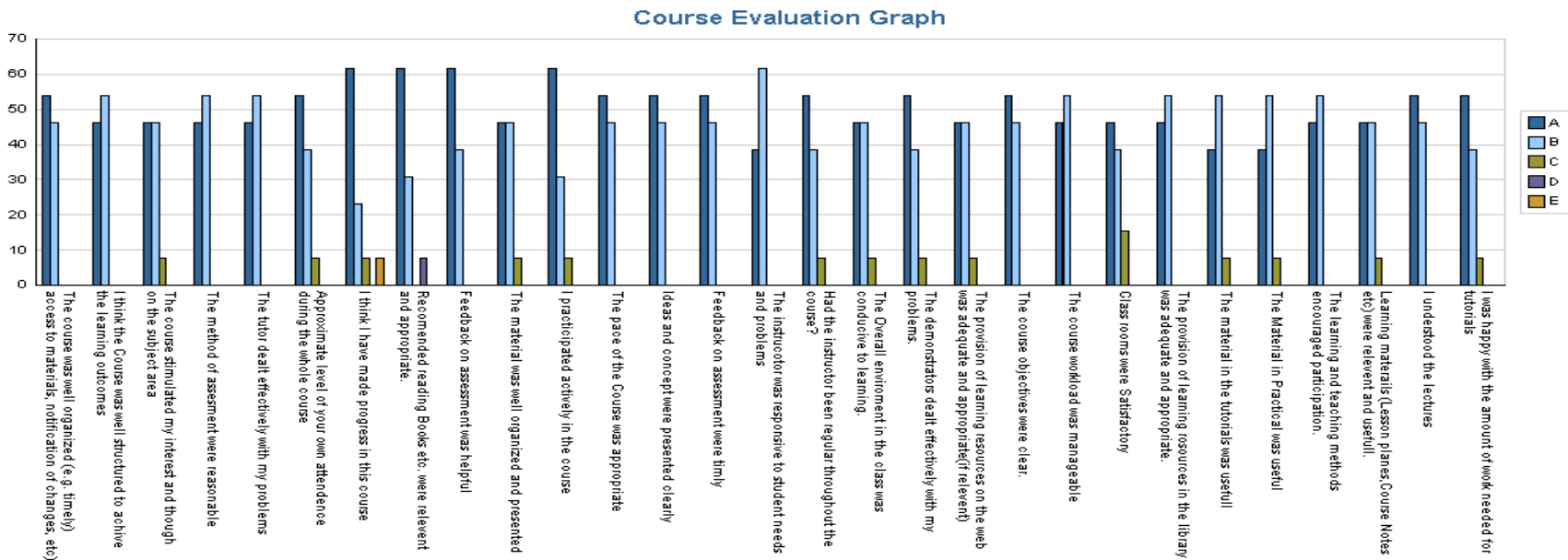
Course Evaluation Graph



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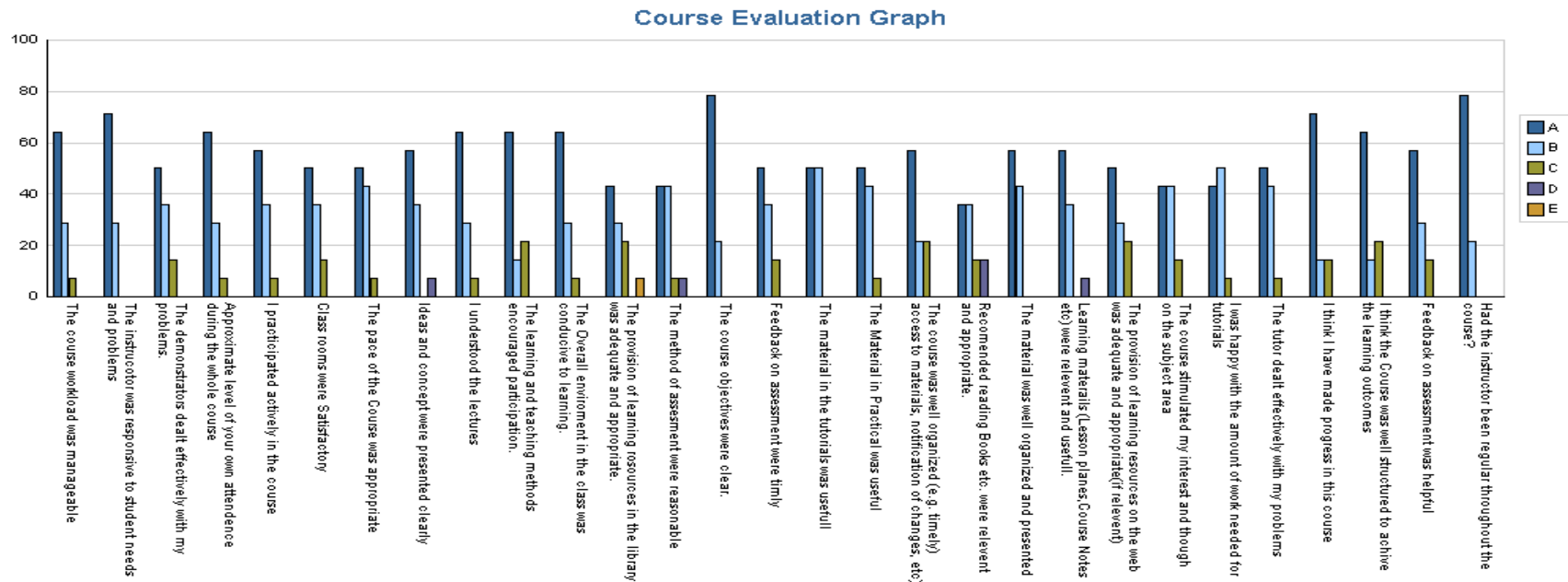
Change Management HRM (HRM713)



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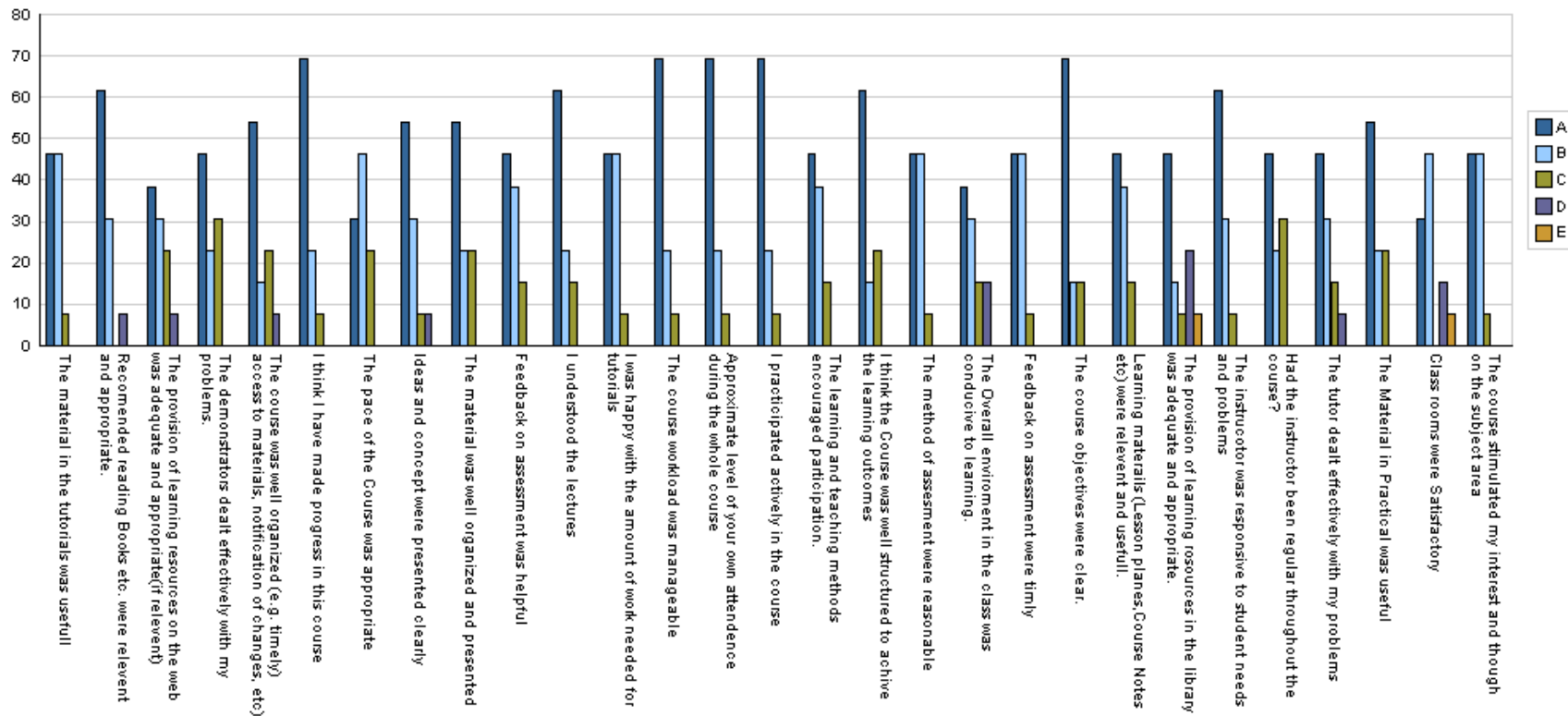
Contemporary Issues in Management (HRM715)



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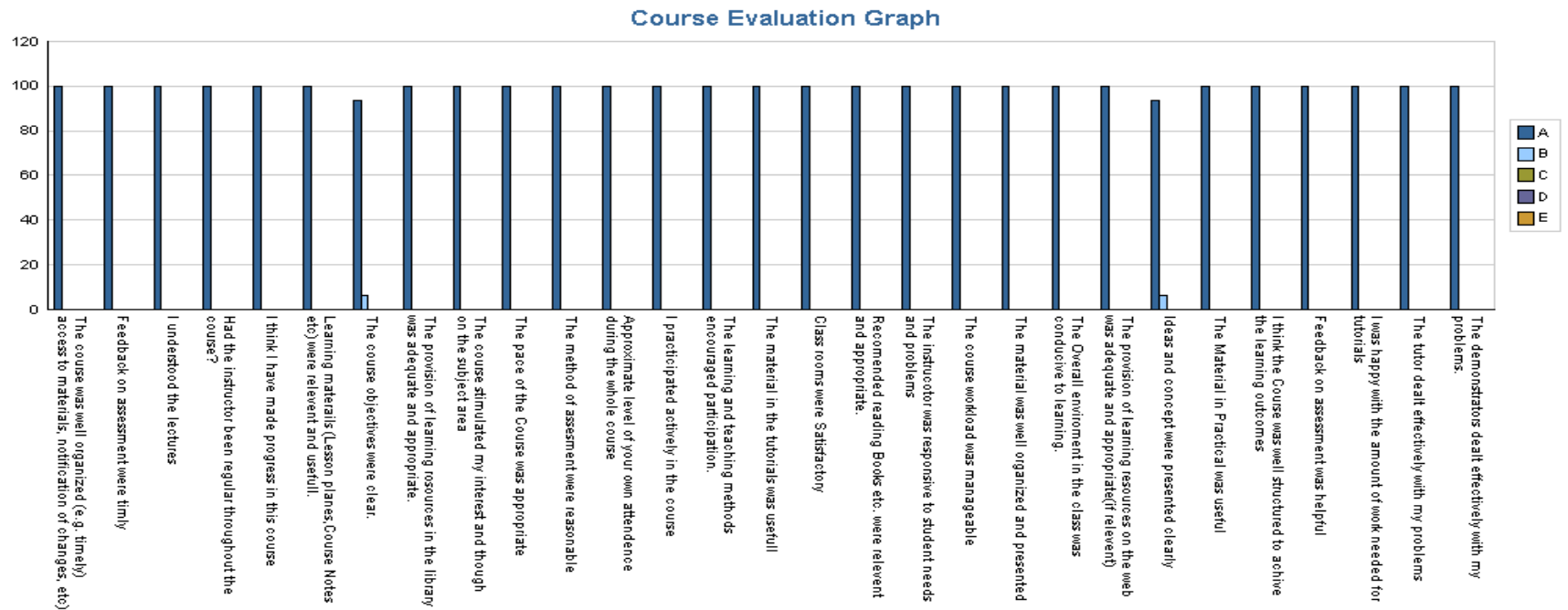
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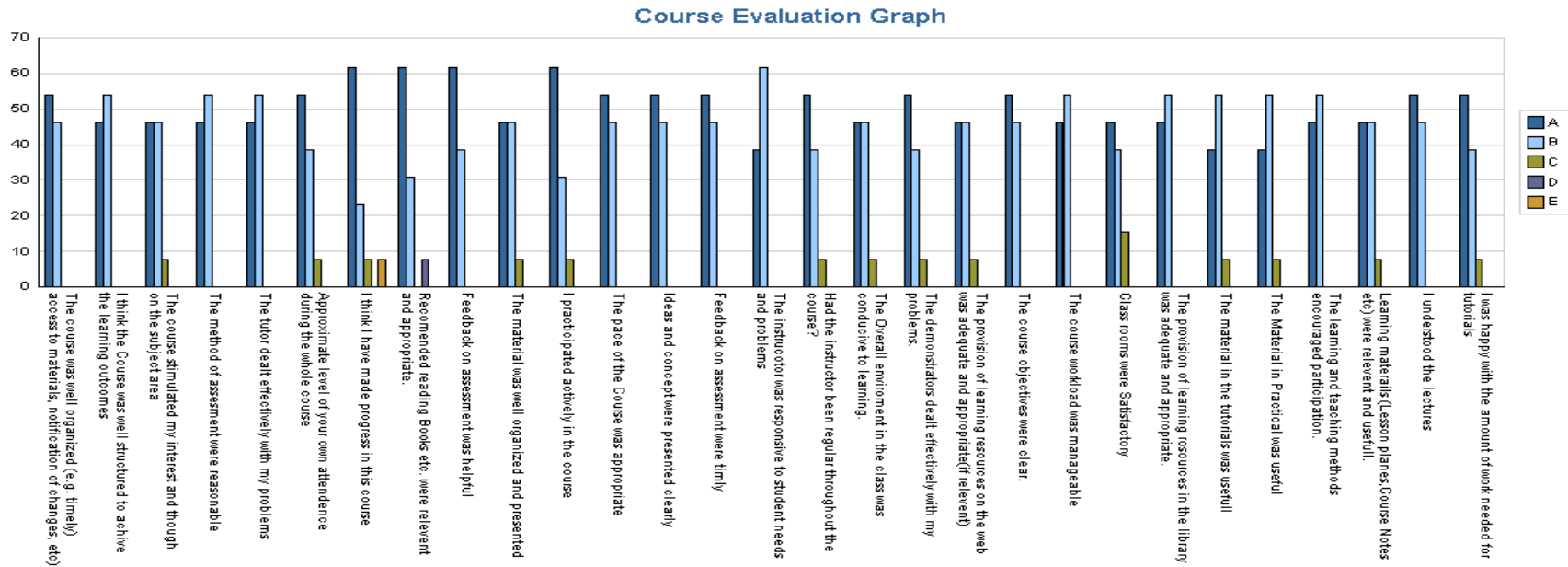
Seminar 1 (MGT719)



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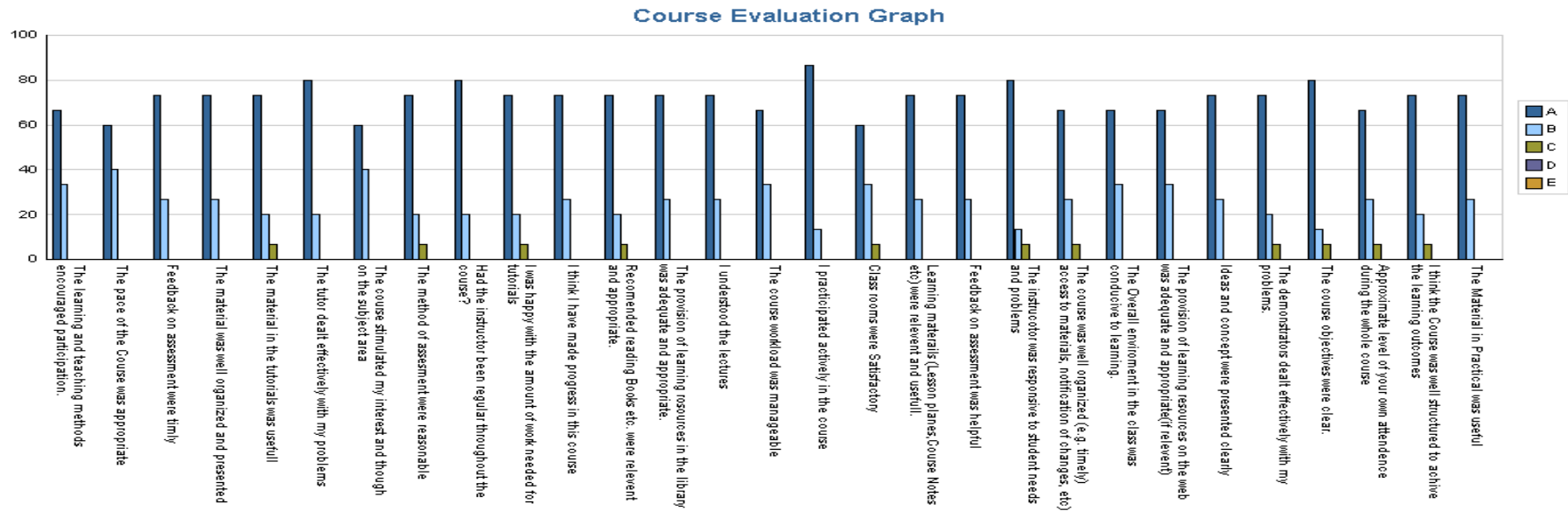
Special Problem (MGT720)



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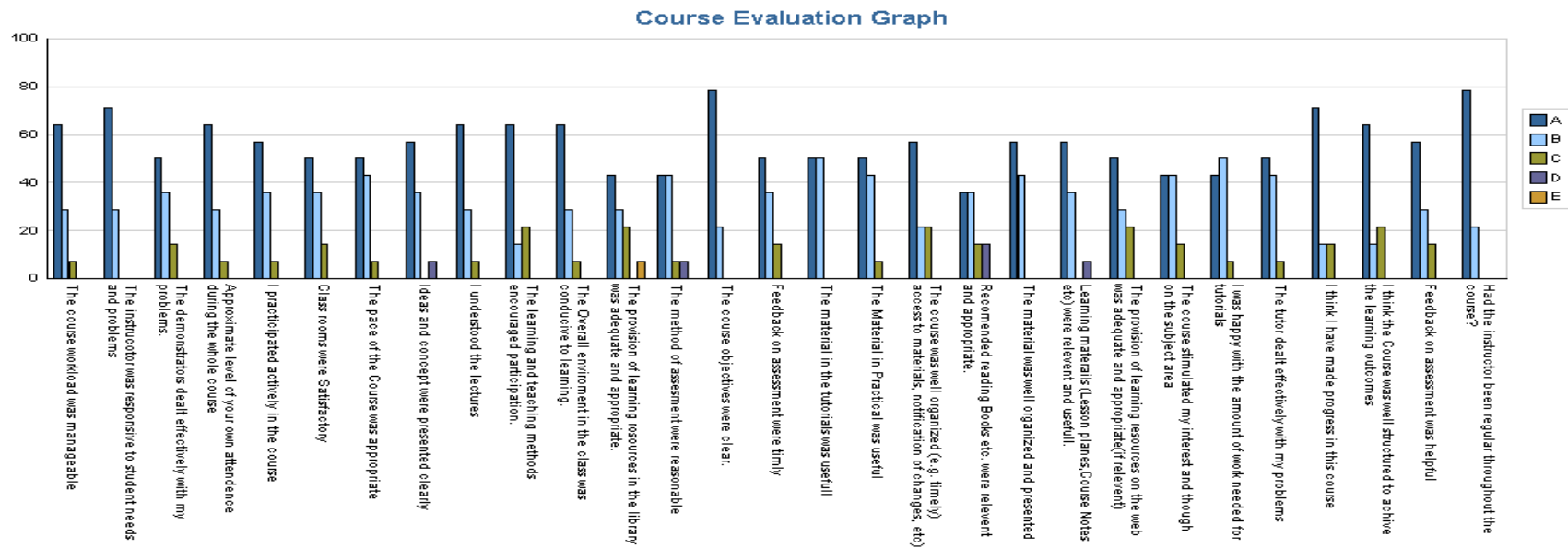
Business Research Methodology (MGT750)



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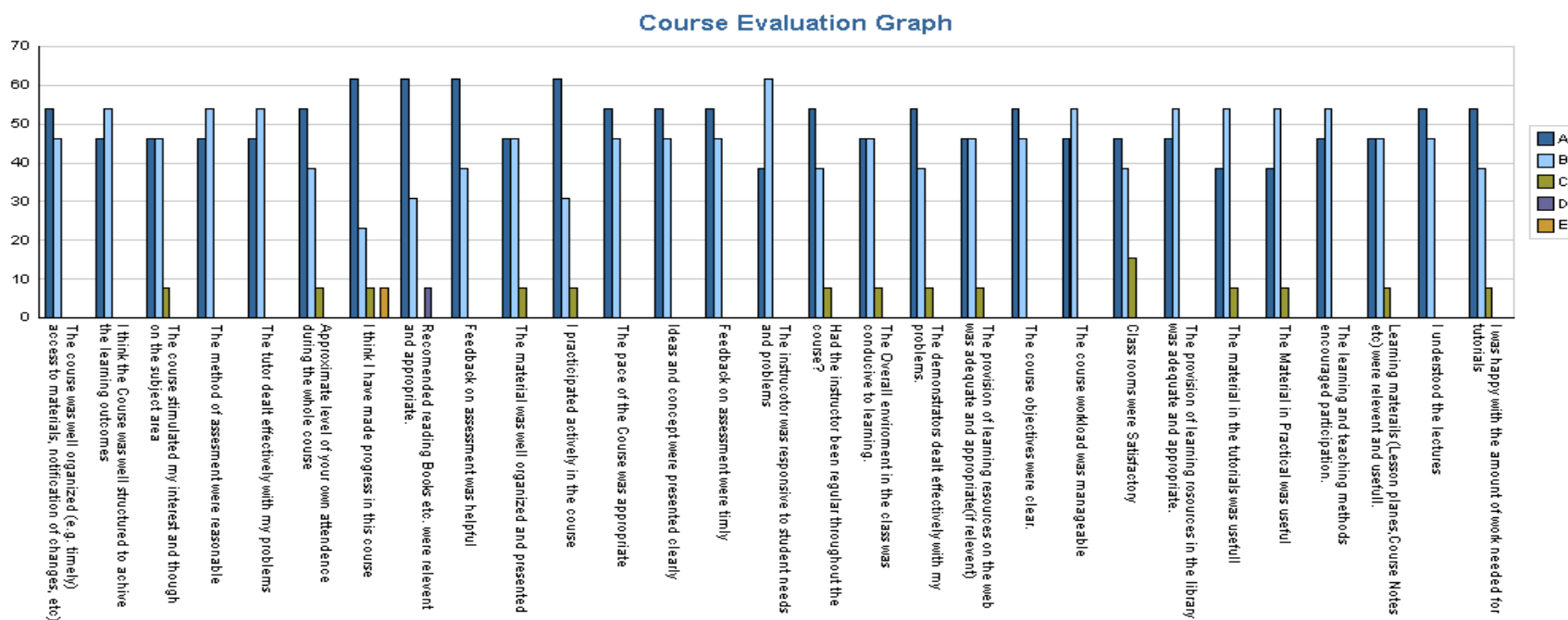
Trends in Global Business (MGT753)



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Management Thoughts and Philosophy (MGT771)

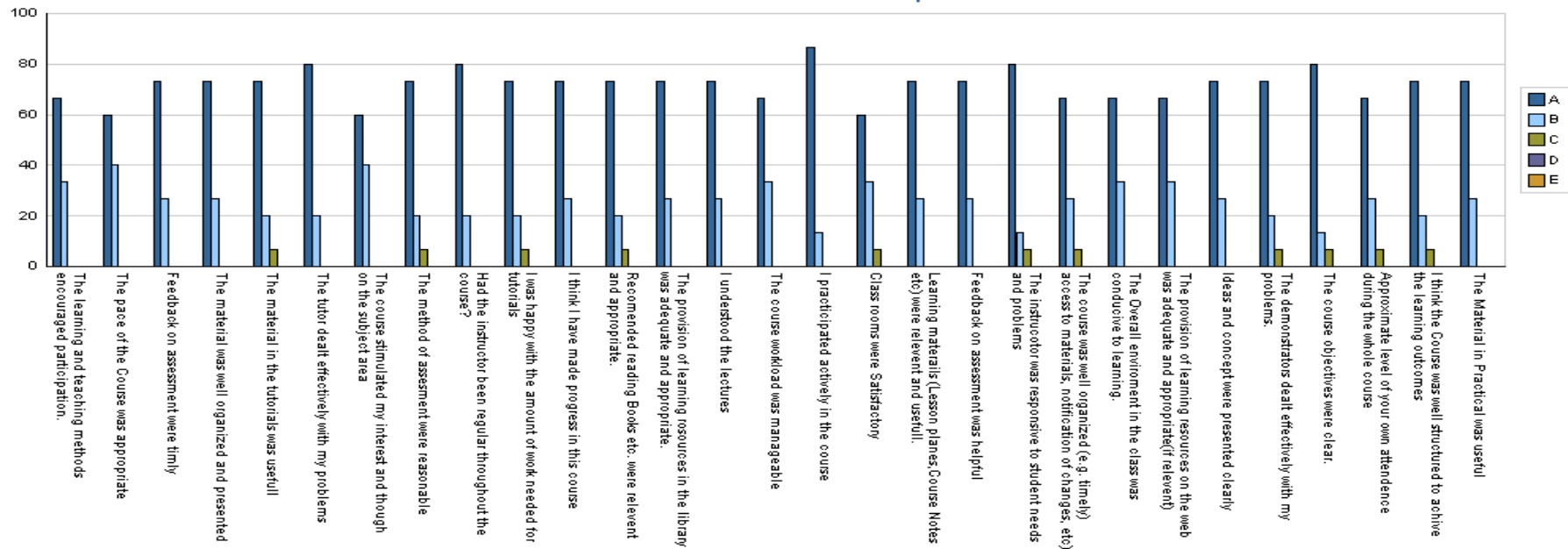


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Advanced Research Techniques (MGT772)

Course Evaluation Graph

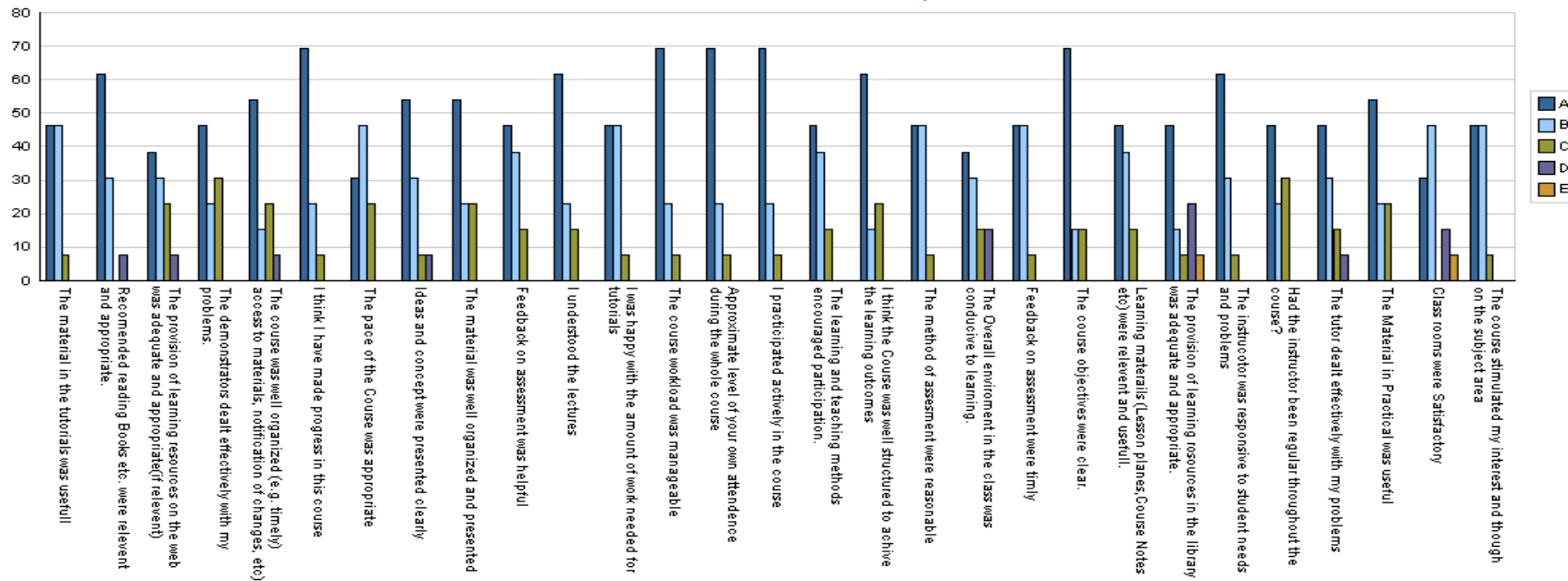


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Research Techniques in Marketing (MGT701)

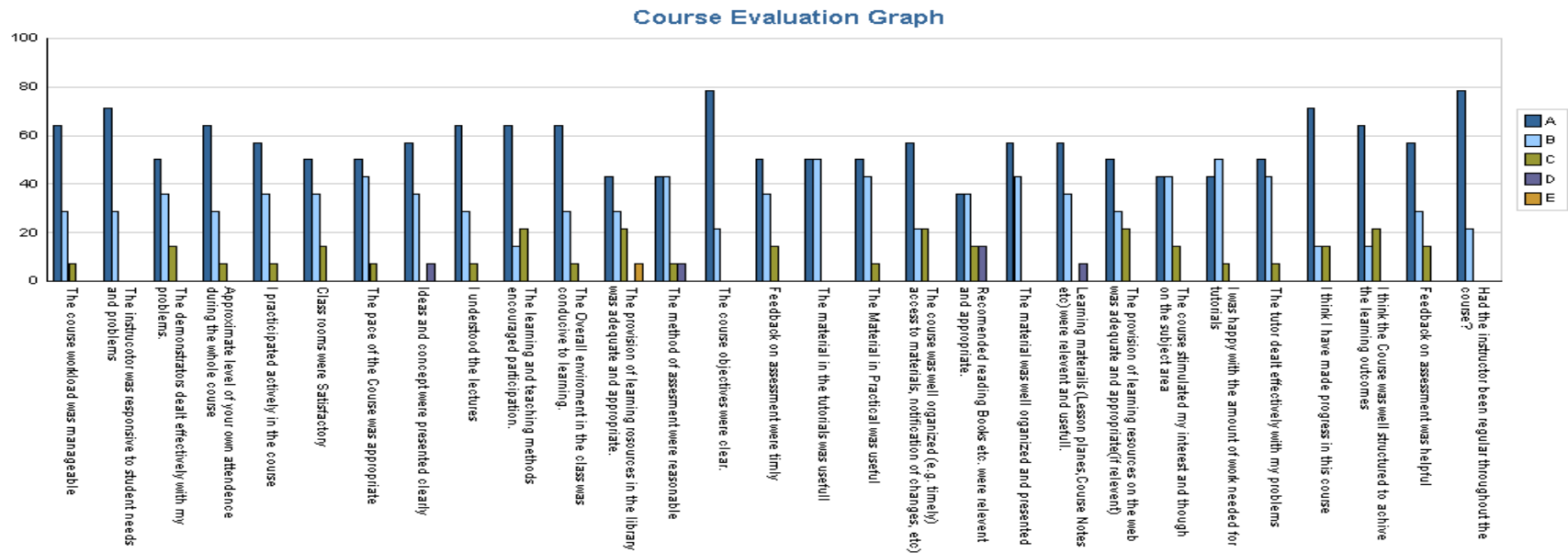
Course Evaluation Graph



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Contemporary Issues in Marketing (MGT707)

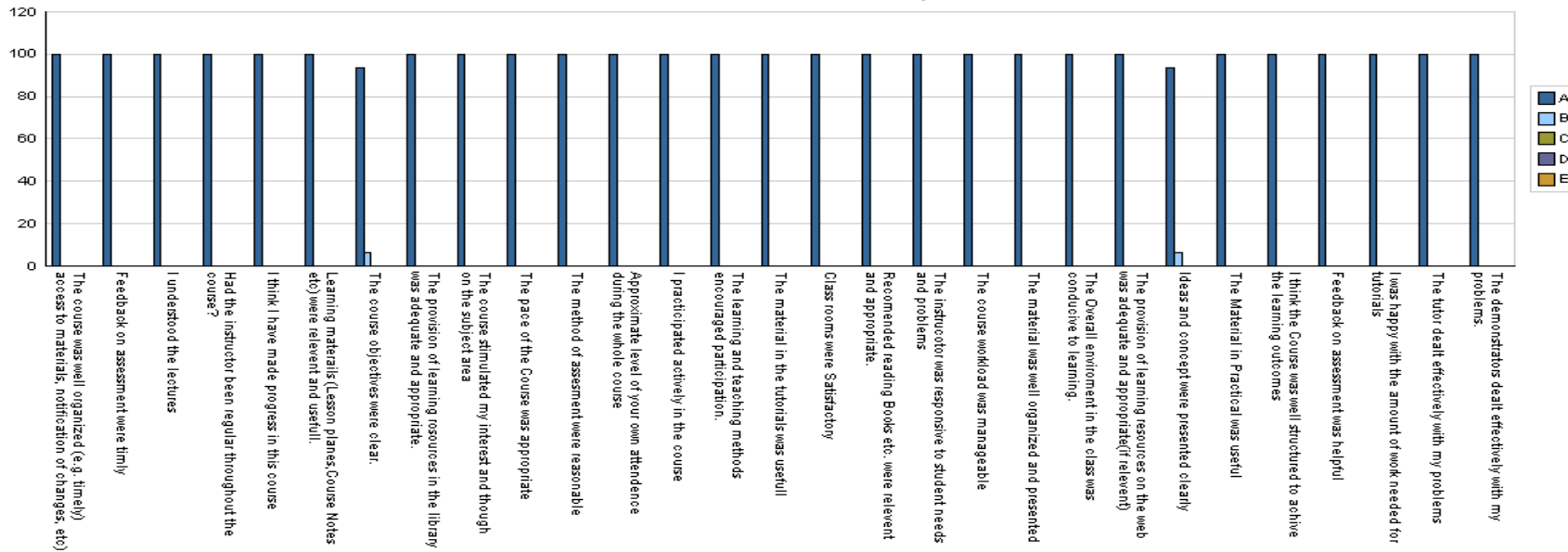


GENERAL COMMENTS: The evaluation suggests a satisfactory performance by the course in all quality aspects. Especially the students were quite content with the course's material, its language, sequence of the topics and clarity of course objectives. But there is a need to make the provision of learning 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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Marketing Policy and Strategy (MGT703)

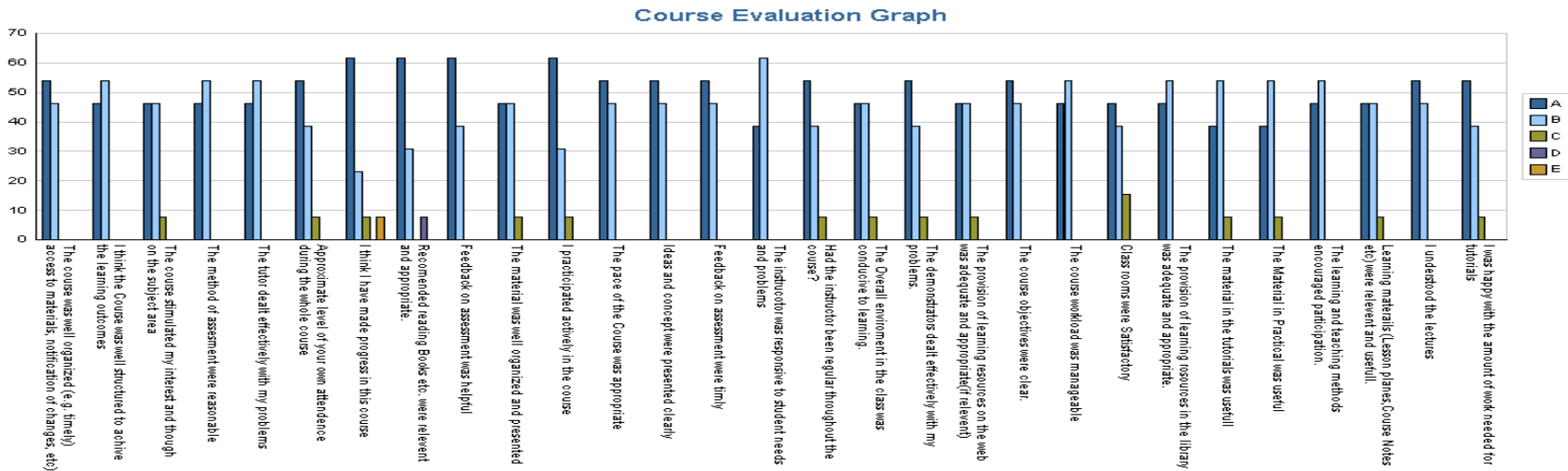
Course Evaluation Graph



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. 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.

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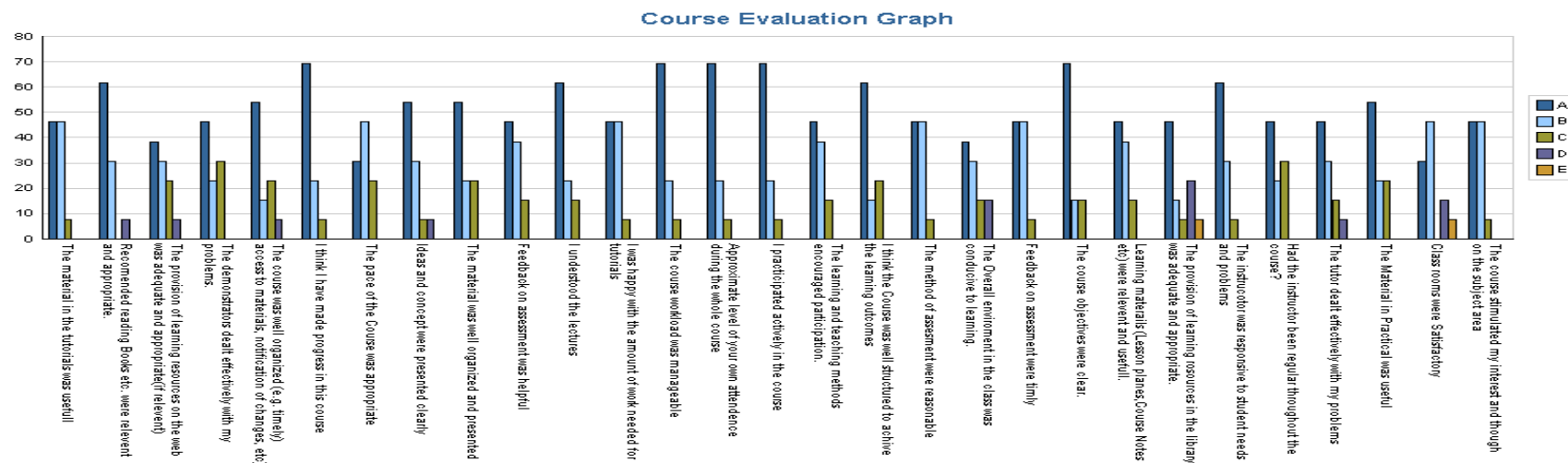
Seminar in Marketing (MKT704)



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.

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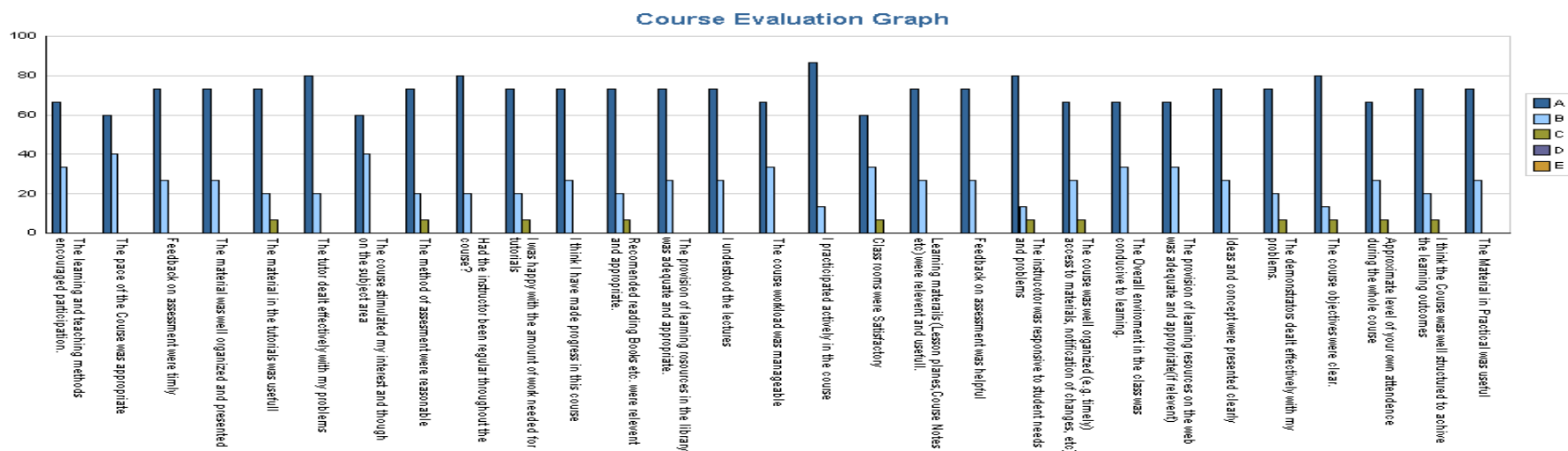
Relationship Marketing theory and practice (MKT714)



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.

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Advanced Statistical and Analytical Techniques (STAT87)



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 are manageable and tutor dealing with course problems is effectively.

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

Faculty members' research activities indicate that there are **52** research publications on the credit of faculty in **Sprint 2020 to Fall 2022** (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 (2021 to 2022)

Faculty	Publication	Others (Conference proceedings)	Projects
Dr. Farida Faisal	2	Nil	Nil
Dr.Muhammad Razzaq Athar	2	Nil	Nil
Dr.BushraZulfiqar	11	Nil	Nil
Dr.AhmedImranHunjra	-	Nil	Nil
Mr.KashifSaeed	-	Nil	Nil
Mr.ShujalIyas	3	Nil	Nil
DrAfsheenFatima	-	Nil	Nil
DrZiaurRehman	11	Nil	Nil
Dr. Asif Zaheer	11	Nil	Nil
Dr. Muhammad Maroof Ajmal	-	Nil	Nil
Dr. Osman Alvi	-	Nil	Nil
Dr. Zoya Khan	-	Nil	Nil
Ms. Sidra Akhtar	2	Nil	Nil
Ms. Anum Shafique	10	1	Nil
Total	52	1	

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 researchers who meet future challenges and could advance academic research by using latest tools.
- 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.

CRITERION 2

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

Degree Title: MS**Purpose:**

MS program is offered after 16 years of education. MS students pursue a 6 credit hour individual thesis. All of the courses of degree program are developed by a committee of experts and learned professors, subject matter specialists from other universities and research organizations in Pakistan. When and if needed, curriculum for the program 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 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. Ordinarily a whole time student shall not be enrolled for more than 21 or less than 12 credit hours in a full semester except for the last semester. In the last semester a student may enroll 3 extra credits from a failed course with permission from the Director of UIMS and another 3 credits if allowed by the Vice Chancellor on recommendations of the Director.
- b. A part-time student shall not take more than 9 credits in a course.

Degree Plan:

The duration of the course for the degree of MS is 1.5 years

- Minimum 3 semesters and maximum 6 semesters for a full time MS student

Pre-requisites: minimum academic requirements

A candidate seeking admission to the course for the degree of MS, he/she must hold bachelors Hons or Masters degree (offered after 16 years of education) for admission along with NTS test, will be determined on the basis of open merit based on marks obtained in the last degree.

Degree requirements

On the whole a student has to study 34 credit hours. In first two semesters, students study core courses. Students are also required to do a research thesis of 06 credit hours. Degrees are awarded after successful completion of the required number of credit hours (courses) followed by internship report, research project and oral presentations.

Minimum Grade Point Average (GPA) for obtaining the degree is 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.

Semester CGPA

First	2.00
Second	2.50
Third	2.50

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:

Mid Examination	30%
Assignments/Quizzes	20%
Final Examination	50%

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 50% for PhD.

SCHEMES OF STUDY OF MS (MANAGEMENT SCIENCES)

Compulsory Courses

S. No	Course No.	Course Title	Credit Hours
1.	MGT-750	Business Research Methodology	3(3-0)
2.	MGT-751	Management, Organizational Policy and Practices	3(3-0)
3.	MGT-752	Advanced Analytical Techniques	3 (3 – 0)
4.	MGT-753	Trends in Global Business	3(3-0)

MARKETING

S. No	Course No.	Course Title	Credit Hours
1.	MKT-701	Research Techniques in Marketing	3(3-0)
2.	MKT-703	Marketing Strategy and Policy	3(3-0)
3.	MKT-707	Contemporary Issues in Marketing	3(3-0)
4.	MKT-711	Theories and Practices in Marketing	3(3-0)
5.	MKT-712	Business to Business Marketing	3(3-0)
6.	MKT-713	Integrated Marketing Communications	3(3-0)
7.	MKT-714	Relationship Marketing , Theory and Practice	3(3-0)

FINANCE

S. No	Course No.	Course Title	Credit Hours
1.	FIN-706	Monetary Theory and Policy	3(3-0)

2.	FIN-707	Financial Modeling and Risk Analysis	3(3-0)
3.	FIN-708	Financial Derivatives	3(3-0)
4.	FIN-709	Islamic Banking	3(3-0)
5.	FIN-710	Economic Analysis and Policies	3(3-0)
6.	FIN-711	Behavioral Finance	3(3-0)
7.	FIN-712	Financial Risk Management	3(3-0)
8.	FIN-713	Advanced Corporate Finance	3(3-0)
9.	FIN-714	Contemporary Issues in Finance	3(3-0)
10.	FIN-715	Stock Market Efficiency	3(3-0)
11.	FIN-716	Advances in International Finance	3(3-0)
12.	FIN-721	Research Paradigms in Finance	3(3-0)
13.	FIN-722	Financial Intermediation	3(3-0)

HUMAN RESORUCE MANAGEMENT

S. No	Course No.	Course Title	Credit Hours
1.	HRM- 705	Learning & Management Development	3(3-0)
2.	HRM- 708	Strategic Human Resource Management	3(3-0)
3.	HRM- 711	Performance Management	3(3-0)
4.	HRM- 713	Change Management and Human Resources	3(3-0)

5.	HRM-715	Contemporary Issues in Human Resources Management	3(3-0)
6.	HRM-716	Research Issues in Human Resources	3(3-0)
7.	HRM-717	Cross-Cultural Management	3(3-0)
8.	HRM-718	Career Management	3(3-0)
9.	HRM-719	Industrial Psychology	3(3-0)

Standard 2-1: The curriculum must be consistent and support the program's documented objectives.

The following table shows that the curriculum of the MS program is consistent with its objectives.

Table 4: Program Objectives Assessment

Subjects	Objectives				
	1	2	3	4	5
MGT-747, MGT-755, MGT-740	+	+	++	+++	+
MGT-757, MGT-749, MGT-763, MGT-748, MGT-741, MGT-745, MGT-746, MGT-731, MGT-765, MGT-772, MGT-775, MGT-776, MGT-778, MGT-738, MGT-780, MGT-787, MGT-789, MGT-791, MGT-792, MGT-793, MGT-794	+++	+	+	++	+
MGT-799, MGT-721	+	+++	+++	++	+++
MGT-765	++	+++	++	++	+
MGT-785	+++	+	+++	+	+

+ = Moderately Satisfactory

++ = Satisfactory

+++ = Highly Satisfactory

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

Table 5: Detail of courses representing theoretical background, problem analysis and solution design.

Elements	Courses (Codes)
Theoretical Background	MGT-755, MGT-757, MGT-758, MGT-765, MGT-776, MGT-778, MGT-738, MGT-746, MGT-780, MGT-787, MGT-789, MGT-794
Problem Analysis	MGT-756, MGT-772, MGT-775, MGT-740, MGT-741, MGT-747, MGT-748, MGT-791, MGT-792, MGT-793
Solution Design	MGT-799, MGT-721, MGT-731, MGT-745, MGT-749, MGT-763

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.

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

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.

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

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

Standard 2-6: Information Technology Component of the Curriculum Must Be Integrated Throughout the Program

MS students have already read Information technology courses at graduate level as recommended by HEC national revised curriculum outline so no such courses are added in schemes of study. However, there are few courses that involve application of computing skills previously learned. These include data analysis and decision making, Project management, Financial Modelling and Risk Analysis and Financial Risk Management.

Standard 2-7: Enhancing Oral and Written Communication Skills of the students

The schemes of study do not include any course that is directly aimed at enhancing oral and written communication skills. However, MS students are asked to write term papers on

specific research topics which are presented orally and in report form. This practice enhances not only their research skills but also their communication skills.

CRITERION 3: LABORTIES & COMPUTING FACILITIES

Information regarding laboratory would be covered in this section

Lab Title: Computer Lab 1 & 2

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:	SPSS, Eviews
Major Apparatus/Equipment:	Computers
Safety regulations:	No specific safety regulations are there.

CRITERION 3

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

The laboratories are spacious and adequate. The computers and air conditioner are working properly. LED's have been installed for the students and teacher conveniences.

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

Currently two-lab attendant are available to maintain the computers and to ensure the availability of internet. They have the basic understanding of computers, however lack technical education. However, In case of any issue immediate help is sought from the IT department or the Data center available in the university.

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

Computing facilities support: is available to the students as well as the faculty.

Computing infrastructure: Two computing labs each 25 computers strong. Out of these total 50 computers, 50% have Intel core 2 duos processors and rest 50% has Intel core i-3 processors. These computing facilities are sufficient for students admitted in a business education programme.

CRITERION 4

CRITERION 4: STUDENT SUPPORT AND ADVISING

The support programs for students are organized by the University which provides information about admissions, scholarship schemes, seminars and conferences. The Institute in its own capacity arranges orientation and guided tours of the institute. The Directorate Student Affairs also conducts various cultural activities and takes care of students' problems. The institute provides adequate support to students in order to complete their degrees in timely manner and advises on choice of majors as well as possible employment opportunities.

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

At MS level, subjects/courses are in accordance with the approved curriculum while assuring the relevant HEC criteria as well. The university has student intake twice a year.

Standard-4.2: Courses in the major area of study must be structured to ensure effective interaction between students 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 updated on the latest developments in the area. In the board of faculty meetings, the courses are structured and decided.

- Students are encouraged to ask questions in class and after the classes. To enhance this culture, faculty members interact frequently among themselves and with students at the beginning of each semester.
- Effective interaction between each section of classes is emphasized and encouraged.

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.

Following steps have been taken to provide guidance to the students in different ways:

- The details are provided to each candidate in print form in the shape of prospectus.
- The program structure and details are provided on the website.
- Admission office helps the students to inform about the program requirements.
- Personal interaction and communication between the teachers and the students.
- Within the University hours, students can also contact and coordinate meetings with the relevant teachers whenever they face any problem.
- The Directorate of Placement Bureau has been established keeping in view the need for exploring job opportunities for the university graduates.

CRITERION 5

CRITERION 5: PROCESS CONTROL

This section deals with the process of admission, registration, faculty recruitment and other such activities.

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

The process of admission is well established and is followed as per rules and criteria set by the University. For this purpose an advertisement is published in the national news papers by the Registrar office.

- Admissions are done once a year in August - September.
- Admission criterion for MS is Masters/BBA (Hons.) with minimum of second division; Along with GAT/NTS test with minimum score of 50 out of 100.
- Admission criteria are reviewed every year at appropriate forums before the announcement of admissions and any changes or modifications need to be approved by the academic council.

Standard-5.2: The process by which students are registered in the program and monitoring of students progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

- After the completion of admission process, the student name is forwarded to the Registrar office for proper registration in the specific program. Then the registration number is issued to the student.
- Students' evaluations are made through Mid, Final, quizzes, assignments, term projects, and presentations during the course of study.
- For each degree the process of registration is carried out once, the candidates' enrollment is done each semester, and the evaluation is made on the basis of semester results.
- Promotion of the students to the next semester is based on the fulfillment of the University criteria.

Standard-5.3: The process of recruiting and retaining highly qualified faculty members must be in place and clearly cemented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

The institute follows the recruitment policy of the University which 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 complied with.
- Every possible effort is made to retain the faculty. Although being a public sector university, it is not possible to include incentives in our reward system, but motivational techniques are used effectively.

Standard 5-4: the process and procedures used to ensure that teaching, delivery of course material to the students emphasizes active learning, and that course-learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.

Keeping in view the new technological changes, innovations, and industry requirements, the institute periodically revises the curriculum to maintain and provide high quality teaching.

- Introduction and inclusion of new courses in the curriculum on the basis of emergence and demand of new fields.
- The institute's library makes sure the availability of Asian editions for existing as well as updated books for taught courses. The institute's library also provides facilities of documentation and internet.
- Study material prior to the lectures, multimedia, slides and handouts are provided as supplements for most of the lectures.
- The aim and the efforts remain the same that the courses and knowledge imparted meet the objectives and outcome. The progress is regularly reviewed in the staff meetings.

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

The commencement date of examination is announced by the controller of examinations. At the end of 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 breakup and marks' distribution of each component of examination is prescribed as below:

Mid Examination	30%
Assignments	20%
Final Examination	50%

Grade points are as follows

Marks Obtained	Grade	Grade point	Remarks
80-100%	A	4	Excellent
65-79%	B	3	Good
50-64%	C	2	Satisfactory
Below 50%	F	0	Fail

CRITERION 6

CRITERION 6: FACULTY

Standard 6-1: There must be enough full time faculty who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D. in the discipline.

Currently there are 22 full time faculty members (excluding the director of the institute), one of them are 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 faculty.

Table 6: Faculty distribution by program areas

Program/Area of specialization	Courses in the area and average number of sections	Number of faculty members in each area	Number of faculty with PhD degree
Finance	8 courses	8	2 PhD
Human Resource Management	6 courses	5	2 PhD
Marketing	6 courses	3	-3PhD

Besides the data shown in table-7, an Associate professor holds a PhD degree in Economics and the Director of institute holds a PhD degree in Operations Management. PhD degree of nine faculty member and MS degrees of two faculty members are in progress.

Standard 6-2: All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place. Effective Programs for Faculty Development

- Professional training and availability of adequate research and academic facilities are provided to the faculty members according to the available resources.
- Currently one member is abroad on study leave for doctoral degree as sponsored by the HEC whereas; 5 members are doing their Ph.D. degrees from local universities.
- 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.

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- 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.

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

Faculty Survey

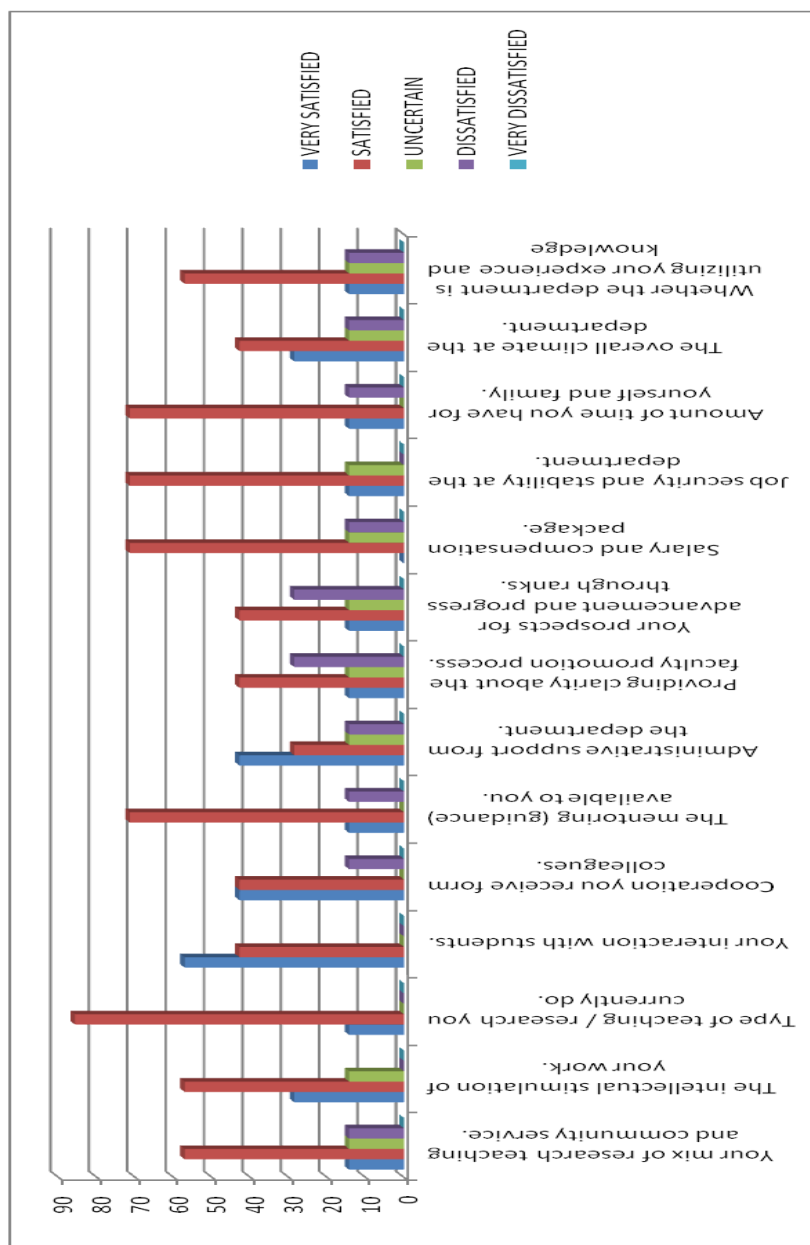
The faculty looks quite content with the department except for the clarity about promotion process and their prospects for advancement. The survey revealed the following best factors that are responsible for enhancing faculty's motivation and job satisfaction:

- 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
- Faculty Development Training/ National/International exposure to keep abreast with the current trends.
- 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.



This survey shows that in most of the areas the faculty members are satisfied with the overall policies. However one major area where faculty is not happy is the salary and

compensation. The University may keep this thing in mind that the private sector in same discipline is offering much better compensation packages.

CRITERION 7

CRITERION 7: INSTITUTIONAL FACILITIES

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

The faculty has access to internet and HEC digital library which is very helpful for the high quality education and producing research of international standard. The institute has also developed its own digital library that provides 500-600 on line books.

However the department has the following shortcomings/problems:

- There is not sufficient trained supporting staff for IT based systems. Therefore, maximum utilization of resources is restricted.
- Shortage of Multimedia hampers its usage in the classrooms and thus reduces efficiency.

Standard- 7.2: The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.

The Institute's Library is technically equipped however there are limited numbers of books that can only meet basic requirements. It has 3500 books of various disciplines gradually growing but at a slow pace of about 200 to 300 books a year. The library also has a limited number of periodicals that include The Time, Pakistan and Gulf Economist, Aurora and Spider. It has no collection of scholarly Journals of business and also lacks in Handbooks on any Business Administration topic.

It's a small library in term of space and facilities with no catalogue systems. The library has one attendant and a computer assistant. Both work on alternate hours as attendants. The library staff needs to be enhanced along with catalogue system implementation and more space allocation to the library.

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

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 up-gradation.

CRITERION 8

CRITERION 8: INSTITUTIONAL SUPPORT

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.

Standard 8-1: There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them.

Although the contribution in terms of revenues is considerable on part of the institute yet there are insufficient financial resources to maintain the present needs of the department. Keeping in view the programs run by the department as well as the number of student, there is a need for enhancing the building/area capacity of the institute. This enhancement shall overcome the limitations faced by the faculty for their private spacious rooms (to manage the study materials, students' meetings and research work) as well as library needs (spacious, with silence and faculty zones) and computer labs. To maintain and enhance the competences of the faculty members, opportunities for improvement in qualification and foreign trainings may be provided.

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

The intake of MS students is twice a year. A strict merit policy is applied during admission.

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

Library Budget: The institute is provided with Rs. 250,000 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.

For students enrolled in MS computer labs are not a problem as all the enrolled students get a laptop from president's laptop scheme.

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 enrolment of approximately 75 students in MS and MBA-1.5 (combined) 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 22 people that include 11 lecturers, 09 Assistant Professors and 2 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.

Annexure 1: List of Publications by Faculty

Dr.Farida Faisal

Noor, M. N., Faisal, F., Fiaz, M., Mansoor, M., & Ali, M. M. G. (2021). Nurses' Experiences Of Horizontal Hostility: A Study Of Public Sector Hospitals Of Pakistan. *Webology (ISSN: 1735-188X)*, 18(5).

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Dr.Muhammad Razzaq Athar

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Ms. Bushra Zulfiqar

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Annexure 2: Detail Course Contents

SCHEMES OF STUDY OF PhD (MANAGEMENT SCIENCES)

Compulsory Courses

Course Code	Course Title	Credit Hours
MGT-771	Management Thoughts and Philosophy	3 (3 – 0)
MGT-772	Advanced Research Techniques	3 (3 – 0)
MGT-773	Special Topics in Management Sciences	3 (3 – 0)

Elective Courses For PhD Programme

MARKETING COURSES				
S. No	Course Code	Course Title	Credit Hours	
1.	MKT-701	Marketing Research	3(3-0)	
2.	MKT-703	Strategic Marketing Planning	3(3-0)	
3.	MKT-707	Contemporary Issues in	3(3-0)	
4.	MKT-711	Theories and Practices in	3(3-0)	
5.	MKT-712	Business to Business Marketing	3(3-0)	
6	MKT-713	Integrated Marketing	3(3-0)	
7	MKY-714	Relationship Marketing, Theory	3(3-0)	

FINANCE COURSES				
S. No	Course Code	Course Title	Credit Hours	
1.	FIN-706	Monetary Theory and Policy	3(3-0)	
2	FIN-707	Financial Modeling and Risk	3(3-0)	
3.	FIN-708	Financial Derivatives	3(3-0)	
4.	FIN-709	Islamic Banking	3(3-0)	
5.	FIN-710	Economic Analysis and Policies	3(3-0)	

6.	FIN-711	Behavioral Finance	3(3-0)	
7.	FIN-712	Financial Risk Management	3(3-0)	
8.	FIN-713	Advanced Corporate Finance	3(3-0)	
9.	FIN-714	Research Paradigms in Finance	3(3-0)	
10.	FIN-715	Stock Market Efficiency	3(3-0)	
11.	FIN-716	Advances in International	3(3-0)	
12.	FIN - 717	Financial Intermediation	3(3-0)	

HUMAN RESORUCE MANAGEMENT COURSES

S. No	Course Code	Course Title	Credit Hours	
1	HRM-705	Learning & Management	3(3-0)	
2	HRM-708	Strategic Human Resource	3(3-0)	
3.	HRM -711	Performance Management	3(3-0)	
4	HRM-713	Change Management and	3(3-0)	
5	HRM-715	Contemporary Issues in	3(3-0)	
6.	HRM -716	Research Issues in Human	3(3-0)	
7.	HRM -717	Cross-Cultural Management	3(3-0)	
8.	HRM -718	Career Management	3(3-0)	
9.	HRM -719	Industrial Psychology	3(3-0)	

Syllabus for MS (Management Science) Programme

MGT-771 Management Thoughts and Philosophy 3(3-0)

Introduction:

The course would provide a comprehensive understanding of the origin and development of ideas in management. It would trace the evolution of management thought from its earliest days to the present, by examining the backgrounds, ideas and influences of its major contributors. The course intends to help develop an understanding of how different management philosophies have developed over a period of time. This would be achieved by studying the process through which different management thinkers had gone through while formulating their theories and thoughts. A look at the contributions and lives of classical management thinkers have already been covered in the previous courses, for this course focus would be given to some of the more recent thinkers/philosophers/gurus of management.

Contents:

Early Management Thought., A Prologue to the Past, A Cultural Framework, People, Management, and Organizations, Management Before Industrialization, Management in Early Civilizations, The Cultural Rebirth, The Industrial Revolution: Problems and Perspectives, Management Pioneers in the Early Factory. Robert Owen: The Search for a New Harmony, Charles Babbage: The Irascible Genius, Andrew Ure: Pioneering in Management

Education, Charles Dupin: Industrial Education in France, The Industrial Revolution in the United States, Industrial Growth and Systematic Management.

The Scientific Management Era, The Advent of Scientific Management, Frederick Winslow Taylor: The Early Years, Taylor: The Peripatetic Philosopher, Spreading the Gospel of Efficiency, Carl Barth, H. L. Gantt, The Gilbreths., Efficiency through Organization: Harrington Emerson, The Human Factor: Preparing the Way, Personnel Management: A Dual Heritage, Psychology and the Individual, The "Democratization of the Workplace" The Emergence of the Management Process and Organization Theory. Henri Fayol: The Man and his Career. Bureaucracy: Max Weber. Scientific Management in Theory and Practice. The Social Person Era, The Hawthorne Studies. Human Relations, Leadership, and Motivation. The Search for Organization Integration. Mary P. Follett: The Political Philosopher. The Erudite Executive: Chester I. Barnard. People and Organizations. Organizations and People. Organizations:

Structure and Design. Human Relations in Concept and Practice. The Impact of Human Relations on Teaching and Practice. The Modern Era. Organizational Behavior and Organization Theory. People and Organizations. Science and Systems in Management. The Quest for Science in Management. Systems and Information. Obligations and Opportunities. Individuals and Organizations: Relating to Evolving Expectations, Management Opportunities in a Global arena.

Books Recommended:

1. Management Theory by John Sheldrake, 2nd Revised Ed, Thomson Learning USA, 2002.
2. The Evolution of Management Thought by Daniel A. Wren and Arthur G. Bedeian, 6th Ed, John Wiley and Sons, 2009.
3. A History of Management Thought by Morgen Witzel, Routledge, 2011.
4. Management Thought by Jayanta K Nanda, Publisher Sarup & Sons, 2006.
5. Administrative Theories and Management Thought by R. K. Saprú, 2nd Ed. PHI Learning Pvt. Ltd., 2008.
6. Additional reading material may also be provided to the class for discussions.

MGT-772

Advanced Research Techniques

3(3-0)

Introduction:

This course will develop within the doctoral students an instinctive feel for management science research.

Configuration of research techniques to the research purpose requires understanding various aspects of quantitative, qualitative and mixed method research so as to choose an appropriate research design. The course will provide new ideas for implementing various research methods and strategies of dealing with challenges of management science research.

Contents:

Research paradigms, purpose and ethics. Problem identification, Theoretical foundation, Variables types and selection, hypothesis development.

Quantitative Research. Experimental Design, pre-experimental design; one group posttest only and pretestposttest; true-experimental design: control group, Solomon 4 group, factorial design; quasi experimental design: Interrupted Time-Series and Non-Equivalent Groups. Survey research, survey design: sampling and instrumentation. Scale development: latent variable, Factor analysis, validity and reliability. Data

analysis: Structural Equation Modeling. Panel Data and time series analysis. Modeling: interpretive and mathematical.

Qualitative Research, its characteristics, Types : Ethnography, Case Study, Phenomenology/ Narrative; Data collection: Observation, interviews. Documents, Audio Visual material; Analysis: coding, generating themes interconnecting themes; Findings and interpretation. Validating findings.

Mixed Method Research: Sequential, Concurrent and Transformative Procedures.

Books Recommended:

1. Tracy, Sarah J. (2013) Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact, Wiley -Blackwell
2. Bernard, Harvey Russell Bernard (2012) Social Research Methods: Qualitative and Quantitative Approaches, 2nd Edition SAGE Publications.
3. DeVellis, Robert F. (2012) Scale Development: Theory and Applications, SAGE Publications.
4. Creswell, J. W. (2003) Research Design: Qualitative, Quantitative, and Mixed Method Approaches 2nd Edition. SAGE.
5. Pidd, Michael (2009) Tools for Thinking: Modelling in Management Science, Wiley

MGT-773

Special Topics in Management Sciences

3(3-0)

Introduction:

Management Science is a diverse discipline with many interrelated sub-fields including Marketing, HR and Finance. While doctoral students will specialize in one of these sub-fields, they must have substantial understanding of concepts in the other two areas to fully comprehend the scope of this subject. Doctoral students have already studied the basics of each area during their BBA and MBA studies. This course will require them to revisit key concepts as explained by authors whose work targets a mature audience. The aim is to encourage students to develop independent and broad perspectives on major issues in the sub-fields of management science.

Delivery Mechanism:

This course will involve a critical review of contemporary issues in the 3 areas of management science: Marketing, HR and Finance. Reading list consisting of books and articles from leading journals in each area will be developed by committee of PhD supervisors at UIMS. The reading list will be reviewed each time the course is offered again and will be modified/updated if necessary. Students will study the prescribed reading materials collaboratively and give class presentations. Course supervisor will moderate discussions and ensure correct understanding of the concepts pointing out inaccuracies and/or inconsistencies in comprehension.

MKT-711**Theories and Practices in Marketing****3(3-0)****Introduction:**

This course provides a survey of classic papers as well as recent theoretical advances in marketing. It covers the scope of marketing, and topics often considered under marketing theory (strategic marketing; sales, pricing, channel relationships, services, relationship marketing and market orientation, branding, promotions & consumer behavior).

Contents:

Overview of marketing theory, Marketing: Philosophy or Function? Marketing Theory, A History of Historical Research in marketing, Marketing Ethics, The Economics Basis, Psychological Basis and Sociological Basis of Marketing, Cultural Aspects of Marketing, Theories of marketing management & organization, Marketing Strategy, Theories of Retailing, The New Service Marketing, Theory in Social Marketing: Why do social marketing? The development of social marketing, Defining social marketing, Departures from commercial marketing, Segmentation in social marketing, The social marketing mix, Ethical challenges etc.

Comprehensive review of Social theories such as, Socio-cultural Theory, Social psychological theories, Social learning theory, Social cognitive theory, Theories & Approaches of Consumer Behaviour, Cognitive Consumer Behavior Models; Buyer Behavior Model, Consumer's Decision Process Models, S-O-R Model, Health Belief Model, Theory of Reasoned Action Model, Theory of Planned Behavior Model, Motivation-need-Models, etc.

Books Recommended:

1. Hunt, Shelby D. (2003), Controversy in Marketing Theory: For Reason, Realism, Truth, and Objectivity. Armonk, NY: M. E. Sharpe.

2. Hunt, Shelby D. (2002), *Foundations of Marketing Theory: Toward a General Theory of Marketing*. Armonk, NY: M. E. Sharpe
3. Sheth, Jagdish N., David M. Gardner, and Dennis E. Garrett (1988), *Marketing Theory: Evolution and Evaluation*. New York, NY: John Wiley and Sons.
4. Poundstone, William (1988), *Labyrinths of Reason: Paradox, Puzzles, and the Frailty of Knowledge*. New York, NY: Anchor Books.

MKT-712

Business to Business Marketing

3(3-0)

Introduction:

Business-to-Business (B2B) refers to commerce transactions between businesses, such as between a manufacturer and a wholesaler, or between a wholesaler and a retailer. The B2B market is comprised of organizations that, in some form, are involved in manufacturing, distribution or support of products and/or services sold or otherwise provided to other organizations. The amount of purchasing undertaken in B2B market easily dwarfs the total spending by consumers, and because of its size and complexity it draws the interest of millions of companies worldwide that market exclusively to business customers. This course aims to prepare marketers who understand the dynamics of B2B purchase decisions.

Contents:

Organizational Buying Structure, Characteristics of Business Markets, Market Structure & Demand, Types of Buying Decisions & Decision Process, Supplier Development, System Buying/Selling, Buying Centres, Supplier Search & Selection, Proposal Solicitation, Supply Chain Management, Industry Classification System, Trends in B2B Buying, Productivity Improvement, Use of Technology, Electronic Commerce, Performance Review. Characteristics of B2B Buying, Business Buying Process, Stages in Business Buying Process, Major Types of Buying Situations, Participants and Major Influences in Industrial Buying Behavior, Types of Purchasing/Procurement Process, Buyers Response, Product Specification, Value Analysis, Determinants of Buying Centre, Markets, Ethical Issues. Models of Organizational Buying Behavior; Non-Task & Task related models, Complex multidisciplinary Models i.e. Sheth (1973) model, Webster & Wind's (1972)

Model, Hakansson (1982) Interaction Model: An Approach, and Interconnected Relationships in a Network, Relationship Management & Networks & Relationship Portfolio Analysis.

Books Recommended:

1. Diana Woodburn and Malcolm MacDonald,. (2011) Key Account Management: The definitive guide, 3rd Edition, John Wiley and Sons Ltd.
2. David Ford, Larse-Erik Gadde, HakanHakansson and Ivan Snehota., (2006) The Business Marketing Course: Managing in complex networks, 2nd Edition, John Wiley and Sons Ltd.
3. Daniel Michel, Peter Naudé, Robert Salle and Jean-Paul Valla., (2003) Business to Business Marketing, 3rd Edition, Palgrave Macmillan Publishers.
4. Michael J. Baker, and Susan J. Hart., (2008) The Marketing Book, 6th Edition, Butterworth-Heinemann Publishers.
5. Kristian Moller and David Wilson., (1995) Business Marketing: An interaction and network perspective, Springer Science and Business Media LLC.

MKT-713

Integrated Marketing Communication

3(3-0)

Introduction:

This course is designed to explore the field of integrated marketing communications (IMC) with the specific goal of giving students the tools they need to understand how to create a value-based IMC program. The development of an integrated marketing communications program requires an understanding of the overall marketing process, how companies organize for advertising and other promotional functions, customer behavior, communications theory, and how to set goals, objectives and budgets.

Contents:

Marketing communication process and conceptual framework of IMC, Its role in enhancing brand equity, Planning, development and execution of IMC program,

factors influencing the IMC program and process, Advertising management, strategy and implementation, media strategies (broadcast, print and support media), digital marketing and e-communications, media planning and analysis, direct marketing, sales promotions, public relations, publicity and sponsorship marketing, personal selling, social networking, Internet and interactive marketing, the environmental influences on IMC programs, including the impact of regulatory, social, and economic issues.

Books Recommended:

1. Advertising and Promotion: An Integrated Marketing Communications Perspective by George Belch and Michael Belch (2011)
2. Integrated Marketing Communications by David Pickton, Amanda Broderick – 2nd edition Pearson 2005
3. Integrated Advertising, Promotion, and Marketing Communications 5th Edition by Kenneth E. Clow and Donald E. Baack

MKT-714 Relationship Marketing: Theory and Practice 3(3-0)

Introduction:

Relational orientation in marketing revolutionized marketing and shifted businesses from transactional marketing to relationship based marketing approach. Relationship marketing (RM) is as old as the history of transaction; however its mechanisms are modern. This course aimed at developing deep insights of relationship marketing in students. It will start from the history of RM go through various evolutionary stages of developments in RM and end at the modern practices in RM.

Contents:

Emergence of a relational approach to marketing, its origins and history, RM themes including the emergence of this approach within channel marketing, services marketing and business-to-business/industrial marketing; motivations for the development of relational approaches to marketing; conceptual approaches to understanding how relationships develop over time, including life-cycle and more dynamic models. The emergence of a network approach to marketing, Supply chain relationships, Relationship mechanics in various industries (Banking, airlines, hospitality, health), Relationship Marketing management: relationship success variables including trust, commitment, and shared values; social and cultural

dimensions to relationships in marketing. Strategic aspects of relationship approach to marketing: relationships as a source and context for learning and innovation; collaborative and competitive networks; relationship marketing strategy; and customer relationship management, customer retention and loyalty, consumer experience modeling, C2C exchanges and relationships.

Books Recommended:

1. Relationship Marketing-View From the Top and What It Really Takes To Get There: Network Marketing Guide to Massive success by Steve Thompson (2013)
2. Relationship marketing: a consumer experience approach by Steve Baron, Tony Conway and Gary Warnaby 1st edition (2010)
3. Relationship Marketing: Theory and Practice by Francis A Buttle (1996)

HRM-716 Research Issues in Human Resources 3(3-0)

Introduction

This course focuses on current research issues in human resources (HR) field. It will require students to apply the knowledge gained in the HR Field Survey seminar in examining the emerging research issues in the field. Students will perform in-depth and critical analyses of relevant journal articles and book chapters, and develop their ability to assess research design, methodology, interpretation, and overall contributions to the field. The objective of this seminar is to enable students to gain a rich and deep understanding of the pressing issues and topics that pre-dominate the current HR literatures from which they might build their own program of research.

Contents

The course will focus on the issues, problems and possible solutions covering Unions and employee representation issues, Collective bargaining and conflict resolution in private and public sectors, Equality and equity at work, Working time and work-life balance issues, Non-standard work, vulnerable workers and flexibility issues, High Performance Work Systems, Comparative industrial relations, Productivity and training issues in unionized environments, Disadvantaged groups and dignity at work, Arbitration, mediation and other third party dispute resolution measures, Bargaining Structure, Occupational health and safety and wellness issues.

Books Recommended:

1. Blyton, P. (2011). Working time, work-life balance and inequality. In Blyton, P., Heery, E. & Turnbull, P. (Eds.) *Reassessing the Employment Relationship*: 299-317. Hampshire, UK: Palgrave Macmillan.
2. Godard, J. (2008). Union formation. In Blyton, P., Bacon, N., Fiorito, J. & Heery, E. (Eds.), *The Sage Handbook of Industrial Relations* (pp. 377-405). Los Angeles: Sage
3. Relevant books, cases and journal articles

HRM-717 Cross-Cultural Management

3(3-0)

Introduction

The focus for discussion and analysis in this course is on processes of strategic decision-making across a range of international and cross-cultural management contexts. The course would explore the significance of culture in strategic decisions related to processes of human resource management (HRM) and marketing communications, encompassing elements of risk management, ethics, and the management of diversity, using case studies drawn from a range of international management contexts across Asia, Europe, Africa and the Americas.

Contents

Introduction to course, Culture and communication, Understanding another culture, The role of language, Cultural values, Intercultural communications, Non-verbal communication, Establishing cross-cultural business relationships, Communication and conflict resolution within multi-cultural teams, Intercultural negotiations, Cultural dynamics in international organizations, Legal and Government considerations, Business structures and corporate culture, Cross cultural transitions

Books Recommended:

1. Richard Mead and Tim G Andrews (2009) *International Management: Culture and Beyond*, Fourth Edition, Chichester UK: John Wiley & Sons.
2. Bell, NA (ed.) 2012, *IBS220 Cross-Cultural Management: Book of Case Studies*, University of the Sunshine Coast.
3. Relevant articles and cases

Introduction

This course is designed to help students understand themselves and their careers, to develop the skills necessary to manage their careers effectively and to act as a mentor or human resource manager helping other workers develop their own careers. In career management the focus will be on many but important and essential views on careers and career management. It will provide a vehicle for individuals to direct their careers successfully over the lifecycle.

Contents

Introduction to the Study of Careers, Career Contexts and Stages: The Traditional Perspectives on Careers, Contemporary Perspectives on Careers, Model of Career Management, Applications of a Career Management Model, Developing Career Strategies and their types, Occupational and Organizational Choice and related theories, The Early Career Stage: Establishment and Achievement, The Middle and Late Career Stages: Career Challenges for Seasoned Employees, Job Stress and Careers, The Intersection of Work and Family Roles: Implications for Career Management, Managing Diversity, Entrepreneurial Careers, The Role of Strategic Human Resource Management Systems in Career Management, Effectiveness of career management and its future.

Books Recommended:

1. Strategic Career Management by Jane Yarnall, 2nd Edition Elsevier 2012.
2. Career Management by Jeffrey H. Greenhaus, Gerard A. Callanan and Veronica M. Godshalk Fourth Edition Sage Publications 2010.
3. Career management Secrets by Carolyn Boys 1st edition 2010.

Introduction

This course will introduce methods, practice, research, and theories of Industrial and Organizational (or I/O) Psychology. I/O psychology is a subfield of psychology concerned with various aspects of people in the workplace, including employee productivity and well-being. The “Industrial” part deals with human resource functions such as analyzing jobs, appraising employee performance, selecting,

placing, and training employees. The “Organizational” part is concerned with the social and psychological aspects of work, including employee attitudes, behavior, emotions, health & safety, motivation, leadership, etc. The course will focus on state-of-the-art theoretical and methodological approaches in IO Psychology. Most recent research and theories on some of the most important subjects of the field like “criteria definition”, scientific bases of personnel decisions and industrial development will be discussed. Both real-world applications and research will be emphasized throughout the course.

Contents

Work psychology; Assessing people at work; Selection and assessment; Employment relationships; The nature of research in organizations; Individual differences; Emotions at work; Personality at work; Work–life balance; Well-being at work, Impact of technology; Perception, attitudes and discrimination; Theories and Perspectives on Motivation; Learning at work; Working in teams and groups; Leadership; Organisational change and development; Decision-Making in Organizations: framing problems, interpersonal, organisational and group decisions; Communication in organizations; Image theory; Power, Politics and Organizational Justice and Ethical issues etc.

Books

1. John Arnold, Ray Randall, Fiona Patterson, Joanne Silvester, Ivan Robertson, Cary Cooper, Bernard Burnes, Don Harris, Carolyn Axtell, Deanne Den Hartog, (2010), Work Psychology, 5th Edition, Pearson Publishing .
2. Melanie Ashleigh and Angela Mansi, (2012), The Psychology of People in Organisations, Pearson Publishing.
3. Lee Roy Beach and Terry Conolly, (2005), The psychology of Decision-Making: People in organizations, 2nd Edition, Sage Publications Inc.
4. Ronald Riggio, (2012), Introduction to Industrial and Organizational Psychology, International Edition, 6th Ed., Pearson Publishing.
5. Ricky W. Griffin and Gregory Moorhead, (2012), Organizational Behavior: Managing People and Organizations, 11th Edition, Michael Schenk Publishing.

Introduction:

This course is broadly divided into two parts. The First part deals with the monetary theory whilst the second part with the conduct of monetary policy. The course commences with the definition of the money and moves on in depth analysis of demand for money and will look into the historical development of different theories of demand for money and also study the implications of uncertainty. Soon after demand for money, topics such as term structure of interest rate, the efficient market hypothesis, and imperfect information and its implications will be discussed. Before embarking on the issues and effectiveness of monetary policy we will study the role of money in static and dynamic economies. Objective of the course includes

- Enable students to critically examine the functions and implications of fiat money.
- Enable students to critically evaluate the various developments in the theory of demand for money with special emphasis on the implications of uncertainty.
- Enable students to introduce money in overlapping generation and growth models and study the implications
- Enable students to pick the recent debate on the issues and conduct of monetary policy in general and an economic role of government in particular while solving short-run and long-run economic models involving adaptive and rational expectations.

Course Contents:

Introduction and Development of Monetary Mechanism, Definition, Functions and Measurement of Money; Demand and Supply of Money M1, M2, M3, etc. Role of Money in the Economy, Debate on neutrality and non-neutrality of Money. Classical Dichotomy and Keynesian Integration of Nominal and Real Sectors. Role of Money in the IS-LM Framework. Money in Aggregate Demand & Aggregate Supply, Employment and Prices., Quantity Theory of Money, Transaction Theories of Demand for Money. Portfolio Theories of Demand for Money. Baumol – Tobin Model of Cash

Management. Friedman's Restatement of Quantity Theory of Money. The Money Supply Process, Monetary Base, Keynesian Liquidity Preference Framework, Friedman's Modern Quantity Theory of Money. Multiple Deposit Creation: Introducing the Money Supply Process. Determinants of the Money Supply: Understanding Movements in the Monetary Base, Money Multiplier. Velocity of Money and its variability. Rate of Interest, Risk and Term Structure of Interest Rate, Determination of rate of Interest, Risk Structure of Interest Rate, Term Structure of Interest Rate. The Conduct of Monetary Policy:, Structure and Functions of Central Bank. Monetary Base. The Conduct of Monetary Policy: Goals and Targets. Major Tools of Monetary Policy. Required Reserve Ratio, Discount Window Loans and Open Market Operation, Financial Intermediaries. Monetization of Public Debt. Ineffectiveness of Stabilization Policies. Money and Inflation. The Philips Curve and Accelerating Inflation, Inflation in Pakistan. Sources of Inflation in Pakistan. Policies to Combat Inflation in Pakistan. Monetary Policy in International Framework. Money in Growth Models, Current Issues in Monetary and Financial Sector Reforms. Conduct of Monetary Policy in Fixed and Flexible Exchange Rates. Perfect Mobility of Capital and Money Control, Effectiveness of Policy. Exchange Rate and Balance of Payment.

Books Recommended:

1. Goodhart, C.A.E. *Money, Information and Uncertainty*) 2nd edition.. (McMillan, 1989)
 2. Laidler, D.E.W. *The Demand for Money: Theories and Evidence*, 4th edition.
 3. Mishkin, F.S. *The Economics of Money, Banking and Financial Markets*. 5th edition,(Harper Collins, 1996)
1. Scarth, W.M. *Macroeconomics: An Introduction to Advanced Methods*. 2nd edition(Dryden 1999)

Introduction:

This course intends to introduce Financial Analysts to advanced quantitative model building skills for model building and risk analysis. The course provides hands-on experience in the development of spreadsheet simulation and forecasting models for applications in valuation, capital budgeting, interest rate, risk immunization, mergers and acquisitions, option pricing and portfolio management. Objective of the course includes

- To develop analytical skills in modeling and decision making with emphasis on financial applications involving uncertainty.
- To introduce analytical financial models used in the spreadsheet environment.
- To critically assess the financial models studied and become aware of recent developments.
- To explore how decision support systems help managers effectively deal with difficult/risky decisions.

Course Contents:

Financial Statements Modeling, Methods of Financial Data Display, Data Tables in spreadsheets, Sensitivity Analysis; Input Distribution, Correlated Variables & Data Convergence, Forecasting Models, Fitting observed data, eliciting expert opinions, Random Walk Model, without and with adjustments, Problems of Collinearity and Auto-regression, Options Prices, Historical Volatility, Growth Rates, ANOVA/ANCOVA Matrices, Nonparametric Tests for both collinearity and auto-regression, Interest Rate Risk Immunization,

Books Recommended:

1. Constantin Zopounidis, [New Operational Approaches for Financial Modelling \(Contributions to Management Science\)](#), 1997.

2. Abdol S. Soofi and Liangyue Cao, Financial Modelling in Python by [Shayne Fletcher, Christopher Gardner](#) [Modelling and Forecasting Financial Data: Techniques of Nonlinear Dynamics](#), (Mar 1, 2002).
3. Bryan Kefford, [Financial Modelling for Business Decisions](#), 1995

FIN-708

FINANCIAL DERIVATIVES

3(3-0)

Introduction:

This course presents and analyzes derivatives, such as forwards, futures, swaps, and options. These instruments have become extremely popular investment tools over the past 30 years, as they allow one to tailor the amount and kind of risk one takes, be it risk associated with changes in interest rates, exchange rates, stock prices, commodity prices, inflation, etc. They are used by institutions as well as investors, sometimes to hedge (reduce) unwanted risks, sometimes to take on additional risk motivated by views regarding future market movements. Objective of the course includes.

- Defines the main kind of derivatives, shows how they are used to achieve various hedging and speculating objectives
- Introduces a framework for pricing derivatives, and studies several applications of derivative-pricing techniques outside derivative markets.
- Further applications: real options, corporate securities.

Course Contents:

Introduction: What are derivatives? The main types of derivatives, Derivatives markets, Reasons for trading derivatives, Derivative pricing Forwards and Futures: The market for forward and futures, Marking to market and margins, Valuing forward contracts and the forward price, The futures price, Forward rate agreements and the Eurodollar futures Swaps: The market for swaps, Valuation of swaps contracts Options: The market for options, Option payoffs, Factors affecting option

prices, No-arbitrage restrictions; the put-call parity, Early exercise of American options
 Binomial Trees: The binomial model, Valuation of European options, Valuation of American options, Valuation of general derivatives, Dividends and other generalizations, Options on futures
 The Black-Scholes Formula: The Black-Scholes model, Derivations of the Black-Scholes formula, Volatility estimation and implied volatility, Empirical evidence: volatility smirk and smile
 Hedging and the “Greeks”: The basic principle: delta-hedging, Delta-hedging with forwards, Asset mismatch, maturity mismatch, basis risk, and minimum-variance hedging, Delta-hedging with futures: tailing the hedge, Delta-Gamma hedging using options, Vega and Rho hedging.

Books Recommended:

1. PJ Hunt, Joan Kennedy, Financial Derivatives in Theory and Practice;; Edition John Wiley, 2000.
2. Robert J Schwartz; Derivatives Handbook: Risk Management and Control;; Wiley Series in Finance, Edition 2000
3. Satyajit Das, Risk Management and Financial Derivatives: Edition 2000.
4. John C Hull, Options, Futures, and Other Derivatives; Edition 2001.

FIN-711

Behavioral Finance

3(3-0)

Introduction:

Traditional finance seeks to understand financial markets assuming that investors are “rational.” Rationality means that investors can access to and have the ability to process information correctly and that competition between investors ensures that securities are correctly priced to reflect all available information. That is, the market is efficient. However, recent studies suggest that markets are not efficient and that investors are not fully rational. For example, particular trading strategies based on past information such as past returns and accounting information are able to outperform the markets. In addition, studies find that investors are committed to certain heuristic-based biases and are frame dependent such as overconfidence, optimism, self-attribution, loss aversion, anchoring, availability, ambiguity aversion,

hindsight, flaming, etc. Behavioral biases combined with limits to arbitrage may result in securities not to be correctly priced. Behavioral finance examines how individuals' attitudes and behavior affect their financial decisions and financial markets. In particular, behavioral finance uses psychological evidence to model investor behavior in order to get a better understanding of the financial markets. In this course, the emphasis is on the role of *heuristic-driven biases* on the market inefficiency and how to train yourself to be more objective, patient, humble, and disciplined so that you can become a more successful investors. Objectives of the course include.

- To identify key assumption differences between traditional finance and behavioral finance frameworks.
- To understand key psychological biases that affect decision making process
- To apply psychology research findings into finance anomalies

Course Contents:

Introduction, Overview of efficient market hypothesis (EMH), Challenges to EMH, Behavioral finance, Limits of arbitrage, The law of one price, Arbitrage costs and risks Cases for limits to arbitrage, Other factors affecting limits to arbitrage, A model for noise trader risk, Psychological foundations, Heuristic-based biases (Biases of judgment) Representativeness heuristics, Availability biases, Anchoring, Overconfidence, Over-optimism Conservatism bias, Confirmation bias, Cognitive dissonance, Narrow Framing, Prospect theory, Loss aversion, Ambiguity aversion, Equity premium puzzle, Volatility puzzle, Predictability puzzle, The cross-sectional of stock returns, The long-term reversals, The Size premium, The predictive power of scaled-price ratios, Momentum, Post-earnings drifts, Dividend initiations and omissions, Repurchases, IPOs and SEOs, Accruals, Capital investments, Closed-end funds and co-movement, Closed-end fund discounts, Closed-end fund co-movement, Investor behavior Insufficient diversification, Naïve diversification, Excess trading, The buying and selling decisions, Feeling and stock returns, Weather and stock returns.

Books Recommended:

1. Michael M. Pompian, Behavioral Finance and Wealth Management: How to Build Optimal Portfolios That Account for Investor Biases (Wiley Finance), 2007.
2. Andrei Shleifer, Inefficient Markets: An Introduction to Behavioral Finance (Clarendon Lectures in Economics), 2008.
3. [Hersh Shefrin](#), Beyond Greed and Fear: Understanding Behavioral Finance and the Psychology of Investing (Financial Management Association Survey and Synthesis Series), 2007.

FIN-712**Financial Risk Management****3(3-0)****Introduction:**

The recent financial crisis has radically altered the global financial world. The cause of the crisis and how to tackle its effects will be the heated subject for the coming months and years. Irrespective of the conclusions, how risks were managed and the future role of risk professionals will be a prominent part in the debate. Given the rapid evolution of the discipline of financial risk management, risk professionals must be prepared to deal with the challenges in the marketplace. FRM course is designed to enhance expertise in risk management. Passing FRM course makes a candidate not only be recognized as qualified risk manager but also be connected to a most established network of risk professionals in the world. Objective of the course includes

- Studying principles and practice of risk financing, including reinsurance. It focuses on financial decision making about the management of risk by corporations.
- The course offers an integrated approach to corporate risk financing by combining concepts and tools from the insurance and financial risk management disciplines.
- To enable students to understand of how funds are raised by a company and how they are allocated, as in all financial decisions, the objective is to create value.

- To understand the developments in the area of catastrophic event risks faced by corporations and its hedging mechanism provided by insurance industry and capital markets.

Course Contents:

Corporate Finance and Risk management Decisions, Strategic Hedging. 1, Strategic Hedging. 2, Corporate Risk Management Strategy. 1, Corporate Risk Management Strategy. 2, Adding value by Post-Loss Financing, Post-Loss Financing 1., Post-Loss Financing 2: Liquidity and Debt Restructuring, Contingency Financing. 1, Contingency Financing. 2, Hybrid Debt and Structured Finance. 1, Hybrid Debt and Structured Finance. 2, the A.R.T of Corporate Finance. 1, The A.R.T of Corporate Finance. 2, Corporate Risk Management and Insurable Risks, The Evolving market for Catastrophic Event Risks.

Books Recommended:

1. Doherty N.A., Integrated Risk Management: Techniques and Strategies for Reducing Risk, McGraw-Hill; 2000.
2. Michel Crouhy, [Risk Management](#), 2005.
3. Anthony Saunders. [Financial Institutions Management + S&P + Enron Power Web](#)
4. David, Financial Risk Management with Bayesian Estimation of GARCH Models Theory and Applications, 2003.

Annexure 3: FACULTY SURVEY

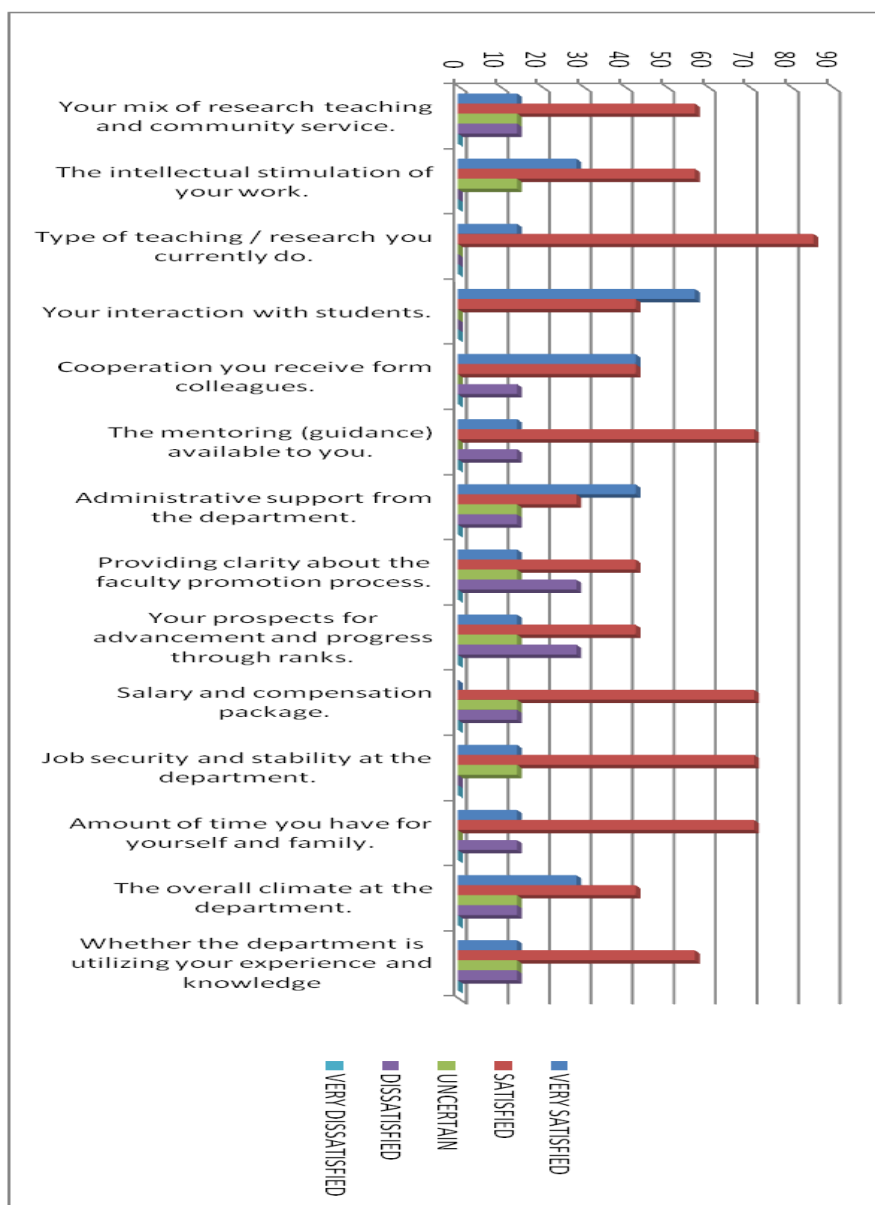
The faculty looks quite content with the department except for the clarity about promotion process and their prospects for advancement. The survey revealed the following best factors that are responsible for enhancing faculty's motivation and job satisfaction:

- 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 4: Faculty Resume

Proforma - 9

Name	<i>Dr. Farida Faisal</i>
Personal	University Institute of Management Science (UIMS), Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi. Ph: +92-51-9290155 E-mail: farida.faisal@uaar.edu.pk
Experience	16/ 01/ 2012 - to date ; Associate Professor ; UIMS Arid Agriculture University, Rawalpindi 1996 to 17/ 01/ 2012; Assistant Professor ;
Honorand Awards	N/A
Memberships	N/A
Graduate Students Postdocs Undergraduate Students	N/A

Name	<i>Dr Muhammad Razzaq Athar</i>
<i>Personal</i>	<i>Assistant Professor, UIMS, PMAS-AAUR 0333-5521470</i>
<i>Experience</i>	24 years of Teaching Experience One out of 24 years in Arid University
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 honrs Students
Brief Summary of Research Interest	<i>Human Resource, Self perceived employability attributes, Brain Drain, Knowledge Management, Diversification, Unemployment and employment, Inflation, Poverty Alleviation Balance of Payments,</i>

Name	<i>BushraNasreen</i>
Personal	Girls Suprintendent House ,Colony # 1,University of Arid Agriculture Rawalpindi Cell# 0332-5200391, Off.Ph# 051-9290119 Date of birth: July1, 1973 Marital status: Married
Experience	December 1998 to date Assistant Professor UIMS University of Arid Agriculture, Rawalpindi.
Additional Charge	Warden, Fatima Jinnah Hall PMAS - Arid Agriculture University, Rawalpindi. Deputy Director Students Affair.

Name	<i>Syed Kashif Saeed</i>
Personal	Date of Birth: May 04 1968 Address Flat No. 15, Block No. 3-A Gali No. 25, I-8/1, Islamabad

	Telephone No: 051-4437990 & 0334-5065490
Experience	<p>Date: 01-11-2006 to date Title: Assistant Professor Institution: UIMS- Pir Mehr Ali Arid Agriculture University Rawalpindi.</p> <p>Date: 21-09-1996 to 31-12-2001 Title: Lecturer Institution: Preston University, Islamabad.</p> <p>Date: 01-01-1994 to 20-09-1996 Title: Assistant Works Manager (Admn) Institution: Pakistan Ordnance Factories, Wah Cantonment.</p> <p>Date: 03-12-1992 to 31-12-1993 Title: Statistical Officer Institution: Ministry of States & Frontier Region, Islamabad.</p> <p>Date: 05-08-1990 to 02-12-1992 Title: Statistical Assistant Institution: Population Census Organisation, Statistics Division, Islamabad.</p>
Honor and Awards	Received letter of appreciation from late Dr. Mehboob-ul-Haq
Membership	None
Theses Supervision of Graduate and	Supervising the research theses of BBA& MBA since 2007, and the number of these students is at least one hundred, which I cannot mention individually.

Under Graduate Students	
Service Activity	NIL
Brief Statement of Research Interest	I have great interest in economic/business research. Now a days statistics & econometrics are the main tools used for this purpose and currently I am fully focused to equip myself with these techniques.
Publications	1. Asghar, A. & Saeed, S.k. (2012). Diversifying a Pakistani Stock portfolio with Real Estate can Reduce Risk. International Journal of Research in Computer Application and Management, 2(2), 10-16.
Research Grants and Contracts	NIL

Name	<i>Zia ur Rehman</i>
Personal	Address: B-86 Gulistan colony Wahcantt Cell # 03015052520
Experience	2007-date

	<p>Lecturer Management Sciences at University Institute of Management Sciences, PMAS- Arid Agriculture University Rawalpindi</p> <p>2004-2007</p> <p>MIS & Marketing officer at Ecopack Ltd.</p>
Education	<p>MS(MS) Marketing SZABIST Islamabad(Waiting for Thesis Defense)</p> <p>M.B.A.(Marketing) COMSATS Institute of Information Technology(2006)</p> <p>B.Com., University of Punjab(2004)</p>
Membership	-
Brief Statement of Research Interest	<i>Relationship quality and customer loyalty</i>
Other Research or Creative Accomplishment	
Selected Professional Presentations	<ul style="list-style-type: none"> Presented two research papers on marketing issues in 8th and 9th National Research Conferences on Management & Computer Science held at SZABIST, Islamabad

Name	<i>Shuja Ilyas</i>
Personal	Address: House No 69, Street 20 G-8/1 Islamabad Mobile No: 0312-9561614 Date of birth Marital status: Married Email: Shuja@uaar.edu.pk
Experience	
Additional Charge	

Name	<i>Ammar Asghar</i>
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Personal	<p><i>House no DD-107, street 8 ,Colony : Gulshan Dadan Khan, shamsabad, murree Rd, rwp</i></p> <p><i>Cell# 0321-5807548,</i></p> <p><i>Date of birth: May 8th, 1985</i></p> <p><i>Marital status: Married</i></p>
Experience	<p><i>December 2008 to date</i></p> <p><i>Lecturer, UIMS</i></p> <p><i>University of Arid Agriculture, Rawalpindi.</i></p>
Additional Charge	
Publication	

Name	<i>Aleem Akhtar</i>
Personal	Address: House no.P-890, street no. 2, G.M.Abad Faisalabad Mobile No: +923335745363 Email: aleemakhtar677@uaar.edu.pk Marital status: Married DOB: 15 th August, 1988
Experience	10 YEARS
Additional Charge	

Name	<i>AnumShafique</i>
Personal	Address: Mingral Model Town Rawalpindi Mobile No: 03315595222 Date of birth 9 Jan 1989 Marital status: Single
Experience	

Additional Charge	
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Name	Ms. Sidra Akhtar
Personal	University Institute of management sciences PMAS Arid Agriculture University Rawalpindi Cell# 03110547029 Date of birth: Sep 1, 1991 Marital status: Unmarried
Experience	August 2019 to date Lecturer, UIMS PMAS Arid Agriculture University Rawalpindi
Publication	<p>Malik, F. A., Akhtar, S., Khurshid, S., & Javed, M. U. (2023). Unveiling the Dynamics of Ethical Leadership: Empirical Insights and Impact on Organizational Outcomes. <i>International Journal of Business and Economic Affairs</i>, 8(3), 75-87.</p> <p>Akhtar, S., & Ishaque, A. (2023). Unraveling the Pathways to Creative Performance: The Serial Mediation of Career Optimism and Career Commitment Between Core Self-Evaluation and Employee Creative Performance in the IT Sector. <i>Pakistan Journal of Humanities and Social Sciences</i>, 11(2), 2263-2271.</p> <p>Shah, A. A., Jehangir, M., Faiz, N., Iftikhar, S., Akhtar, S., Khan, A. T. A., ... & Gillani, A. (2023). PERCEIVED EASE OF DOING BUSINESS AND BUSINESS GROWTH MOTIVATION OF SMES. <i>Russian Law Journal</i>, 11(9S), 229-241.</p> <p>Humayon, E., Dastgeer, G., Akhtar, S., Abbasi, S. G., & Sarwar, S. (2021). Empowering Leadership and Career Future Inventory: Mediated-Moderated Model. <i>International Transaction Journal</i></p>

	<p><i>of Engineering, Management, & Applied Sciences & Technologies, 12(2), 12A2E-1.</i></p> <p>Faran, S., Dastgeer, G., & Akhtar, S. (2021). Analyzing the relationship between cultural intelligence and life satisfaction: Mediating role of career engagement. <i>Sukkur IBA Journal of Management and Business</i>, 8(2), 125-141.</p>
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Name	<i>Dr. Zoia Khan</i>
Personal	<p>Address: House 32, Street 26, Chaklala Scheme iii Rawalpindi</p> <p>Mobile No: 0331-2712225</p> <p>Date of birth : 20th January, 1989</p> <p>Marital status: Married</p> <p>Email: zoya.khan_zk@uaar.edu.pk</p>
Experience	<p>Lecturer in PMAS- Arid Agriculture University , Rawalpindi April 2020- till now</p> <p>Courses: Principles of Marketing, Operation Management</p> <p>Lecturer in University of Gujrat Sub Campus, Rawalpindi Sep 2017- Sep 2019</p> <p>Courses: Principles of Marketing, Brand Management, Consumer Behavior, International Business</p>

	<p>Lecturer in Federal Urdu University, Islamabad Feb2012- Feb 2017</p> <p>Courses: Principles of Marketing, Marketing Management, Brand Management, Advertising, Services Marketing, International Business</p>
Additional Charge	

Name	<i>Dr. Akhtar Tanweer</i>
Personal	<p>Address: P/O Ghakkar, Tehsil: Fateh Jang</p> <p>Mobile No: +9203030534682</p> <p>Date of birth April 03, 1974</p> <p>Marital status: Married</p>
Experience	<p>11 Years</p> <p>Assistant Professor Preston University Islamabad</p>
Additional Charge	

Name	<i>Dr. Hafiz Ishaq</i>
Personal	Address : Federal Urdu University Rawalpindi

	Mobile No: 03216005522 Date of birth April 09, 1974 Marital status: Married
Experience	19 Years Assistant Professor Preston University Islamabad
Additional Charge	

Name	<i>Dr. Shahzad Ijaz</i>
Personal	Address : Toba Tek Singh Mobile No: 03346996601 Date of birth December 07, 1990 Marital status: Single
Experience	11 Years UIMS
Additional Charge	

Name	<i>Dr. Sohail Rizwan</i>
Personal	Address : H. No. CB-97, St. No. 2, Rahim Abad Chaklala Rawalpindi

	Mobile No: 03335059456 Date of birth November 22, 1986 Marital status: Single
Experience	06 Years Currently serving as lecturer FJWU
Additional Charge	

Name	<i>Prof. Dr. Yasir Hafeez</i>
Personal	Address : H. No. CB-97, St. No. 2, Rahim Abad Chaklala Rawalpindi Mobile No: 03335059456 Date of birth November 22, 1986 Marital status: Single
Experience	22 Years UIIT
Additional Charge	

Name	<i>Dr. Kaleemullah</i>
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Personal	Address: uims Mobile No: 03413780290 Date of birth January 16, 1986 Marital status: Married
Experience	6 Years UIMS
Additional Charge	

Name	<i>Dr. Zeeshan Ahmad</i>
Personal	Address: 814-D Commercial Market, Satellite Town Mobile No: 03335288632 Date of birth February 03, 1985 Marital status: Married
Experience	9 Years Assistant Registrar (Treasurer office) UAAR
Additional Charge	